

Simonstone St. Peter's CE School
EYFS (Early Years Foundation Stage) Policy



Our Mission Statement – ‘Keys to Faith and Knowledge’

At Simonstone St Peter's School we want every child to:
Be confident and happy about who they are;
Have knowledge and skills for life and to work together and make friends;
Learn to have faith and understand differences;
Learn through Jesus that we are loved and can love; that we can talk to others; find guidance to be a better and stronger person, to know right from wrong and find forgiveness;
Show care, kindness and appreciation in the world.

The Purpose of the Early Years Policy

The Early Years policy in this school reflects the value and importance of early years education, both during and beyond the early years foundation stage. It provides a framework for staff, which gives guidance on practice, and outlines procedures for planning, teaching and learning, monitoring and evaluating the curriculum. The policy contributes towards raising educational standards within the school and ensures that the needs of the youngest children are met within the context of whole school policies, curriculum planning, agreed teaching approaches and organisational structures. The Early Years curriculum is developed in accordance with DFE ‘The Early Years Foundation Stage’, Every Child Matters and National Curriculum programmes of study for KS1.

At Simonstone St Peter's Church of England School, the term ‘early years’ refers to the foundation stage children in Class 1.

The policy reflects our mission statement and the main aims of the school, which are:

- To foster links between home, school, church and the wider community.
- To encourage each pupil to make positive contribution to the society and environment in which he or she lives.
- To foster a love of learning and to prepare children in readiness for the challenges of Year 1.

Staffing and Organisation

The Early Years team all have specialist training, knowledge and expertise in working with young children and work with KS1 staff and other professionals e.g. Nurseries, Educational Psychologists, Speech and Language Therapists and the School Nurse to provide a multi - disciplinary team. Students, trainee teachers and volunteers may also be deployed to support learning as appropriate.

The role of all adults

This should include:

- The recognition of the importance of the role of all significant adults; teachers, classroom assistants, Foundation Stage Practitioners and parents as partners.
- The understanding of the importance of warm, caring relationships between adult and child, to provide positive and meaningful interactions that enhance self-esteem and confidence.
- The encouragement of well-planned quality play by adults who observe, interact and extend the children's activities in a way that positively affects the attitudes of learning that the children develop.
- The provision of an appropriate mix of adult directed and child initiated activities.
- Promoting children's learning through planned experiences that are challenging but achievable.
- Modelling a range of positive behaviours.
- Using language that is rich and grammatically correct to develop children's language.
- Direct teaching of skills and knowledge
- Planning the indoor and outdoor environment to provide a positive context for learning and teaching
- Skilful and well-planned observations of children, which support the schools assessment procedures.

Confidentiality

All adults working in the EYFS must understand that all information in the course of employment will be kept confidential. Details of children, families and staff must remain confidential and must not be discussed outside of school.

Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Simonstone St. Peter's C of E Primary School, children join the Reception class in the year that they turn five. In partnership with parents and carers, we enable the children to begin the process of becoming active learners for life. We endeavour to ensure that children "learn and develop well and are kept healthy and safe." We aim to support children in their learning through "teaching and experiences that give children the broad range of skills that provide the right foundation for good progress through school and in life." (Statutory Framework for the EYFS 2012)

The EYFS is underpinned by four guiding principles:

- Unique child
- Positive relationships
- Enabling environments
- Learning and developing

A Unique child

At Simonstone St. Peter's C of E Primary School, we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to their learning.

Inclusion

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at Simonstone St. Peter's C of E Primary School are treated fairly regardless of race, religion or background. All children and their families are valued within our school. In our school, we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

In the EYFS, we set realistic and challenging expectations that meet the needs of our children. 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.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self esteem and confidence;
- using a wide range of teaching strategies based on children's learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- Monitoring children's progress and taking action to provide support as necessary.

For those children with special educational needs, the focus will be on removing barriers for children and on preventing learning difficulties developing. Children's learning difficulties will be identified at an early stage and teaching will respond quickly to areas of difficulty. This will involve working closely with parents and developing an effective strategy to meet these needs. Advice and guidance will be provided by the school SENCO and an individual education plan (IEP) will be written. Outside agencies may become involved if necessary.

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and emotional wellbeing of all pupils.

Welfare

“Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them.”

At Simonstone St. Peter's C of E Primary School, we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for The Revised Early Years Foundation Stage 2012. We understand that we are required to:

- promote the welfare of children;
- promote good health, preventing the spread of infection and taking appropriate action when children are ill;
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs;
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so;
- ensure that the premises, furniture and equipment is safe and suitable for purpose;
- ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs;
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.
- We comply with all these requirements.

Health and safety

The school's guidelines on health, medical and safety issues are followed in the EYFS.

Unless parents have made prior arrangements with the school, all children must be handed over personally to their Parent/Carer at the end of the day. No one under the age of 18 is allowed to collect a child in the EYFS.

At least one person who has a current Paediatric First Aid Certificate must be on the premises at all times when children are present and must accompany children on outings. Three members of staff, Mrs Jacqueline Booth, Mrs Gemma Sutcliffe and Mrs Lyndsey Smith are all trained in Paediatric First Aid.

On entry to school, an emergency contact form is completed for all children, which includes medical, personal and social details. Any accident on school premises is recorded in the *School Accident Book* and parents informed dependent on the severity of the incident. If further attention is required, a child is seen by the registered First Aider, and then, where necessary, the parent, the Health Centre or Hospital will be contacted. If medicines are sent into school, they must be clearly labelled and handed to the Officer Manager, who will ask parents to fill in a medicine requirement form. The class teacher may oversee the use of inhalers providing written instructions have been supplied.

Positive Relationships

At Simonstone St. Peter's C of E Primary School, we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We also recognise the role that parents have played, and their future role, in educating the children.

- We encourage parents to work closely with staff to support their children's individual needs and we respect the different perspectives and needs of parents. We make time to focus on discussion of the children's strengths, as well as their needs.
- We check that parents understand the graduated procedures of intervention. The Special Needs Co-ordinator and other staff ensure that there is consistent communication and consultation with parents.
- We consult with parents about information that should be shared with others.

We aim to provide a range of opportunities to inform parents about children's learning experiences and progress. Opportunities include:

- Induction meeting set in the Summer term prior to children starting in September.
- Meet the Teacher – Parents' are given information about how the class is run and what is expected of them when supporting their child with homework, projects etc.
- Autumn term meeting, parents are invited to an evening session on the Communication, and Language, Literacy and Mathematical aspects of the Early Years Foundation Stage.
- Parents' evenings held in the Autumn and Spring term
- We encourage parents to share children's achievements at home, through completing 'News' and 'Wow Moments' sheets, with notes or photographs.
- Regular newsletters
- Homework for Reception children
- Ideas and resources to support home learning
- End of year reports are sent home

We operate an open door policy where parents can talk with us at the end of the school day whenever possible.

We feel very strongly that the partnership and communication with parents should be an open and honest one. Staff also recognise that effective partnership with parents has a positive impact on children's development and learning, and therefore aim to provide opportunities for parents to keep staff informed about their child's development or any concerns they may have. We value their opinions and the information they can give us, and involve them whenever we can.

There are many opportunities for contact with parents; induction meeting, parent's evening, support and advice for parents of children with special needs, parents sharing special skills and hobbies, social and fund raising activities (FOSS), parents supporting their children by reading at home, working with their child on Family Projects, and other forms of home learning.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. Children are assigned a 'Key Person'. Their role is to help children settle in and ensure that learning and care is tailored to meet their individual needs.

We believe that it is very important that parents and staff work closely together, as sharing our knowledge of the children will enable us to plan appropriate experiences and learning opportunities.

Enabling Environments

At Simonstone St. Peter's C of E Primary School, we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

Observation, Assessment and Planning

Long term planning documents the learning opportunities provided by areas of the continuous provision within prime and specific areas e.g. what learning might occur in the book corner. Medium term planning contains details of how provision may be enhanced, to link with a theme and support progression in learning. Short term planning includes details of adult led activities, specific resources and key questions and vocabulary.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Our Formative Assessment informs everyday planning and is based on on-going observational assessment of each child's achievements, interests and learning styles. Formative assessment may take the form of spontaneous observations, focused observations, photographs and discussions with children, parents and staff. This range of evidence is then used to inform judgements against the EYFS Development Matters statements, identify next steps and inform short term planning.

At Simonstone St. Peter's C of E Primary School, we use Pupil Tracker to record Summative Assessment against the EYFS Profile. Each child's level of development is tracked and recorded against age appropriate expectations. PIPs is used on entry and exit in the Reception class. Within the final term of the EYFS, we provide a written summary to parents, reporting their progress against the ELG's and the Characteristics of Effective Learning. A copy of the Profile report will also be given to

the Year 1 teacher.

The Learning Environment

The classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classroom is set up in learning areas, where children are able to find and locate equipment and resources independently. All areas are attractive and suitably resourced so that children are encouraged to use them and engage in purposeful, challenging activities with or without the presence of an adult. Resources are organised in such a way that children are enabled to make informed choices, select independently what they need and take responsibility for clearing away. Children will be able to relate personally to the resources provided so that they:

- Reflect children's varied home and community experiences;
- Reflect the culture of the local community and the wider world.
- Avoid gender and other types of stereotyping.

The outdoor learning environment contributes to all areas of learning. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children the chance to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all seven areas of learning. Children have access to the whole learning environment both in and out of doors for a substantial part of each session. Resources outdoors and indoors are organised similarly to enable children to be independent and take responsibility. All children are encouraged to take part in the full range of outdoor experiences.

Learning and Development

At Simonstone C of E Primary School, we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter connected.

Play

"Children's play reflects their wide ranging and varied interests and preoccupations. In their play, children learn at their highest level. Play with peers is important for children's development."

Through play, our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. All staff work together to foster the characteristics of effective early learning.

- Playing and exploring
- Active learning
- Creating and thinking critically

Active Learning

“Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.”

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

Creativity and Critical Thinking

“When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.”

Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

Areas of Learning

The EYFS is made up of seven areas of learning:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

We recognise that the three Prime Areas (PSE, CL, and PD) underpin all the other areas of learning. The remaining Specific Areas support them and help strengthen children's learning and development. All areas are delivered through a balance of adult led and child initiated activities. In each area, there are Developmental Matters and Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS.

Monitoring and Review

It is the responsibility of the EYFS teacher to follow the principles stated in this policy. The Head teacher and EYFS leader along with the designated governor will carry out monitoring of the EYFS as part of the whole school monitoring schedule.

Leadership and Management

Regular staff meetings are held to discuss assessment, individual pupils and SEN issues.

Priorities relating to the EYFS are identified in the School Improvement Plan as appropriate and any areas of underperformance are challenged.

Roles and responsibilities for all staff are reviewed in line with Appraisal Procedures and staff training and development needs are outlined in the School Improvement Plan.

All staff and governors are aware of the requirements of the Early Years Foundation Stage and the importance of this Key Stage in relation to children's learning and its impact on raising standards across the school. The EYFS class teacher liaises with KS1 class teacher to ensure smooth transition to Year 1 or 2. Termly pupil progress meetings and end of year moderation meetings are held with the Head Teacher.

This policy will be reviewed in Spring 2019.