



Respect
For All

Ambitious
In Aspirations

Bold
In Actions

"...with God all things are possible" Matthew (19:26)

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Introduction

The Early Years Foundation Stage applies to children from birth to the end of the reception year. At St. George's Primary School children are admitted to Foundation Stage in the September following their fourth birthday.

Early childhood is the foundation on which children build the rest of their lives. At St. George's Primary School, we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development.

However, we also believe that early childhood is valid in itself as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

Aims & Objectives

We aim to support all children to become independent and collaborative learners. We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential.

At St. George's Primary School, we will:

- Provide a happy, safe, stimulating and challenging programme of learning and development for the children to experience as they begin their journey through school.

- Children have access to a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Develop excellent relationships with parents and carers to build a strong partnership in supporting their children.
- Provide a caring and inclusive learning environment where all children are supported through equality of opportunity and anti-discriminatory. Staff are sensitive to the requirements of the individual child including those who have additional needs.
- Share learning and achievements via the dojo platform to parent/carers to engage them in their child's learning journey. Encourage parents/carers to complete WOW moments (sent out weekly) to document achievements at home

Legislation

This policy is based on the requirement set out in the statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2021.

Curriculum

We follow the curriculum as outlined in the latest version of the EYFS statutory framework which applied from September 2021.

The early-years education we offer our children is based on the following principles:

- It builds on what our children already know and can do;
- It ensures that no child is excluded or disadvantaged;
- 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 and stimulating environment;
- Key texts are used during topics to support key themes and embrace the children's learning in all areas of the curriculum, allowing them to build on

what they already know and apply their knowledge through purposeful play opportunities.

- It acknowledges the importance of a full working partnership with parents and carers.

The framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capability to learn, form relationships and thrive.

The Prime Areas are:

- Communication and Language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

The Early Years Foundation Stage is based on four themes:

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

A Unique Child

At St. George'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 and 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 and rewards, to encourage children to develop a positive attitude to learning.

Inclusion - We value the diversity of individuals within the school and believe that every child matters. All children at St. George's Primary School are treated fairly regardless of race, gender, religion or abilities. All families are valued within our school.

We give our children every opportunity to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. We do this by taking account of our children's range of life experiences when we are planning for their learning.

At the Foundation Stage we set realistic and challenging expectations keyed to the needs of our children, so that most achieve the Early Learning Goals by the end of the stage.

We do this 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 learn effectively;
- Offering a safe and supportive learning environment in which the contribution of all children is valued;
- Employing resources which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities to meet the needs of both boys and girls, of children with special educational needs, of children who are more able, of children with disabilities, of children from all social and cultural backgrounds, of children from different ethnic groups, and of those from diverse linguistic backgrounds;
- Creating a stimulating outside environment that mirrors the inside provision allowing children to learn and discover in their natural environment. Children will spend 50% of their school day in the outdoors, unless the weather permits us to do so
- Monitoring children's progress and taking action to provide support as necessary (such as referrals to speech therapy) as necessary.

- Working closely with parents, carers and other outside agencies to ensure all children's needs are met and we enable them to access the curriculum and make good progress.

Positive Relationships

At St. George's Primary school, we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners - We recognise that parents/carers are children's first and most enduring educators and we value being partners with them in their child's education through:

- Talking to parents/carers before their child starts school at our open afternoons and induction meetings.
- Arranging, where possible, visits by the teacher to all children in their home setting or childcare provision prior to their starting school.
- Outlining the school's expectations in the Home-School agreement.
- Inviting parents/carers and children the opportunity to spend time in Reception Class for two induction visits before starting school.
- Providing an induction meeting for Reception parents/carers to meet with staff to discuss school routines, expectations and to answer any questions parents/carers may have.
- Invite parents into School during initial weeks for a meet and greet of the teachers and to allow children to show parents their classroom
- Holding a parent consultation early in the academic year to establish how a child is settling into the school environment.
- Operating an open-door policy for parents/carers with any queries or concerns. Conversely, if Reception staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss them.
- Use of Class Dojo to create a classroom story feed for staff to inform parents of things their children have been learning about in the classroom and how they can support at home and also to keep communication strong by reminding them about key information and deadlines
- Publishing a Creative Curriculum topic map detailing the areas of learning and the overarching theme of the term
- Inviting parents to attend informal meetings about areas of the curriculum, such as phonics or reading.
- Sharing regularly the children's 'Learning Journey' with parents/carers and valuing the on-going contributions to this from parents/carers. Using

WOW moment cards which are sent out weekly to allow parents to share a WOW moment from home. These WOW moments are shared in the classroom with children and displayed within the classroom too.

- Offering two parent/teacher consultation meetings per year at which their child's progress is discussed.
- Sending a written report on their child's attainment and progress at the end of their time in Reception.
- Asking parents to sign a generic permission form for visits, food tasting and photographs etc.
- Parents are invited to a range of activities throughout the school year such as assemblies, workshops, Christmas productions and sports day etc.
- Offering opportunities for parents and carers to visit the school on a volunteer basis to assist with the children's learning e.g., hearing readers.
- Offering a range of activities, throughout the year, to encourage specific collaboration between child, school and parents

Enabling Environments

At St George's Primary School, we recognise that the environment plays a key role in supporting and extending the children's development, where the children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned provision. Play-based learning is paramount and children have opportunities to direct their own learning with planned opportunities provided by staff. We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning and reflects the individual's interests, passions and abilities. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning. We ensure that resources and spaces are safe to use and checked regularly.

Characteristics of Effective Learning

We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

- Playing and exploring - children will have opportunities to investigate and experience things, and 'have a go'.
- Through play, our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, 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.

- Active learning - children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements.
- Active learning occurs when children are motivated and interested. Children need some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.
- Creating and thinking critically - we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Planning

Staff plan activities and experiences for children that enables all children to develop and learn effectively. Staff take into account individual needs, interests, and stage of development of each and every child in our care. Where a child may have a special educational need or disability, staff consider work with the Schools SENCo and other relevant services to best support the child's need. In planning and guiding children's activities, all staff reflect on the different ways that children learn and include these in their practice. Planning is based upon themes and is driven through a rich text(s) where all areas of learning are planned for. Children will also have a discrete phonics, Literacy and taught maths session daily, as well as having access to Reading, Writing, Maths and Phonics in the continuous provision too (both inside and out). Within the inside environment the children will carousel around the continuous provision activities on offer every day, one of these activities will be an adult led session, which is a taught session and has a clear learning intention which is differentiated to meet the needs of all the children.

Teaching

The features of effective teaching and learning in our school are defined in our policy on teaching and learning. They apply to teaching and learning in the Foundation Stage just as much as they do to the teaching and learning in Key Stage 1 or 2.

The more general features of good practice in our school that relate to the EYFS are:

- the partnership between teachers and parents, carers and other settings that helps our children to feel secure at school, and to develop a sense of well-being and achievement;
- the understanding that teachers have of how children develop and learn, and how this must be reflected in their teaching;
- the range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions, and extend and develop the children's play, talk or other means of communication;
- Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities.
- Staff respond to each child's emerging need and interests, guiding their development through warm, positive interaction.
- 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 space, facilities and equipment, both indoors and outdoors;
- the identification, through observations, of children's progress and future learning needs, which are regularly shared with parents;
- the good relationships between our school and the other educational settings in which the children have been learning before joining our school;
- the clear aims of our work, and the regular monitoring of our work to evaluate and improve it;
- the regular identification of training needs for all adults working at the Foundation Stage.
- During the children's time in Reception and as their development allows, the balance gradually shifts towards more adult-led activities to help the children prepare for more formal learning, ready for Year 1.

Assessment

At St George's, ongoing assessment is an integral part of the learning and development process. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning and guide the children's next steps to support their learning. Relevant and significant observations are recorded in the children's

Learning Journeys. Staff also take into account observations shared by parents and/or carers.

Within the first 6 weeks that a child starts at St George's class teachers will administrate the Reception Baseline Assessment (RBA).

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels of development (emerging)

The profile reflects ongoing observations and discussions with parents/carers. The results of the profile are shared with parents and/or carers for their child. The profile is moderated internally (referring to the Development Matters guidance) and in partnership with local schools, to ensure consistent assessment judgements. EYFS profile is submitted to the local authority.

Transition

Starting school can be a difficult time for young children; we therefore plan this time carefully to support children with the transition and to ensure it is as smooth as possible for each child and that they settle in to their new class quickly and happily.

Starting Reception - Parents/carers of all children starting in the next academic year will be invited to an Induction Meeting in the Summer term to meet their child's new teachers and other key staff and learn more about the reception curriculum. This is an opportunity for staff to

- Go through the school handbook
- Discuss EYFS curriculum and assessment procedures
- Share daily structures and routines in our EYFS classes
- Explain about uniform, PE kit and school dinners/ free school meals
- Explain about holidays and absences

- Purchase uniform and book bag if requested
- Explain the arrangements for the gradual induction in to reception

New class sessions - The children are given two opportunities to come in to school to meet their new class teacher and other children in their class. They

will spend a morning in their new class. Parents can leave their child during this session. This means that before they join their new class the reception environment is already a familiar place to them. Arrangements are also made for the children's new class teacher to visit them in their current nursery setting.

Starting in Key Stage 1 (Year 1)

Throughout the Reception year, each child's involvement in whole school life will have been built upon; many of the teaching and support staff will already be familiar people to them. They will have taken part in Key Stage and whole school assemblies. Clear, focused transition meetings are held within School between Reception and Year 1 teachers to support transition from EYFS to KS1. Children have the opportunity to meet their new class teacher and spend a morning in their new class during the summer term.

Safeguarding & Welfare

At St. George's Primary School, we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2021. We aspire to have a culture that supports our children to feel safe at all times in school. 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. We know that children learn best when they are healthy and safe, when their individual needs are met and when they have the chance to build positive relationships with the adults around them and their peers. We promote good oral health, as well as good health in general, in the early years through our curriculum, for example by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth.

We also teach E-safety across in EYFS in age-appropriate ways. The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.