



Early Years Foundation Stage Policy

POLICY TYPE	STATUTORY
OWNER	P&S
APPROVING COMMITTEE	P&S
REVIEW EVERY	3 YEARS
APPROVED BY	
POSITION	
DATE	5 th January 2017

St Christopher's CE Primary School

Vision Statement

A school where:

- **The uniqueness of individuals is respected and valued.**
- **The staff provide a safe and nurturing environment which supports children to approach their learning with an enquiring mind, courage and perseverance.**
- **Children's continually evolving needs are identified and they are equipped with the skills and motivation to succeed.**
- **All achievements are recognised and children learn to value their own successes.**

All within the loving support of our Lord Jesus Christ

St Christopher's CE Primary School has a distinctive Christian ethos which is at the centre of school life. We provide an inclusive, supportive and caring environment, shaped by Christian values in which children can learn and flourish. We welcome applications from all members of the community without reference to ability or aptitude, and irrespective of whether they are of the Christian faith, another faith or no faith, but we expect parents to respect the Christian ethos of our school.

PHILOSOPHY

Early childhood is the foundation on which children build the rest of their lives. It is not just preparation for the next stage –it is vitally important in itself.

INTRODUCTION

The Early Years Foundation Stage (EYFS) is the statutory framework that sets the standards that all Early Years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children are ready for school and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. All registered early years providers are required to use it and complete an EYFS profile for each child at the end of the academic year they reach the age of five.

Children joining our school have already learnt a great deal and most have attended one of the range of pre-school settings within the local vicinity. The early years' education we provide is based on the following principles:

- It builds on what children already know and can do
- It ensures that all children are included and have access to the whole curriculum
- It offers a structure for learning that has a range of starting points, content that matches the needs of young children and activities that provide opportunities for learning both indoors and outdoors
- It provides a rich, stimulating and safe environment
- It ensures a good balance of adult directed and child initiated activities.

Four guiding principles shape practice in the Early Years Foundation Stage:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through positive relationships;
- children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents/carers; and
- children develop and learn in different ways and at different rates. The framework covers the education and care of all children in the early years provision, including children with special educational needs and disabilities.

THE FOUNDATION STAGE CURRICULUM

The curriculum of the Foundation Stage (revised for September 2016) underpins all future learning by supporting, fostering, promoting and developing the seven areas of learning:-

- **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.

The seven areas show the knowledge, skills, understanding and attitudes that the children need to learn, and the experiences met often enable the children to develop a number of competencies across several areas of learning. The Early Learning Goals are used to determine whether a child is meeting expected levels, are exceeding them, or are below the expected level.

The Early Learning Goals provide the basis for planning throughout the Foundation Stage.

Long term plans provide an overview for the academic year, ensuring all seven areas of learning are given equal emphasis and that all aspects of learning within the seven areas are covered.

Medium term plans written half termly focus on particular Early Learning Goals.

Short term plans written weekly include sequences of experiences and activities designed to promote new learning or consolidate or apply things just learnt.

These plans are flexible, to take account of the interests and needs of the children and to capitalise on unplanned events, particularly those initiated by the children

Characteristics of learning.

Characteristics of effective learning The characteristics of effective learning describe factors which play a central role in a child's learning and in becoming an effective learner. They are vital elements of support for the transition process from EYFS to year 1. The characteristics of effective learning run through and underpin all seven areas of learning and development, representing processes rather than outcomes. Information describing the child's characteristics of effective learning will provide year 1 teachers with vital background and context when considering the child's next stage of development and future learning needs.

Playing and exploring – engagement

Finding out and exploring is concerned with the child's open-ended hands-on experiences which result from innate curiosity and provide raw sensory material from which the child builds concepts, tests ideas and finds out.

Using what they know in their play describes how children use play to bring together their current understandings, combining, refining and exploring their ideas in imaginative ways. Representing experiences through imaginative play supports the development of narrative thought, the ability to see from other perspectives, and symbolic thinking.

Being willing to have a go refers to the child finding an interest, initiating activities, seeking challenge, having a 'can do' orientation, being willing to take a risk in new experiences, and developing the view of failures as opportunities to learn.

Active learning – motivation

Being involved and concentrating describes the intensity of attention that arises from children concentrating on following a line of interest in their activities.

Keeping on trying refers to the importance of persistence even in the face of challenge or difficulties, an element of purposeful control which supports resilience.

Enjoying achieving what they set out to do refers to the reward of meeting one's own goals, building on the intrinsic motivation which supports long-term success, rather than relying on the approval of others.

Creating and thinking critically – thinking

Having their own ideas covers the critical area of creativity - generating new ideas and approaches in all areas of endeavour. Being inventive allows children to find new problems as they seek challenge, and to explore ways of solving these

Using what they already know to learn new things refers to the way in which children develop and link concepts, find meaning in sequence, cause and effect and in the intentions of others through both narrative and scientific modes of thought.

Choosing ways to do things and finding new ways involves approaching goal-directed activity in organised ways making choices and decisions about how to approach tasks, planning and monitoring what to do and being able to change strategies.

FEATURES OF TEACHING AND LEARNING IN THE FOUNDATION STAGE

The general features of good practice in our school that relate to the Foundation Stage are:-

- A partnership between parents and staff so that children feel secure at school and develop a sense of well being and achievement
- The understanding that staff have of how children develop and learn, and how this effects their teaching
- A good balance between adult directed and child initiated activities
- A 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;
- Carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the Foundation Stage;
- Provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- Encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- Support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- Identification of the progress and future learning needs of children through observations, which are regularly shared with parents;
- Good relationships between our school and the settings that our children experience prior to joining our school;
- Clear aims for our work, and the regular monitoring to evaluate and improve what we do;
- Regular identification of training needs of all adults working within the Foundation Stage.

PLAY IN THE FOUNDATION STAGE

Children at this stage do not differentiate between work and play and well-planned play is a key way in which children learn with enjoyment and challenge. It is also important that children have the opportunity to initiate their own play on a regular basis. They need time to become engrossed, work in depth and complete activities. 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. They are able to take risks and make mistakes.

INCLUSION

The curriculum coverage is planned to allow opportunities for children to access the learning at different levels. Extra support and intervention is provided as necessary. Opportunities to extend children's learning are provided, and some of our children progress beyond the Early learning Goals by the end of Foundation Stage.

We aim to provide a safe and supportive learning environment in which everyone is valued and accepted. We use social, cultural or physical differences to positively enhance our learning and understanding.

ADMISSIONS

See admissions policy

ASSESSMENT, RECORD KEEPING AND REPORTING

Throughout the Foundation stage, as part of the teaching and learning process, we assess each child's learning against the framework expectations and prior achievement. Observations and assessments build a picture of the whole child in their individual child profile. Targets are set and reviewed regularly.

The individual child's official record of achievement (Foundation Stage Profile) is compiled using the information gained from the above assessments and observations. Once completed at the end of the academic year the Foundation Stage Profile results are sent to the LA for analysis and shared with the child's parents and next teacher.

A report is written for parents at the end of the summer term reflecting progress made and identifying a child's next steps.

STAFFING

The Foundation Stage class will be staffed by a Qualified Teacher. The class teacher will use the support of a teaching assistant to develop and extend children's ability.

THE ROLE OF PARENTS

We believe parents have an important role to play in the education of their child. Therefore we aim to communicate effectively with parents before their child enters school.

- Parents receive an information pack prior to their child's visit.

- There is a short meeting with parents and teacher on the visit morning.
- The staff aim to visit the main feeder preschools to meet the children in their settings before coming for their visit.

Once in school there are regular newsletters giving general school news as well as specific class information. Home school links are issued six times per year for parents/carers and parents are able to view their child's learning journey book three times per year at home in addition to viewing them at parents evening. Parents are able to make appointments to discuss queries in greater depth with the class teacher after school and are invited to attend two parents' evenings during the year.

We encourage parents to be involved in supporting their child's learning at home through activities sent home (i.e. reading books, sound and spelling work and homework activities). We encourage parents to make comments on the activities undertaken.

RESOURCES

A range of equipment is available for both indoors and outdoors, providing a wide range of opportunities to motivate and support children. The materials and equipment used reflect both the community and the wider world and are free from discrimination and stereotyping.

Children's independence is encouraged through a well-organised environment where resources are easily accessible and stored suitably. The children are expected to take responsibility for their own belongings and the environment wherever possible.

Resources are reviewed on a regular basis. Needs are identified on the Early years Action Plan and funds allocated to make purchases.

TRANSITION TO KEY STAGE ONE

We believe it is important to build upon growing independence in preparation for the move to year one.

During the year the structure of the day alters slightly to begin to introduce the Foundation Stage children more fully to the rest of the school and their routines. Children will take dinner or eat their packed lunch with their peers but in the lunch rooms. They may mix with Y1 and Y2 children during some teaching times (e.g. letters and Sounds, or visiting speakers).

HEALTH AND SAFETY

The school has a detailed health and safety policy which is followed within the Foundation Stage. All Foundation Stage staff hold a Paediatric First Aid qualification.

Safeguarding Children/Child Protection

St Christopher's CE Primary School recognises its responsibility for Safeguarding and Child Protection. The school has a comprehensive policy which all staff members adhere to. All staff are trained in Child Protection. (For further details see our Safeguarding policy on the school website).

THE SCHOOL DAY

All children must be accompanied to and from school by an adult. Children are only released at the end of the day to a relative/carer or known adult. The children receive a piece of fruit/vegetable each day. The school has a Whole School Food Policy which is available from the website