



St John's C of E Primary School

Early Years Foundation Stage

School Policy	Prepared by C. Olden Subject Leader Spring 2016
School Staff were consulted on this document	Spring 2016
It was reviewed by the Full Governing Body	Autumn 2021
Reviewed	Autumn 2024

St John's C of E Primary

SchoolEYFS

Policy

Our Vision

Learn Together • Achieve Together • Celebrate Together
“and let your light shine.” Matthew 5:16

Our Mission Statement

To enable all children to achieve their true potential in a caring Christian community.

Our Values

Respect • Responsibility • Kindness • Truthfulness • Perseverance

1. Introduction

- 1.1. Early years education is the foundation upon which children build the rest of their lives and encompasses all areas of learning. This policy outlines the purpose, nature and management of early years education and provision at St John's C of E Primary School.
- 1.2. The school policy reflects the consensus of opinion of the whole teaching staff and has the support and agreement of the governing body.
- 1.3. The implementation of this policy is the responsibility of all members of Early Years Foundation Stage staff.

2. The Nature of Early Years Education

- 2.1. In this policy the term 'Early Years Foundation Stage' begins when children enter a Nursery and continues until the end of their Reception year.

We follow the national Early Years Foundation Stage Curriculum which includes the four guiding principles. The fourth guiding principle forms the context for the seven areas of learning. These areas of learning are carefully planned for by the teacher and form our EYFS curriculum.

2.2. Four Guiding Principles

- i. A Unique Child
- ii. Positive Relationships
- iii. Enabling Environments
- iv. Learning and Development

i. A Unique Child

We recognise that each child is an individual and competent learner. We encourage children to become capable, resilient, confident and self-assured by ensuring each individual is valued for their unique character, abilities, interests and cultural heritage. We take into account children's range of life experiences when planning for their learning. By working closely with parents, we aim to provide a safe environment where children feel secure and are able to trust that an adult is available to meet their needs and support their development, whether at home or school.

ii. Positive Relationships

We respectfully acknowledge and support the learning, needs and feelings of each child, and those of their family. We provide an environment in which children learn to be strong and independent through the formation of secure, warm and trusting relationships with each unique child and their family.

iii. Enabling Environments

We provide stimulating and safe indoor and outdoor environments which encourage children's independence. We observe children in order to understand the child's interests, needs and abilities and use these to underpin our planning. A rich and varied environment is carefully planned to ensure all children learn and develop well, are engaged and develop the confidence to explore in the safe, yet challenging environment. We believe that working as a team with external agencies and professionals is essential and benefits the children significantly. There is a strong partnership between staff and parents and carers.

iv. Learning and Development

The EYFS curriculum is made up of seven areas of learning and development. These areas are further broken down into three **prime areas** and **four specific areas**. The prime and specific areas are further broken down to form the 17 Early Learning Goals. All areas of learning and development are important and inter-connected. The **three prime areas** are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. Staff must also support children in **four specific areas**, through which the three prime areas are strengthened and applied. **See table in Appendix A.**

We plan for each Area of Learning and are committed to supporting each individual child, including children with special educational needs and disabilities, to learn through play and exploration as well as by setting appropriate tasks to challenge each child in their learning journey. We encourage creative and critical thinking by making sure a wide range of resources are available to the children and that links are made between the areas of learning so children are able to transfer and generalise their knowledge and skills.

All areas are delivered through a balance of adult led and child initiated activities. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

Only the first 12 Early Learning Goals count towards the Good Level of Development (GLD) grade.

AoL 1: Communication and Language;

The sub-sections for this section are:

ELG 1: Listening, attention and understanding.

Our aims are that children learn to listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They hold conversation when engaged in back- and- forth exchanges with their teachers and peers.

ELG 2: Speaking:

Our aims are that children will participate in small group, class and one to one discussions, offering their own ideas using a wide range of vocabulary. Children will offer explanations for why things might happen drawing upon recently introduced vocabulary from stories, non-fiction texts and rhymes. Children will be able to express their ideas and feelings about their experiences using full sentences, using past and present and future forms accurately and making use of conjunctions with modelling and support from their teachers.

AoL 2: Physical Development

The sub-sections for this section are:

ELG 3: Gross motor skills

Our aims are that children learn to negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and co-ordination when playing. Move energetically in many different ways eg. Running, hopping, skipping and climbing.

ELG 4: Fine motor skills

Our aims are that children will hold a pencil effectively in preparation for fluent writing, using the correct tripod grip. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.

AoL 3: Personal, Social and Emotional Development

The sub-sections for this section are:

ELG 5: Self- Regulation

Our aims are that children will show an understanding of their own feelings and those of others, and begin to regulate their behavior accordingly. Children will give focused attention to what the teacher says, responding appropriately. They will show an ability to follow instructions involving several ideas or actions. Children will learn and be supported to set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

ELG 6: Managing Self

Our aims are that children be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. Can explain the reason for rules, know right from wrong and try to behave accordingly. Children will be able to manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG 7: Building Relationships

Our aims are that children play co-operatively, taking turns with others. They take account of one another's ideas and show sensitivity to them, and form positive relationships with adults and other children.

AoL 4: Literacy

The sub-sections for this section are:

ELG 8: Comprehension

Our aims are that children demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate key events in stories and use and understand recently introduced vocabulary when talking about stories, non-fiction, rhymes and poems and during role play.

ELG 9: Word Reading

Our aims are that children use their phonic knowledge to say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-bending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG 10: Writing

Our aims are that children will write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

AoL 5: Mathematics

The sub-sections for this section are:

ELG 11: Number

Our aims are that children will have a deep understanding of numbers to 10, including the composition of each number. Subitise (recognize quantities without counting) up to 5. Automatically recall without reference to rhymes, counting or other aids number bonds to 5 and some number bonds to 10, including double facts.

ELG 12: Numerical Patterns

Our aims are that children will verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, doubles and sharing amounts equally.

AoL 6: Understanding the World

The sub-sections for this section are:

ELG 13: Past and Present

Our aims are that children talk about the lives of the people around them and their roles in society. Know about similarities and differences between things in the past now, drawing on own experiences and through different medias e.g. Books. Understand the past through settings, characters and events encountered in books read in class and through storytelling.

ELG 14: People, Culture and Communities

Our aims are that children describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between religions and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries.

ELG 15: The Natural World

Our aims are that children explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the world around them. Understand some important processes and changes in the natural world around them.

AoL 7: Expressive Arts and Design

The sub-sections for this section are:

ELG 16: Creating with Materials

Our aims are that children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing.

ELG 17: Being Imaginative and Expressive

Our aims are that children use what they have learnt to invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of songs and rhymes, learn to move in time to music and perform alone and with others when appropriate.

3. Aims

- 3.1. Our aims are directly taken from the four key principles of the 'Early Years Foundation Stage:
- To understand and provide for each and every unique child, ensuring that all children feel included, secure and valued.
 - To build and maintain positive relationships with the children and their families; valuing the role of families as first and life-long educators and developing a partnership to support the children's learning.
 - To provide an enabling environment with qualified and knowledgeable practitioners who ensure all the children can feel safe, valued and able to learn, with opportunities for children to engage in activities planned by adults and also those that they plan or initiate themselves.
 - To offer a relevant curriculum with provisions which give broad opportunities for each individual child's learning and development enabling children to become independent learners through challenge and through enabling them to make judgments, to evaluate and to practise skills in an environment where successes are valued and realistic targets for learning are set for each child.

4. Entitlement

- 4.1. Children in the Early Years Foundation Stage are given opportunities to develop in the above seven areas as defined in the Early Years Foundation Stage.
- 4.2. Children in the Early Years Foundation Stage are entitled to a provision which caters to the four key principles of practice as outlined in the Early Years Foundation Stage.
- 4.3. Some children may exceed the Early Learning Goals outlined in the Early Years Foundation Stage curriculum and will therefore be working on the National Curriculum for Key Stage One.

5. Physical Development

- 5.1. Children will have designated PE time where they will be taught by specialist sports coach.
- 5.2. Each week the children will be taught many different games and skills by a specialist sports coach. The children will learn to develop their co-ordination through ball skills and working well with others in team games. They will learn to safely negotiate space and move their bodies in a variety of different ways. The children will be supported to understand the benefits of physical exercise and understand why this is important.

6. Role of Parents

- 6.1. At St John's C of E Primary School the relationship between parents and practitioners is highly valued. By working together there is a positive impact on each child's development and learning.
- 6.2. The transition from nursery into school is the first stage at which a strong relationship between parents and practitioners becomes important. At St John's this is achieved by:
- Children and parents being invited to attend a welcome meeting early in the summer term, the term before the children start at the school. During this meeting there will be an outline of the school's expectations and practical ways that the parents may support the transition to school and future learning.

- Four sessions in the summer term where the children will have a brief experience on what life in Early Years is like. During the first session parents will be invited to stay and have a cup of tea and discuss any concerns with the Headteacher.
 - Parents are given the school's prospectus when they first visit the school detailing the uniform, staff names, and other important information about the school as a whole.
 - Parents are invited to a meeting with the class teacher. At this meeting class routines are discussed and parents have the opportunity to raise questions or worries.
 - The class teacher liaises with feeder pre-school practitioners arranging appointments to visit the children whilst at the settings and in session where possible.
 - The parents are invited to a meeting in the school in early September with the class teacher and an LSA. During this meeting there will be an opportunity to discuss any issues the parent might have confidentially.
- 6.3. Every effort is made to encourage parents to pass on any Early Years Foundation Stage assessment information from pre-school settings, however this is at the parents' discretion.
- 6.4. Parents are made to feel welcome and are fully informed of their child's progress through regular parent/teacher meetings and through the medium of Tapestry, an on-line assessment and evidence gathering app that parents can also access their own child's work.
- 6.5. Parents are informed in regular newsletters about the topic and planned work for the half term and are given information about how they can enhance this learning at home.
- 6.6. Parents are welcome to speak with their child's teacher at a mutually convenient time, if they have a concern.
- 6.7. Support and encouragement is given to parents to complete development checks and other health related appointments for their children.

7. Equal Opportunities – Meeting the Diverse Needs of Children

- 7.1 The school takes all reasonable steps to promote and practise equal opportunities within the Early Years Foundation Stage with regard to race, religion, colour, sex, age, national origin or disability.
- 7.2 All aspects of play and provision reflect a wide range of cultures. The school uses materials that positively respect diversity and are free from discrimination and stereotyping. All family compositions are considered and respected. All lifestyles are depicted in a positive way. Equipment and play activities are adapted, if possible, to enable the participation of children with disabilities and learning difficulties.
- 7.3 Children may need to be encouraged to be non-sexist in their choice of activities. Racist and sexist attitudes or remarks are challenged and discussed.
- 7.4 Every child's progress is monitored and any areas of concern are identified and action is taken to provide support. Additional help is obtained from the Special Educational Needs Coordinator in the school and if necessary support is sought from other agencies.
- 7.5 Similarly any child identified as gifted, talented and more able is placed on the school's register and suitably challenging activities are planned.

8 Assessment, Recording and Reporting

- 8.1 This is a continuous process used by all practitioners to monitor individual learning. Strategies include:
- Observation
 - Specifically planned assessment activities
 - Group assessment
 - Regular monitoring
 - Photographic evidence

- Discussions with parents

8.2 Observations are used to record significant aspects of learning during an activity. These can then be discussed amongst staff and be used for recording progress in line with the Development Matters statements in the Early Years Foundation Stage curriculum guidance. These observations may be shared with parents during a parent/teacher meeting and are also used to plan the child's next stage of learning and to identify areas that need reinforcing. This information is recorded in each child's individual assessment files and goes towards compiling the Early Years Foundation Stage Profile assessments.

8.3 Initial assessments are carried out during the child's first three weeks in school in order to establish an on-entry baseline. This information is given to the headteacher for analysis by the end of the first half-term.

8.4 The Early Years Foundation Stage Profile information is forwarded to the Local Authority at the end of the Reception year. Progress and assessments are discussed during parent consultation meetings in the Autumn and Spring Terms. A formal individual pupil report is written in the summer term and parents are invited to a final meeting to discuss final results from the Early Years Foundation Stage Profile Assessments.

8.5 Records of the end of the final Early Years Foundation Stage assessments are kept in the individual pupil files and are used to inform individual pupil targets for the end of Key Stage 1 SATs.

8.6 The collective data of the cohort is analysed by the Headteacher, Deputy Headteacher and SENCO and implications are discussed with the class teachers.

9 Planning

9.1 All Early Years Foundation Stage practitioners are involved in the planning process.

9.2 In planning and guiding children's activities, staff always reflect on the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning are: **playing and exploring** - children investigate and experience things, and 'have a go'; **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

9.3 Practitioners need to be aware of the unplanned learning opportunities initiated by the children themselves, or spontaneously by staff, and allow time and flexibility to capitalise on these.

9.4 Long term topic planning ensures there is a broad and balanced curriculum and caters to the needs and interests of the children. Topics include festivals at appropriate times. Topics typically last between three and six weeks. Medium and Short Term Planning (Daily Planning) show the planned learning key learning objectives across the seven areas. The daily plan includes teaching activities relating to the learning objectives and differentiated success criteria, inside and outside planned activities, resources and differentiated activities.

10 Staff Training and Continuing Professional Development

11 All staff are involved in both training and other aspects of Continuing Professional Development including annual updates on the completion of the Early Years Foundation Stage Profile.

12 Transition

12.1 Starting school can be a difficult time for young children; we therefore plan this time carefully to support children with the transition and to ensure it is as smooth as possible for each child and that they settle in to their new class quickly and happily.

12.2 Starting Reception – Parents of all children starting in the next academic year will be invited to an

Induction Meeting in the Summer term to meet their child's new teacher and other key staff and learn more about the Reception curriculum. This is an opportunity for the school to explain to parents:

- on their first day
- the Early Years Curriculum
- the next seven years of their school life
- and, the importance of completing the necessary paper work.

12.3 New class sessions - The children are given four opportunities to come in to school to meet their new class teacher and other children in their class. For the first session parents remain in the school to socialise with each other in the school hall. The third session parents can stay with their child as they complete an art and swimming activity. The fourth session the children are signed in to school and when collecting parents are invited to stay for a school lunch with their child. This means that before they join their new class the Reception environment is already a familiar place to them.

12.4 In September arrangements are also made for the parents with their child/ children to visit the class teacher at school. This is an opportunity for the parent to talk to the class teacher of any confidential matters.

12.5 Children will be given the opportunity to sign up for either a morning or afternoon session in their first week of school before starting full time.

12.6 Starting in Key Stage 1 (Year 1) - Throughout the Reception year, each child's involvement in whole school life will have been built upon; many of the teaching and support staff will already be familiar people to them. They will have taken part in whole school assemblies as well as their own class assembly. The Early Years children will also have spent every playtime and lunchtime with the whole school as we do not differentiate playgrounds to play in.

12.7 Summer term – children who show natural academic flair and are exceeding the expectations for the Early Years Curriculum will begin to work on the National Curriculum a term early.

12.8 The Early Years teacher will be given time to meet with the Year 1 teacher so the new teacher has a clear understanding of what each child can do.

12.9 Reception children have the opportunity to meet their new class teacher, in Year 1, and spend a day in their new class during the Summer term.

13 Monitoring

- a. The quality of teaching and learning is monitored by the headteacher, deputy headteacher and subject leaders.
- b. The head teacher analyses the data gathered from the class teacher initially to create an on-entry baseline and then again at the end of the Reception year to analyse progress and attainment. Throughout the year at the end of each term assessment data is provided by the class teacher to the headteacher and implications are discussed and plans of action formulated and implemented.
- c. Data gathered by the Local Authority and the Department for Education is similarly analysed during the autumn term so that comparisons with local and national trends can be made.
- d. A specific governor is assigned to monitoring EYFS.

Appendix A

Early Years Foundation Stage Curriculum							
	Prime Areas			Specific Areas			
Areas of Learning (AoL)	1 Communication and Language	2 Physical Development	3 Personal, Social and Emotional Development	4 Literacy	5 Mathematics	6 Understanding the World	7 Expressive Arts and Design
Early Learning Goals (ELG)	ELG 01 - Listening, attention and understanding ELG 02 – Speaking	ELG 03 – Gross motor skills ELG 04 – Fine motor skills	ELG 05 – Self-regulation ELG 06 – Managing self ELG 07 – Building relationships	ELG 08 – Comprehension ELG 9 – Word reading ELG 10 – Writing	ELG 11 – Number ELG 12 – Numerical patterns	ELG 13 – Past and present ELG 14 – People, Culture and communities ELG 15 – The natural world	ELG 16 – Creating with materials ELG 17 – Being imaginative and expressive