



# St Luke's C.E. Primary School

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## EYFS Policy

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Langport Avenue  
Longsight  
Manchester  
M12 4NG

## Early Years Foundation Stage Policy

At St Luke's C.E. Primary School we use the EYFS to ensure that children receive a quality experience that supports their development and learning. The EYFS is divided into 4 themes:

- 1. A unique Child**
- 2. Positive relationships**
- 3. Enabling environments**
- 4. Learning and Developing**

At St Luke's C.E. Primary School, we ensure a quality experience for children in the following ways:

### 1. A unique child

#### 1.1 Child development

- Staff spend time playing with and talking to each child to get to know them
- Staff are trained in child development
- Observations of the children are carried out daily
- Staff listen to children and have time for them
- There is a rich variety of activities on offer
- We offer continuous provision both inside and outside
- We communicate well with parents/ carers
- Home visit/school visits before children start school
- Staff develop loving relationships with the children

#### 1.2 Inclusive practice

- Children develop a good knowledge of other cultures through celebrations and festivals
- We identify SEN children as early as possible
- We discuss concerns with parents and carers
- We form links with outside agencies
- We recognise children's unique qualities and identify some as Gifted and Talented
- The learning environment encourages equal opportunities through resources aimed at both sexes which reflect a multicultural society.
- Staff support children in making friends
- We have an open door policy for parents and parents are actively encouraged to help in the classroom
- We offer a welcoming, friendly environment

#### 1.3 Keeping safe

- We have 4 golden rules which encourage good behaviour. These are:
- Be kind and gentle
- Look after our things
- Listen carefully
- Always do your best
- Our positive behaviour system encourages good behaviour.
- The behaviour system is shared with parents

- The learning environment is assessed for beneficial and harmful risks
- Independence is encouraged. Children take increasing responsibility for their own safety within a safe and secure environment
- Beneficial risk taking is encouraged as children develop an awareness of their own limitations.

#### **1.4 Health and Well-being**

- Staff listen to parents/carers
- We offer a stimulating indoor/outdoor environment
- There is a structure to each day which provides a stable environment for children.
- All staff are trained in safeguarding procedures and report to the child safeguarding officer- The Head of School/P Mulligan
- We promote a healthy lifestyle through healthy snacks, education about healthy living and following healthy schools guidance
- Children who need to rest are offered a sleep time during Nursery. There is a quiet area in each classroom for children who need to rest.
- Accidents are reported in the accident book and parents informed.
- Members of the EYFS team are qualified in paediatric first aid.
- Medication procedures are followed
- Parents are informed when children are unwell

## **2. Positive Relationships**

### **2.1 Respecting each other**

- Staff talk to children about their feelings
- We use circle times to discuss issues of importance to the children
- Children are treated fairly, regardless of race, gender, religion or ability.
- Staff support children in making friends
- Staff support children in dealing with difficult relationships
- Staff model good relationships with each other
- Staff encourage each other. We recognise and use our varied skills
- Teamwork is developed through weekly phase meetings, informal support and friendship
- Staff build relationships with the parents/carers, by making time at the beginning and end of the school day to chat.
- Staff listen to parent's views through informal chats and more formal questionnaires.

### **2.2 Parents as partners**

- Parents are welcomed in the morning. Time is made for them to talk to staff on a daily basis.
- Parents are informed of activities and lessons on the weekly parents board.
- Parent teacher interviews are held twice a year
- Questionnaires are sent out periodically to inform staff.
- Parents are encouraged to help in the learning environment
- An Information booklet is given to parents at the beginning of EYFS
- Home visits are carried out before children start school
- Contributions to records from parents are encouraged
- Reading records provide another avenue for parents to communicate with the school

- Parents are supported with toilet training through coffee morning run by Big Life in school.
- Parental Engagement Network meetings are held regularly to provide support to provides and families.
- We celebrate festivals from other cultures
- Reports are sent out annually to inform parents of their children's attainment and achievement
- Male carers are encouraged to support children, particularly with writing.
- A parents meeting is held in July each year for parents of children starting in the following academic year.
- Meetings are held to inform parents about teaching methods and pedagogy.
- Parental feedback is encouraged in all areas

### **2.3 Supporting Learning**

- Staff develop good relationships with children and carers
- Observations are carried out on a daily basis to inform planning. These may be incidental, anecdotal or in depth observations.
- Observation summaries are carried out periodically
- Staff offer cuddles to children when they need emotional support.
- Staff kneel or sit on the floor in order to communicate with children at their physical level.
- Staff play with the children
- Time is made for 1 to 1 chats with children
- Work is differentiated with ability groups for literacy and phonics.
- Staff give praise and encouragement to children
- Staff encourage children's independence but know when to intervene.

### **2.4 Key Person**

- In Nursery, each member of staff has a key group of approx 13 children.
- The key person develops a special bond with the children in their key group and helps with the transition process in to nursery.
- Children know who their key person is and go to them when they need support
- The key person contributes to records for their key group but the teacher is ultimately responsible for such records
- The key person is present at parent teacher interviews.
- The key person develops close relationships with the parents of their key group.
- Transition from one class to another is supported

## **3. Enabling Environments**

### **3.1 Observation, Assessment and planning**

- Cycle of observation, planning and evaluation in place
- Observations are analysed and next steps planned
- Incidental, anecdotal and in depth observations are used.
- A variety of adults contribute to observations including lunchtime staff and parents
- Observations, photographs and children's work are kept in each child's learning journey book.
- Target children are noted each week on planning
- Plans are evaluated and annotated

- Observations are discussed with parents
- EYFS Learning objectives are present in the planning
- We use summative assessment – End of phase/aspect Letters and sounds, maths, end of topic
- EYFSP completed each year
- Data collected for EYFSP throughout EYFS
- EYFSP in house moderation held each half term

### **3.2 Supporting Every Child**

We offer:

- A range of experiences
- Safe happy environment
- Child initiated learning
- Challenging environment
- Records are passed on from previous setting and used to inform planning. EYFSP data is passed on to Y1 teacher
- Experiences build on children's interests
- Extra support/challenge is given where appropriate
- We involve people from community e.g. vicar, police, firemen, dentist, parents/staff from outside EYFS

### **3.3 The Learning Environment**

#### **Outdoor**

- Continual outdoor provision for the majority of the day.
- All areas of learning addressed outdoors
- Flower and vegetable beds used by children
- Children are encouraged to play outside in all weathers.
- Waterproof outerwear provided by school in wet week.
- Forest school experience in school woods each week.
- Mile a day walk daily.
- Children learn to play safely

#### **Indoor**

- Indoors – writing area, book area, listening area, construction, small world, art, creative workshop, chill out area, role play, investigative table, malleable, sand, water, ICT, maths table, snack bar.
- We encourage hands on learning- mini beasts, chicks, growing plants
- Children trained to look after environment

#### **Emotional**

- We develop close, loving, relationships with children.
- Children are encouraged to be Independent learners
- We make time to listen to children

#### **General**

- Children help tidy and get toys out
- New toys, resources frequently introduced

- Staff model how to play with resources

### **3.4 The Wider Context**

- Involvement with outside agencies: speech and language; school nurse; Bilingual support; librarians, social workers, school dentists, MFCFC football skills.
- Involved with community: Church visits, clergy, allotment visit, park visit, pizza express visit.
- Parents and staff from religious groups visit class to talk about celebrations.
- Children who attend church see staff at church
- Transition made easier through school and home visits; parents encouraged to stay until child settled, visits to next teacher in summer term, celebrations held with whole FS together.
- EYFSP data shared with Y1 teacher.
- Record keeping system shared with next teacher or other setting if child moves.
- Regular communication with local private nurseries and cluster schools.

## **4 Learning and Development**

### **4.1 Play and Exploration**

- There is play based learning in EYFS
- We offer a stimulating and challenging environment
- Regular changes are made to keep the children's interest
- Adults model how to play with new resources
- Adults intervene when appropriate to extend learning
- Adults intervene when play is inappropriate (guns, sexist etc)
- Children are given resources from lessons to play with independently eg silly soup
- Children encouraged to participate in boisterous noisy play outside.

### **4.2 Active Learning**

- Children are encouraged to develop independence through child initiated play.
- Children feel safe and secure – able to initiate own learning
- Staff keep reviewing environment to ensure that it is as inspiring and accessible as possible
- Staff attend regular CPD to enhance their knowledge and improve practice

### **4.3 Creativity and Critical thinking**

- Cognitive games played every week in Nursery
- We encourage sustained, shared thinking
- Responsive, trusting relationships are developed between children and adults – listen to children
- Children are allowed to move resources from one place to another to make connections
- Children's creative work is individual, not too adult led. – creative workshop, writing table, outdoor writing/drawing, nature area and kitchen.
- The Learning journey book documents work done by children in photos and children's own work

### **4.4 Area of Learning and Development**

- Each of 7 areas of learning addressed each week in planning (see enabling environments section)

- Learning objectives taken from EYFS document and recorded on planning.
- Planning identifies Learning objectives from different development phases
- Learning environment facilitates learning in all 7 areas of learning
- Learning at the end of EYFS is assessed in EYFSP

<b>Document Control</b>	
<b>Title</b>	<b>EYFS Policy</b>
<b>Date</b>	<b>September 2017</b>
<b>Review</b>	<b>Annually</b>