



St John's Primary School

St John's School Early Years Foundation Stage Policy March 2017

References to the Local Authority should be interpreted as references to Open.

“Every child deserves the best possible start in life and support to REACH their full potential. A child’s experience in the early years has a major impact on their future life chances. A secure safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years services they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance.” (This quotation, and all those below, are taken from the Statutory Framework for the Early Years Foundation Stage, 2007)

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. In our school, all children are encouraged to join us, full time, at the beginning of the school year in which they are five.

The EYFS is based on four over-arching principles:

- ✓ A Unique Child
- ✓ Positive Relationships
- ✓ Enabling Environments
- ✓ Learning and Development

A Unique Child

At St John's 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/ sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

Inclusion

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at St John's Primary School are treated fairly regardless of race, religion or abilities. 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;
- ✓ 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;
- ✓ monitoring children's progress and taking action to provide support as 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 psychological well being of all children. (See Whole School Safeguarding Children Policy)

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 St John’s Primary School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage (Revised 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.
- ✓ Promote a healthy lifestyle through areas such as an active lifestyle and healthy eating. (The children can have fruit every day. There is also free milk provision for all four year olds.)
- ✓ 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 adults in EYFS are suitably trained.
- ✓ Ensure adults in EYFS have training in Paediatric First Aid.
- ✓ 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.
- ✓ Ensure that we only use school equipment for taking photos or videos of the children.
- ✓ Maintain records, policies and procedures required for safe, efficient management of the setting and to meet the needs of the children.
- ✓ Carry out risk assessments when needed.

We endeavour to meet all these requirements.

Positive Relationships

At St John’s Primary School we recognise that children learn to be strong and independent when they have secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

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. At our school the EYFS teacher, Teaching Assistant and Nursery Nurse are Key Workers to 10 of the children each. These key worker groups are rotated throughout the year.

Parents as Partners

We recognise that parents are children’s first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. Parents are encouraged to contribute to the Foundation Stage Profile by way of post it notes

Positive Transition Arrangements

We have good links with Paddocks and Rainbow Preschools. Visits are undertaken by the EYFS teacher where appropriate. The EYFS teacher meets with staff to discuss new intake children. Staff and children from preschools are regularly invited to school events (Christmas productions etc.). We aim to ensure continuity and coherence by sharing information about the children’s achievements.

Enabling Environments

At St John’s 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

The Planning within the EYFS follows a Long Term Plan and Medium Term Plans (which are based around termly themes.) These plans are used by the EYFS teacher as a guide for weekly planning; however the teacher may alter

these plans in response to the needs, achievements and interests of the children. This will be indicated on weekly planning.

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 observation, and this involves the teacher and other adults including the Teaching Assistant, Nursery nurse, EYFS leader, Head teacher and Forest School leader. These observations are recorded in children's individual assessment folders. They also contain information provided by parents.

At St John's Primary School, we use the OPT (Oxfordshire Pupil Tracker), to record judgements against the EYFS Profile. Each child's level of development is recorded against Development Matters scales.

Within the final term of the EYFS, we provide a written summary to parents, reporting their progress against the ELGs and assessment scales. Parents have opportunities to discuss these judgements with the EYFS teacher.

The Learning Environment

The EYFS classroom (indoors and outdoors) 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. The EYFS class has its own enclosed outdoor area. 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, using 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 7 areas of learning. The children also benefit from "Forest Schools", where they explore all areas of the curriculum in the outdoors. The field is used for Forest Schools as well as for other activities such as Bird Watching and Games.

Learning and Development

At St John's 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.

Teaching and Learning Style

Our Curriculum policy defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the EYFS just as much as they do to the teaching in Key Stage 2. Aspects that are specifically relevant to EYFS are :

- ✓ the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- ✓ the understanding that teachers have of how children develop and learn, and how this affects their teaching;
- ✓ the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- ✓ the carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS;
- ✓ the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- ✓ the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- ✓ the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- ✓ the identification of the progress and future learning needs of children through observations, which are shared with parents;
- ✓ the good relationships between our school and the settings that our children experience prior to joining our school;

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. They express fears or re-live anxious experiences in controlled and safe situations.

Rich imaginative play provides a basis for good language development, and sows the seeds for child development and communication in all areas of the curriculum.

In the EYFS we understand that play is a vital part of the informal and formal curriculum, and that play provision needs to reflect differing needs, interests and cultural backgrounds of individuals. Active play is promoted so that it supports physical development and healthy lifestyles.

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

Areas of Learning

The EYFS is split into seven areas

Communication and Language

Physical Development

Personal, Social and Emotional Development

Literacy

Mathematics

Understanding the World

Expressive Arts

- ✓ **Communication and language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- ✓ **Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- ✓ **Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- ✓ **Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- ✓ **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
- ✓ **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

✓ **Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

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 ELGs 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.

There is a named Governor responsible for the EYFS. This governor will discuss EYFS practice with the practitioners regularly and provide feedback to the whole governing body, raising any issues that require discussion.

The Head teacher and subject coordinators will carry out monitoring on the EYFS as part of the whole school monitoring schedule.

The Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child Development	2.1 Respecting Each Other	3.1 Observation, Assessment and Planning	4.1 Play and Exploration
<ul style="list-style-type: none"> ✓ Transition meetings ✓ Development matters statements used to assess and track children. ✓ Book club for new starters in Summer term. ✓ Day in the life of... book ✓ Baseline assessment through observations undertaken in first 2 weeks. ✓ All about me topic ✓ Staff CPD from Ed Psych 	<ul style="list-style-type: none"> ✓ School values ✓ SEAL with HLTA weekly ✓ Modeling expected behaviors ✓ Children responsible for snack time and help each other select / open fruit and milk. ✓ Supportive towards children with EAL eg Polish ✓ Forest Schools 	<ul style="list-style-type: none"> ✓ Weekly planning ✓ Formative assessment informs planning ✓ Post it note / snapshot observations ✓ Narrative observations ✓ Observations from a variety of people eg nursery nurse, Forest Schools etc. 	<ul style="list-style-type: none"> ✓ Continuous provision resources available to enhance learning. ✓ Children contribute to planning
1.2 Inclusive Practice	2.2 Parents and Partners	3.2 Supporting Every Child	4.2 Active Learning
<ul style="list-style-type: none"> ✓ See 3.4 Wider Context ✓ Children's interests and backgrounds inform topic choices and C.I. learning. ✓ Children with additional needs eg emotional, behavioural or educational supported through appropriate praise and all achievements are celebrated eg Special Book. ✓ Support and advice from SENCO when necessary ✓ HLTA provides nurture sessions for those who need. 	<ul style="list-style-type: none"> ✓ Meet and greet every day ✓ Half termly newsletters ✓ Parental involvement ✓ 2 x Parents evenings ✓ 1 x full written report ✓ Multi-cultural resources ✓ Parent workshops ✓ Half termly open sessions to celebrate topics ✓ Parent comment forms ✓ Vision and values evening ✓ Governors surgeries. ✓ Child interests questionnaire (Sept' 12) 	<ul style="list-style-type: none"> ✓ Observations ✓ Follow children's interests. ✓ Continuous provision 	<ul style="list-style-type: none"> ✓ Clear learning intention for each activity ✓ Negotiate plans ✓ Take turns ✓ Child Initiated learning planned by class.
1.3 Keeping Safe	2.3 Supporting Learning	3.3 The Learning Environment	4.3 Creativity and Critical Thinking
<ul style="list-style-type: none"> ✓ Hometime diary ✓ Photos of Paddocks staff ✓ Planning file with key information ✓ Children encouraged to take risks within supportive environment ✓ Children help to maintain a safe environment by tidying 	<ul style="list-style-type: none"> ✓ Visual prompts ✓ Relevant vocabulary supports learning in each area. ✓ HLTA provides nurture sessions for those who need. ✓ Support and advice from SENCO when necessary 	<ul style="list-style-type: none"> ✓ Supports learning ✓ Reflects learning ✓ Outside reflects learning inside ✓ Daily access to outside area ✓ Visual clues of classroom and outside rules 	<ul style="list-style-type: none"> ✓ Forest Schools ✓ Planning time ✓ Small groups reshape own learning with T/TA support

away etc.			
1.4 Health and Well-being	2.4 Key Workers	3.4 The Wider Context	4.4 Areas of Learning and Development
<ul style="list-style-type: none"> ✓ Good hygiene routines ✓ Promote healthy snacks and lunches ✓ Placemats to reinforce good table manners ✓ Life Education Bus visit 	<ul style="list-style-type: none"> ✓ 1: 10 ratio – Teacher, teaching assistant and Nursery Nurse. 	<ul style="list-style-type: none"> ✓ Topics covered support KU of a range of contexts eg Noahs Ark, Asia, Festivals and holidays. ✓ Visitors invited in to enhance learning. 	<ul style="list-style-type: none"> ✓ Weekly planning ✓ Formative assessment informs planning ✓ Child initiated planning by class.

Signed:

Nicola Ball EYFS / Key Stage 1 Leader

Signed:

Nicola Hughes Headteacher

Signed:

Will Lidbetter Governor responsible for EYFS.

Date for review: March 2020