

## Early Years Foundation Stage Policy

### Statement of intent.

**As a church school what and how we teach, what and how our pupils learn within and beyond the classroom are and must be rooted in Christian values:**

**Friendship, Respect, Endurance, Thankfulness and Forgiveness.**

**These values are fundamental in the implementation of this policy to ensure that we maintain our distinctive Christian character of which we are proud.**

### 1 Introduction

*“Every child deserves the best possible start in life and the support that enables them to fulfil their potential...The Early Years Foundation Stage sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe.”*  
(Statutory Framework for the Early Years Foundation Stage)

#### 1.1

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. In our school, the EYFS extends from the age of three in Nursery to the end of the Reception year. Children start in the EYFS with different experiences. Some have attended drop ins and activities, some have attended other childcare providers whilst others join us straight from the home setting. We believe that children are individuals and must be treated as such from the moment they start school. They must acquire skills and attitudes to provide them with a solid foundation for learning.

We aim to:

- Provide an entitlement curriculum that is broad, based on children’s interests, challenging and effective.
- Enable all children to reach their potential in every area of their development.
- Provide a happy and caring environment where all children feel valued and value the contributions of others.
- Encourage children to learn how to work and play together to become independent learners.

### 2 A Unique Child

#### 2.1

At St Mary and St Pancras we recognise that every child is a competent learner who can be resilient, capable, confident and self assured. We recognise each child as an individual who develops at varying rates. Children’s attitudes and dispositions to learning are influenced by their environment; in particular the feedback adults give them. Staff use personalized planning to ensure the children reach their full potential. Our adults know the children very well and have a

sound understanding of child development. This ensures that the adults within our unit enhance and extend the learning at the appropriate level for each unique child.

### **2.2 Inclusion**

We value the diversity of individuals within the school and do not discriminate against children because of their 'differences'. All children are treated fairly regardless of gender, race, religion or abilities. Every child and their families are valued within our school. We have high expectations about what every child can achieve and strive to do all we can so that they reach their full potential. 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 through 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;
- Planning in the moment when appropriate to ensure high level involvement, personalized learning and rapid progress.
- Using a wide range of teaching strategies based on children's learning needs;
- Providing a wide range of opportunities and experiences to motivate and support children and to help them to learn effectively;
- Providing a safe, engaging and supportive learning environment in which the contribution of all children is valued;
- Using resources which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Working in close partnership with parents and other agencies involved with the child;
- Monitoring children's progress and taking action to provide support as necessary.

### **2.3 Safeguarding Children**

***It is of the utmost importance that the school Safeguarding policy is read in conjunction with this EYFS policy with particular reference to section 6 Early years settings within school. See appendix A for this extract.***

It is important to us that all children in school are 'safe'. We aim to educate children on boundaries, rules and limits so that they are prepared for 'life'. 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.

At the beginning of the year parents/carers are asked to give permission for their child to be photographed/videoed during their time at school. We use these images in the classroom, on displays, in the children's individual portfolios and on the school website (Children who are 'looked after' will not have their photograph put on the website or any public flyers etc).

The safety of every child is of paramount importance. The school takes its child protection responsibilities very seriously. Any concerns the school has will be noted and, if deemed necessary, will be reported to the relevant agency. Please refer to our Safeguarding and Child Protection Policy, Medicines in school policy and Intimate care policy for further details. These are available on the school website or copies can be requested from the school office.

## **2.4 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.” (*Statutory Framework for the Early Years Foundation Stage*)

At St Mary and St Pancras we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for the 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.

## **2.5 Health and Safety**

We have a Health and Safety policy which all staff are familiar with and we have designated people responsible for first aid in school although all staff have basic first aid training every two years. Children are taught how to use materials and equipment appropriately and safely. They are taught to be mindful when moving around the school and are aware of safety issues. Risk assessments are undertaken before after school activities take place and before we go on school trips.

Parents/carers are asked to inform the school of any existing medical conditions. They are also asked to inform us of any foods their children are allergic to or any foods they do not wish their child to eat. A note of this is kept in the kitchen area and all adults are informed.

Please refer to our Health and Safety Policy and Medicines in school policy for further details.

## **3 Positive Relationships**

### **3.1 Parents as Partners**

We recognise that parents are children’s first educators and the important role that parents have in the development of their children. We aim to develop caring, respectful, professional relationships with the children and their families. We do this through:

- talking to parents about their child before their child starts in our school during a home visit;
- welcoming parents at a ‘new parent’ meeting where they can meet staff and be introduced to the EYFS;
- Offering parents regular opportunities to talk about their child’s progress and allowing free access and asking for contributions towards their children’s EYFS portfolios.

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- Encouraging parents to talk to their child's teachers about any concerns they may have.
- Inviting Nursery parents into the classroom at the start of the day during our soft start. Reception parents are invited into the classroom one morning per week to look through their child's portfolio. Staff are always on hand before and after school to talk to any parents.
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents. For example, class assemblies, themed activity days, concerts and festivals including Harvest Festival, nativity and Easter to which all family members are invited.
- Encouraging parents to bring in children's work from home and to leave comments relating to the children's achievements by completing 'wow' cards.
- There are up to four formal meetings per year (two in the Autumn, Spring and Summer term) at which time the teacher (Key Person) and parent discuss the child's progress and development.

### 3.2

We have good links with local nurseries and children's centres. Where possible, annual visits are undertaken by our nursery and reception class teachers to meet with staff and sometimes parents, professionals and children prior to them starting at our school. These visits provide the opportunity to discuss individual needs and where there are Special Educational Needs the Inclusion Manager may also attend.

## 4 Enabling Environments

**4.1** 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. We operate a workshop style environment indoors and outside where all resources are available to the children. The children select what they want to do in each area. We enhance each area on a weekly basis linked to the children's current issues or a certain topic we are following. The principle is that resources are accessible to the children and they are varied, open-ended and high quality. This gives children the opportunity to select resources to support their chosen activity.

### **4.2 Observation, Assessment and Planning**

The Planning within the EYFS follows the schools' Long Term Plan' although this is often adapted to suit the needs and interests of the children. In the EYFS we have a 2 year cycle of topics so that the Nursery and Reception class get to cover different topics across their two years in the EYFS. This means that both Nursery and Reception will be learning through the same topic at the same time and all activities around the unit are relevant for all children.

We work as an EYFS unit. Children have a designated end of the unit where whole class teaching takes place but then children have access to both ends of the EYFS and the outdoor area to learn and explore.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of;

- 6 week baseline for Nursery and Reception children.

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- Monitoring of each child through regular observations, discussions, photographs and record keeping.
- Focus children each week to identify next steps and plan to the needs of individual children.
- Close working with parents and other agencies involved with a child.
- Tracking for the Early Years Foundation Stage, updated regularly and current assessments reported to senior leaders on a half termly basis.
- An end of year report summarising the achievements from the Early Years Foundation Stage, given to parents, identifying whether your child is in the expected, emerging or exceeding band in each area.
- At the end of the Reception year information on the progress of children through the EYFS is passed on to Camden Local Authority
- EYFS data is discussed with senior leaders and the Year 1 teacher so that she/he can continue to help the children to achieve the early learning goals if they have not done so before accessing the KS1 curriculum.

### ***4.3 The Learning Environment***

The EYFS learning environment is organised to allow children to explore and learn securely and safely. The unit is set up in learning areas, where children are able to find and locate equipment and resources independently and where they can experience different activities. Children have continuous access to both the indoor and outdoor classrooms and can free flow between them.

There is a well- designed outdoor area which is specifically for the EYFS. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children the opportunity to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors throughout the day that help the children to develop in all the areas of learning. We have all weather clothing and footwear available so children are protected in bad weather and there are no barriers to learning. The outside area is an extension of the classroom and there is a variety of resources to facilitate learning (Please see our Policy on Outdoor Play)

## **5 Learning and Development**

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.

### ***5.1 Teaching and Learning Style***

How children learn is fundamental to the core of the EYFS. Our Foundation Stage recognizes the child's preferred learning style and endeavors to provide **effective learning** through the promotion of the following:

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- Children initiating activities that promote learning and enable them to learn from each other.
- Activities that involve movement and the use of all the senses.
- A secure environment which helps children become confident learners.
- Understanding that children learn at different rates.
- Children making purposeful links in their learning and experiences.
- Creative and imaginative activities that promote the development and use of language.

We endeavor to provide **effective teaching** through the promotion of the following:

- Working in partnership with parents and guardians.
- Planned experiences and activities that are challenging and achievable.
- Teaching 'in the moment' to avoid any missed opportunities to move children on.
- Modelling a range of positive behavior.
- The correct use of spoken language.
- Using conversation to ensure high quality interactions that develop children's knowledge.
- Direct teaching of skills and knowledge.
- Children teaching each other.
- Skillful observations of the children.
- Careful continuous assessment to identify the next steps in a child's learning.

### **5.2 Play**

"Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others." (*Statutory Framework for the Early Years Foundation Stage*)

Through play our children explore and develop learning experiences, which help them make sense of the world. They practice 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. They express fears or re-live anxious experiences in controlled and safe situations. Children learn by leading their own play, and by taking part in play which is guided by adults. When planning and guiding children's activities, we reflect on the different ways children learn and focus on:

#### ***Playing and exploring***

Children investigate, experience things and 'have a go';

#### ***Active Learning***

Children concentrate and keep on trying if they encounter difficulties. They enjoy their achievements.

#### ***Creativity and Critical Thinking***

Children have and develop their own ideas, make links between ideas and develop strategies for doing things.

#### ***Areas of Learning***

The Early Years Foundation Stage is a curriculum from birth to five years old, we follow the strands set by this curriculum and concentrate the learning opportunities on the seven areas of learning. There are 3 Prime and 4 Specific areas of learning. None of these areas can be

delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities. In each area there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS.

***The 3 Prime areas of learning***

**PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

The school fosters and develops relationships between home, school, children's centre services and places of worship in order to make links stronger for the good of the community as a whole. Children are encouraged to learn to work, share, take turns and co-operate with others. They are encouraged to be independent and make choices for themselves. They are also encouraged to be sensitive to the needs of others and to respect other cultures and beliefs. Children are enabled to become confident and develop a positive self image.

**PHYSICAL DEVELOPMENT**

Children are given opportunities to move to music, use equipment, develop and practice their fine and gross motor skills. They develop an increasing understanding of how their body works and what is needed to be healthy. This is done through both indoor learning and outdoor learning and by working with a wide range of resources.

**COMMUNICATION AND LANGUAGE**

This covers all aspects of language development and provides the foundation for literacy skills. Children's developing competence in speaking and listening is focused on. We aim to extend and enrich the children's vocabulary through story time, rhymes, role-play and group discussions. Children are encouraged to share their own experiences through speaking and acting out events in imaginative play and talking about their own ideas. They are encouraged to take part in class activities such as working with puppets, participating in music sessions and saying rhymes and singing songs together.

***The 4 Specific areas of learning***

**LITERACY**

We have a variety of resources for the children to use to help them develop early literacy skills. Children are encouraged to use the mark-making areas indoors and outdoors independently but they also take part in teacher-led activities. These activities include whole class shared reading, phonics sessions and small group guided reading and writing. Guided reading usually starts in the first term of Reception but is dependant in individual pupils needs. The pre-writing work encourages correct pencil control, left/right orientation and cursive letter formation. Children have the opportunity to develop their writing skills in accordance with their age, ability and competence. We encourage children to treat books and other resources with respect and they are given many opportunities to listen to stories told by the staff. Every child receives a book bag in nursery. Throughout the EYFS, they have the opportunity to take books from school to share at home with parents at least two times per week.

**MATHEMATICS**

We aim for children to achieve mathematical understanding and a firm foundation for numeracy through practical activities and using and understanding language in the development of simple mathematical ideas. Pre-number work is covered through nursery rhymes and number activities.

Children are given the opportunity to learn about number, shape, space, position, pattern and measurement. Towards the end of the Foundation stage children start learning to tell the time and are given opportunities to learn about money and simple calculations.

### **UNDERSTANDING THE WORLD**

All children are given opportunities to solve problems, investigate, make decisions and experiment. They will learn about living things, their environment, the world around them and the people who are important in their lives. Children are also given opportunities to develop computing skills and to work with and use modern technology.

### **EXPRESSIVE ARTS AND DESIGN**

We provide opportunities for all children to explore and share their thoughts, ideas and feelings through a variety of art, design, technology, music, drama, movement, dance and imaginative play activities. Children are given opportunities to make paintings, drawings, collages, models and use basic musical instruments. Children also learn new songs and rhymes and enjoy singing them with each other. Colour recognition is taught, naming colours, mixing paints, sorting and matching. Through various times during the year children are given the opportunity to participate in school productions and assemblies.

### **5.3 Transition to Key Stage 1**

We recognise the benefits of a good transition from the EYFS into Year 1. The Year 1 and Reception teacher works closely at the end of the Summer term so that pupils strengths and areas of development are shared and that the needs of the class are met in Year 1. The first half term (at least) of Autumn in Year 1 is based around the EYFS curriculum and way of working. When staff feel that pupils are ready for the National Curriculum a gradual transition to this is made. As all children are different, the time that this happens differs year on year.

## **6 Monitoring and review**

- 6.1** This policy is monitored by the governing body, and will be reviewed in two years, or earlier if necessary.

**Signed:**

**Date:**

**Reviewed: June 2019**

**Next review due: Spring 2019**

## **Safeguarding and child protection policy - Early Years settings within schools**

- 6.1** Legal and policy framework



As an early years provider delivering the Early Years Foundation Stage (EYFS), the school aims to meet the specific safeguarding and child protection duties set out in the Childcare Act 2006 and related statutory guidance.

The school will ensure that children taught in nursery and reception classes are able to learn and develop and are kept safe and healthy so that they are ready for school by providing a safe, secure learning environment that safeguards and promotes their welfare, and takes appropriate action where there are child protection concerns.

### 6.2 Safeguarding

All safeguarding policies listed in section 3 of the main Safeguarding and CP policy will apply equally to children in early -years settings so far as they are relevant to that age group.

### 6.3 Child protection and Use of Mobile Phones

Early years settings within the school will follow the school child protection procedures. The school has the following requirements:

- parents and carers are asked to switch off mobile phones if they are coming into the early years setting and leave the setting if they need to use their mobile
  - parents are prohibited from taking any photographs of children in the early years setting The only exception would be in the event of a class assembly
  - staff seek parental permission to take photographs of the children, which must be linked to teaching the curriculum and that they use school equipment only for this purpose
  - staff must use mobile phones during breaks in the staff room and not whilst children are present unless in an emergency situation
  - School cameras should be used for all recording/photographing purposes both in and out of school. These images should only be printed out at school and staff should not under any circumstances take photos or images of children home.
  - The use of personal mobile phones and camera by staff to take photos of children both in and out of school is not permitted.
- We follow whole school procedures for child protection (see separate policy). Jules Belton, Headteacher, is the named Child Protection Officer and all concerns are discussed with her.

Immediate notification will be made to the LADO and Ofsted in the event of an allegation of harm or abuse by any person working in the early years setting.

**See Ofsted whistleblowing hotline number: 0300 123 3155**

