

EYFS Policy



Our School's Vision

'With God's help, together, we aspire, achieve and believe.'

This document outlines the philosophy and principles of early years teaching and learning in EYFS at St John with St Augustine CE Primary School. The document underpins practice in all area of provision.

Early Years Foundation Stage

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up”

(Statutory Framework for the Early Years Foundation Stage” Department for Education 2021)

Aims— INTENT

At St John with St Augustine Primary School we believe that our Early Years Foundation Stage is crucial to developing firm foundations to be built upon throughout our school journey and beyond. It is our intent that the children who enter our EYFS develop holistically whilst embedding a positive attitude to school and a love of learning in order for all children to achieve their full potential.

Every child is recognised as a unique individual and we celebrate and welcome differences within our school community. We believe effective learning involves playing and exploring with a 'can do' attitude whilst thinking both creatively and critically through active learning opportunities. This approach prepares our children for the next stage of their learning journey in Key Stage 1.

We will work in partnership with parents and carers to encourage independent, happy learners who thrive in school and reach their full potential from their various starting points. We understand and follow children's interests and provide diverse opportunities throughout our EYFS curriculum to support learning, consolidate and deepen knowledge and ensuring children know and remember more. We ensure our curriculum is progressive and sequenced which develops the children's ability to be resilient and take risks.

Curriculum—Implementation

Our Early Years Foundation Stage curriculum fulfils the Educational Programmes as set out in the Statutory framework for early years foundation stage (September 2021) The **framework**: sets the standards that all **early years** providers must meet to ensure that children learn and develop well. children are kept healthy and safe and that children have the knowledge and skills they need to start school.

We also ensure that the learning opportunities and experiences we provide are clearly linked to both the Prime (Personal, Social and Emotional Development, Communication and Language and Physical Development) and Specific (Literacy, Mathematics, Understanding the World and Expressive Arts) areas of learning. The seven key features of effective practice as stated in Development Matters provide the basis of our approach to teaching and learning. Throughout all of these areas of learning and at the heart of the EYFS Curriculum are the “Characteristics of Effective Learning”. We strive to develop these key characteristics of “Playing and Exploring”, “Active Learning” and “Creating and Thinking Critically” in order to give the children the skills that they will continue to draw upon throughout their development and enable them to become learners for life.

We begin each year by looking at the individual children and their different learning needs and with this information in mind, we are then able to coherently plan and sequence our ambitious curriculum with opportunities for a range of learning experiences which develop their cultural capital. We know that all children are unique, with their own individual fascinations and it is for this reason that we believe a balance of child and teacher led activities is crucial in order for our children to become fully engaged and excited in meaningful learning. We implement these areas of learning by providing a safe and enabling environments both indoors and outdoors that allows our children to discover, be challenged, consolidate and achieve their very best whilst developing their resilience and independence. We feel that effective provision both indoors and out is based on a clear understanding of what we want our children to learn and how we plan to achieve this. We strive to ensure our children become independent when accessing quality play-based experiences that encourage them to notice, question and wonder. Effective interactions between staff and children ensures that our curriculum planning and provision is flexible and continuously adapted to meet the needs of all children.

We strive to ensure our children become independent when accessing quality play-based experiences that encourage them to notice, question, wonder and communicate their thoughts effectively using new vocabulary in a range of contexts. Effective interactions between staff and children ensures that our curriculum planning and provision is flexible and continuously adapted to meet the needs of all learners and to reflect children’s needs and interests as they continue to develop and grow.

Within our EYFS Curriculum, children are assessed through accurate observations and discussions which inform future planning and children’s individual next steps in their learning. This enable us to ensure learning is embedded and consistent and that all children continue to make the best possible progress within our EYFS setting.

We recognise that early reading is key to all other learning. Our approach to teaching early reading and synthetic phonics is systematic and taught daily using Red Rose Letters and Sounds which we adapt to meet the needs of our children. The books that our children read are 100% phonetically decodable and ensure they match their phonic knowledge. We recognise the importance of reading aloud

the setting including telling stories, non-fiction, rhymes, poems and songs. We encourage parents to read with and to their child and to recognise the importance of reading to their child on a daily basis in order to promote an enjoyment and love of reading at home.

Impact

We strive to ensure that all of our children make good or better progress during their time in our Early Years Reception Class. Children who achieve a good level of development within the Early Learning Goals have the knowledge and skills needed to continue to maintain the good progress they have made through Key Stage 1 and beyond. We understand that when assessing children against the Early Learning Goals, there will be many children who are awarded the same level but may be working at differing levels within this range. Effective communication between EYFS and KS1 staff is therefore crucial to achieve an effective transition for children and to plan accordingly for the next stage of their learning journey. Towards the end of their time in early Years we strive to ensure the children are Year 1 ready and fully prepared to access the National Curriculum. As a team, we carry out internal moderation sessions and that staff attend external meetings and training to ensure that we feel confident with our judgements and that these judgements are consistent with a range of other settings. In addition to observations professional conversations take place between staff to analyse the children's progress and talk about their next steps. Staff input summative data on a termly basis and pupils progress meetings are completed with members of the Senior Leadership Team.

Staffing and organisation

There is one Reception class at St John with St Augustine Primary School with a maximum intake of 30 children. There are 2 full time teaching assistants in the class. The teacher liaises closely with the teaching assistants, involving them in planning, preparation and assessment. They work together to ensure there is a timetabled rota ensuring a smooth 'free flow' between indoor and outdoor learning.

All members of staff in EYFS take on the role of a Key Person.

We are always aiming to improve our teaching skills, knowledge and understanding and so all practitioners are encouraged to participate in local authority courses, in service and local cluster group training. Practitioners also conduct and attend in-house training and disseminate new initiatives, ideas and teaching methods to colleagues.

Assessment

In the first 6 weeks the children will complete the Statutory Reception Baseline Assessment. A further assessment personalised to our school is also carried out alongside in the first few weeks. The findings are used to inform planning and learning opportunities to meet the needs of all of our children.

‘In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile must be completed for each child. The Profile provides parents and carers, practitioners and teachers with a well rounded picture of a child’s knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1. The Profile must reflect practitioners’ own knowledge and professional judgement of a child to inform discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution. ‘

(Statutory Framework for the Early Years Foundation Stage” Department for Education 2021)

The use of mobile phones and cameras in the Foundation Stage classroom

Practitioners are required to switch mobile phones off during lesson times and are not permitted to use them to take photographs. Practitioners may take photographs of the children using the school camera and school iPads in order to provide evidence of a child’s learning. These photographs must remain in school and are deleted according to the school’s policy (see Safeguarding Policies).

Induction

A Welcome Induction Meeting is held by the head teacher and Early Years Staff in June, to introduce parents/carers to the school and EYFS procedures. We take this opportunity to introduce the school’s expectations and routines and to outline the induction process. We also give ideas on how to prepare the children to start full time education. Parents/carers are given a pack which outlines school routines and gives them ideas on activities to complete with their child before starting school. Transition records from pre-school/nursery settings inform Reception practitioners about the new intake.

The class teacher completes nursery visits in order to see the child in their nursery setting. The class teacher and the child’s Key Person complete home visits. New intake children also visit the class in summer term.

Reception to Year 1 Transition

Reception and Year 1 teachers work together to make the transition from EYFS to Year 1 as smooth as possible.

At St John with St Augustine CE Primary School -

- children are encouraged to develop independence when dressing and undressing and organising their personal belongings throughout the Reception year
- reception children meet the Year 1 teacher during assemblies and other whole-school activities as well as during informal occasions during their reception year
- an EYFS Profile, end of year class summary and report is passed onto the Year 1 class teacher
- Reception and Year 1 class teacher meet to discuss the individual needs of children in July
- the Year 1 class teacher spends time in the EYFS classroom with the children.

Inclusion

Children with special educational needs will be given support as appropriate to enable them to access the curriculum. This includes children that are more able, and those with specific learning difficulties and disabilities.

Individual Support Plans identify targets in specific areas of learning for those children who require additional support, in line with the schools Special Educational Needs Policy. The Reception class teacher discusses these targets with the child and his/her parents/carers and welcomes their input into the support plan.

The schools SENDCo is responsible for providing additional information and advice to practitioners and parents/carers and for arranging external intervention and support where necessary.

For further information see our Special Educational Needs Policy.