

Coppull St John's C.E.P School

Early Years Foundation Stage Policy September 2017



Mission Statement

'We are growing and learning together in God's Love'

Coppull St John's School provides for all pupils and staff a caring, loving and happy environment where everyone is valued as a unique individual.

We aim to promote a love of learning, individual responsibility and a respect of others in a family atmosphere.

Christian values provide the key to the school ethos and the spiritual development of all in the life of the community, nurturing an understanding of the Christian faith.

We seek to create a partnership between home, parish and school, as together we lay the foundations which will prepare our pupils for entry into the wider community.

Introduction

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 it's 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.

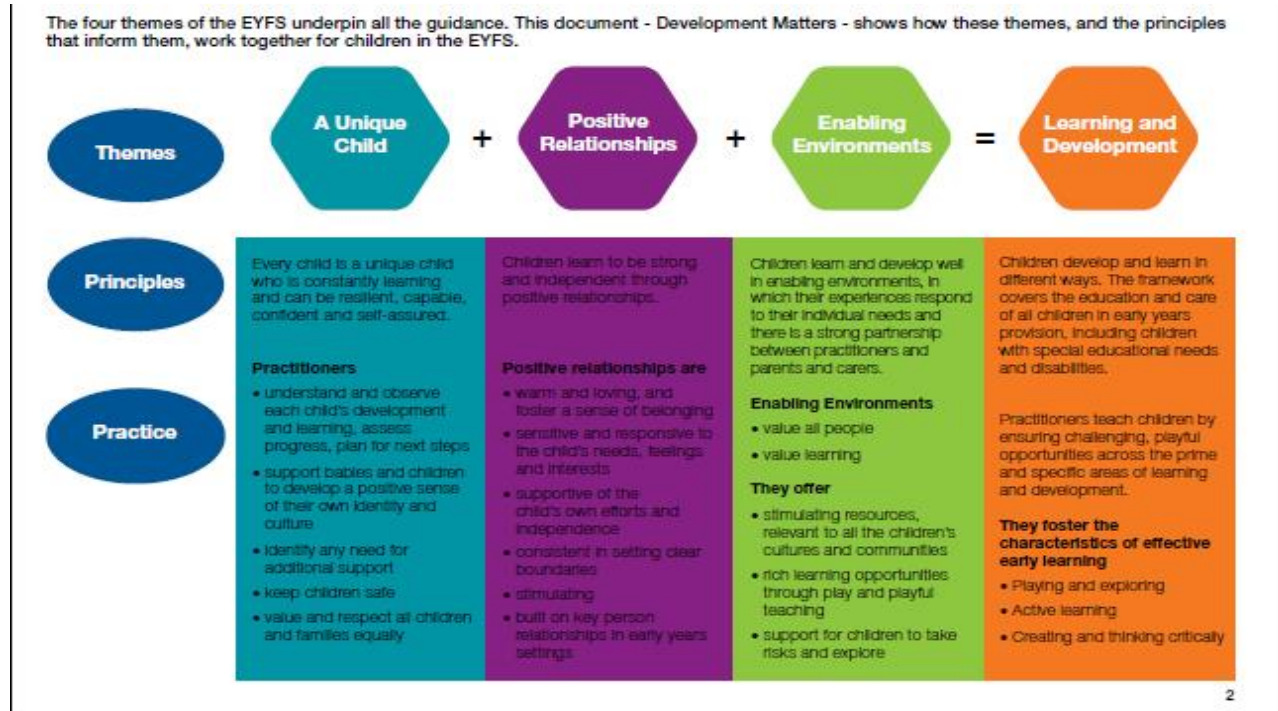
Introduction to Statutory Framework for the Early Years Foundation Stage 1

The overarching aim of the Early Years Policy at Coppull St John's is to promote the principles of the EYFS Statutory Framework and The Development Matters in the Early Years Foundation Stage Guidance. (Revised Framework September 2012)

The Statutory document states the requirements for schools and early year's settings to support children's learning and development and safeguarding and welfare. The Statutory framework briefly sets out the educational programmes and the early learning goals for each area. It also makes it **mandatory** for practitioners to use the Characteristics of Effective learning to show **how** children learn.

The Development Matters in the Early Years Foundation Stage Guidance provides detailed guidance on observing what children are learning, plus examples of what practitioners might do or provide to support positive relationships and develop enabling environments across each aspect of each area.

Themes, Principles and Practice



Safeguarding

As a school and in our early years provision safeguarding is a priority. We look to ensure children feel safe, and we aim to promote children's welfare and strive to safeguard children at all times. This includes:

- regular safeguarding training, including child protection training and updates for staff (DSL: Mrs Ellis & Miss Stanton)
- safeguarding policies and procedures that cover the safe use of mobile phones and cameras in the setting and how staff should respond if they have concerns about the behaviour of colleagues
- the extent to which children behave in ways that are safe for themselves and others
- children's understanding of dangers and how to stay safe
- the extent to which children show that they feel safe and are confident to confide in adults at the setting/school
- the steps taken by the key people to safeguard and promote the welfare of children and how well adults teach children about keeping safe
- the necessary steps taken to prevent the spread of infection, and appropriate action is taken when children are ill

- the suitability and safety of outdoor and indoor spaces, furniture, equipment and toys
- the maintenance of records and policies and procedures required for the safe and efficient management of the Early Years Foundation Stage and for ensuring that children are safeguarded and their needs are met
- the suitability and qualifications of the adults looking after children or having unsupervised access to them
- the appraisal arrangements, training, support and skills development of staff
- the effectiveness of risk assessments and actions taken to manage or eliminate risks.

EYFS Provision in this setting consists of:

- The term 'early years' in our school refers to the foundation stage children in reception

This policy reflects the main aims of the school which are:

Coppull St John's School provides for all pupils and staff a caring, loving, and happy environment where everyone is valued as a unique individual. We aim to foster the skills and talents of each member to their fullest potential, through a broad, balanced and relevant curriculum.

Christian values provide the key to the school ethos and the spiritual development of all, in the school community, is seen as fundamental. We seek to nurture an understanding of the Christian faith and a respect of the world religions.

We seek to create a dynamic interaction between home, parish and school, as together we lay foundations that will prepare our pupils for entry into the wider community.

EYFS Provision at Coppull St John's C.E.P School

Staff in the early years are:

Miss Stanton: Class Teacher (Paediatric First Aider)
 Mrs Baldry: Teaching Assistant (Paediatric First Aider)
 Mrs Chamberlain (First Aider)

Organisation and management of provision:

Early Years provision at Coppull St John's is organised into one class for 20 pupils aged 4-5 and 10 pupils aged 5-6. The children have access to a wide range of areas inside, outside play space and a bathroom. A wide range of indoor /outdoor equipment and resources are available to meet the needs of the children in the early years department, and the children also have access to other equipment and facilities throughout the school, e.g. computer suite, hall, library etc.

Additional information can be found in the new parent booklet.

Organisation and management of the learning environment:

In line with the principles of the EYFS (*unique child, positive relationships, enabling environments, learning and development*) our practice starts with the child and their interests, abilities and skills rather than the curriculum. We offer a play based curriculum inside and outside the classroom which is carefully organised and planned for and includes opportunities for children to learn through a wide range of opportunities and experiences. Play is fundamental to children's development, building their confidence as they learn to explore, to think about problems, and relate to others.

Teaching and learning both inside and outside the classroom is arranged within the areas of continuous provision. Indoors the children enjoy a wide range of experiences in the writing area, small world, book corner, workshop, water, sand, painting area, malleable area, construction and role-play. Outdoors the children work on their gross and fine motor skills, enjoy gardening, exploring and investigating and learning about wildlife.

Staff encourage 'planned, purposeful play' which includes a balance between adult directed or guided and child initiated learning. There is an emphasis on 'following the needs and interests of the children in order to ensure learning is real, relevant and purposeful'.

The learning environment is carefully devised to enable the children to demonstrate the characteristics of effective learning and adults to support the children in playing and exploring, active learning, and developing creativity and thinking critically.

Staff organise a range of experiences and opportunities based on 'real' events, (home corner, beach) which give children the chance to make decisions and choices, work individually or in groups and explore the learning environment.

Early Years Foundation Stage Curriculum

Our Early Years Curriculum is based on the revised EYFS and is planned to lead smoothly into the National Curriculum at KS 1 in a way which is relevant and meaningful for all children. The EYFS curriculum stresses the importance of the child's personal, emotional and social development, the role of physical development and emphasises that early literacy and numeracy lay the foundation for the future learning of all children.

The EYFS framework is organised into seven areas of learning and development, all of which are interdependent and of equal importance;

3 Prime:

- personal, social and emotional development
- communication & language;
- physical development;

4 Specific

- literacy
- mathematics;
- understanding of the world;
- expressive arts and design;

Reception and Key Stage 1 children have access to RE and daily access to collective worship.

RE is taught on a weekly basis and children access a daily act of worship either in class, in the school hall or in another class.

At Coppull St John's we are working towards children achieving the early learning goals by the end of the reception year. Development Matters age related bands (**Unique Child**) help staff identify children's developing knowledge, skills, understanding and attitudes as they make progress towards the early learning goals, throughout the foundation stage. We use the Development matters **Positive Relationships** and **Enabling Environments** when planning provision to support learning and development across all seven areas of learning & development /aspects, and when planning for characteristics of learning.

The curriculum at Coppull St John's has been developed in line with the EYFS requirements for long, medium and short term planning. The wider curriculum at Coppull St John's consists of:

- Educational visits and visitors, e.g family members, members of the local community
- Opportunities to access the local and wider environment including shops, parks, countryside, libraries, forest schools
- Links with local community organisations, e.g .Community Hospital/High schools/Business
- Links with pre-school playgroups, day nurseries and local authority maintained nurseries

EYFS Planning

At our school planning includes:

Long Term Planning: this forms an overview and helps us focus on our medium term planning:

- ❖ We reflect on the four EYFS overarching principles, and review our practice in light of the EYFS 2008 Commitments.
- ❖ We ensure coverage of all areas of Learning and Development in line with the educational programmes of the EYFS Framework & whole school initiatives.
- ❖ We follow the requirements for the locally agreed syllabus for RE as appropriate.
- ❖ We identify how we meet the requirements of the educational programmes in relation to the seven areas of Learning and Development, and the Characteristics of effective learning, including ongoing monitoring and evaluation

Medium Term Planning: this informs and helps us focus on short term planning.

- ❖ Block of time – two/four/six week time frame or half term.
- ❖ We include a range of experiences and activities appropriate to our groups of children in line with the EYFS educational programmes using development matters positive relationships/enabling environments to support planning effective provision
- ❖ Our daily routines which will include snack or mealtimes, time for arrival, settling in and leaving, provision for outdoor activities as well as indoor, time for individual or small group interaction, whole class activities with staff
- ❖ Main resources such as planning for areas of continuous provision, planning for outdoor learning, planning for special events and celebrations, planning for identified children's interests and themes for Reception and KS1 children, e.g. ourselves, seasons, change and growth, etc
- ❖ We review and plan for the balance between activities both indoors and outdoors, to meet the observed needs and interests of individual and groups of children

- ❖ We review and plan for the balance between activities both adult directed, adult guided and child initiated to meet the observed needs and interests of individual and groups of children, which will change throughout the year
- ❖ We evaluate our provision in relation to the principles of the EYFS, and as part of our Early Years action plan we review our progress, e.g. parental involvement, procedures for observation and assessment, awareness of child development

Short Term Planning: takes account of the Observation, assessment and planning cycle. (Development Matters p4). It provides a weekly overview of teaching and learning activities covering the seven areas of learning and opportunities for the development of the characteristics of effective learning. We use development/ unique child/ positive relationships /enabling environments to support our planning.

For Reception and KS1 this would include knowledge of prior learning, specific planning to meet the requirements of the seven areas of learning and development, mental maths, phonics and the locally agreed RE syllabus. Planning for adult led or adult guided activities, enhancements in continuous provision, activities to support observed interests of the children. Identify whole class and small group activities and how the interests and needs of individuals are met. Evaluation of provision.

Observation and Assessment

On Entry Assessment

A baseline assessment is completed during the first half term of a child's time at school. Information is collected from previous settings, parents, other professionals, during afternoon visits, home visits and during the first few weeks at school.

The information collected is collated, organised, analysed and used to inform provision. It will be put into Learning Journeys and used in a tracker.

Formative Assessment

Observation and assessment of child initiated, adult directed and adult guided activities are used to develop knowledge of individual progress in order to inform future planning. We talk and listen to the children, have discussions with parents and also observe participation in a range of different activities.

Information is collected on a daily basis and assessed on a regular basis. The information may be in the form of post it notes, photographs and samples of a child's work and will be included in the child's Learning Journey.

Summative Assessment

We use summative assessment in our setting to ensure that:

- Practitioners have a clear understanding of a child's progress across all areas of learning and development.
- Parents understand their child's progress and are helped to support learning and development at home.
- Concerns about individual children's progress are identified and addressed.

- The quality of provision is monitored and improvements made where necessary.
- The progress of groups of children can be monitored to make sure they are being given the best opportunities to learn.
- The staff have the skills and knowledge they need to enable the children to make progress.

Statutory assessment for Reception is against the Early Learning Goals which takes place at the end of the school year in reception and is reported to the local authority.

‘Each child’s development must be assessed against the early learning goals. Practitioners must indicate whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels (‘emerging’). This is the EYFS Profile’ Statutory Framework (2.7)

In order to ensure accurate assessments staff refer to the Local Authority and Early Years Foundation Stage Profile exemplification materials. Staff also discuss assessments made as a team and the class teacher attends regular assessment updates and any moderation meetings that are available.

Each child has their own Learning Journey book and assessments are collected and displayed in this book. At the end of each term assessment information is reviewed and a judgement made against the 17 early learning goals. A tracker system is then used to ensure that children are making at least expected progress. At the end of the school year a final judgement is made against each of the 17 early learning goals and these judgements are shared with parents.

The Profile must reflect: ongoing observation, all relevant records held by the setting; discussions with parents or carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution. EYFS Statutory Framework (2:6)

Reporting to Parents

At the end of the reception year, schools must inform parents of their child’s progress towards the Early Learning Goals and this must be done for all children, including those with SEN or disabilities.

At Coppull St John’s we value greatly the relationship between school and home and try to share information on a regular basis

- Prior to a child starting at our school we hold a new parents evening.
- Parents are encouraged to come into school with their child every morning and members of staff are available to speak to. At the end of the school day the children leave with their key worker, who is then available to speak to parents/carers about how the day has been.
- A ‘Stay and Play’ session is held once a week for parents/carers.
- Learning Journeys are available for children and parents/carers to look at whenever they like.
- Formal parents evenings are held once a term.
- At the end of the school year each child receives a school report which states the child’s achievements against each of the Early Learning Goals and also comments about the Characteristics of Effective Learning.

Induction/Parental Engagement & Involvement

- Admission information can be found in our school Admissions Policy.
- Class teacher visits children in their nursery setting during the summer term prior to them starting school.
- Children are welcome to visit school with a parent or key worker.
- Children visit school on four afternoons during the second half of the summer term prior to them starting school.
- A new parent meeting is held when parents can meet all the staff at the school, including their child's keyworker.
- Booklet containing lots of useful information, including contact phone numbers and emergency procedures is distributed at the new parent meeting or through the post.
- Children start school on a part-time basis to ease the transition. Morning or afternoon for two weeks, morning and stay for dinner in the third week and full time in the fourth week.
- We welcome any information on the child's interests and learning with parents. This can come in the form of discussions, photographs, post it notes, etc.
- Any concerns about the child will be shared with the parents/carers and staff will work with parents/carers to support children as necessary.

Parental engagement is crucial in a child's education & we positively encourage parents to be as involved as possible in their child's school life. We welcome parents/carers at 'Stay & Play' mornings, performances, assemblies, church services, fun events, meetings, parents' evenings and workshops. We also appreciate parent/carer and grandparent helpers in school. We communicate with parents' through letters, text, and telephone and through the school website.

Transition Procedures

Reception to Y1

There are very close links between Class 1 (EYFS & Y1) and Class 2 (Y1 & Y2) in our school and the children quite often move freely from one class to the other and have contact with the staff in Class 2 even before they move into that class. The EYFS teacher shares the EYFS information about each child with the Y1 teacher and also shares information regarding the characteristics of learning. During the second half of the Summer term the children experience a moving up afternoon when they spend time in the class they will be moving to in September.

Information to be transferred:

Nursery to Reception

- Personal information from parent / nursery about child eg. who is picking child up from setting, allergies & medical needs, permission for photographs and school visits
- Record of achievement/ Learning Journey
- Information about progress in relation to EYFS

Reception to Y1

- EYFS Assessment data
- Characteristics of effective learning information
- Record of achievement

- Learning Journey is sent home at the end of the school year
- On-going assessment documents eg. reading records

Liaison with other agencies

All staff in school liaise with other agencies when necessary.

Members of the EYFS team, the head teacher and the SENCO will all support parents to access support from other agencies as necessary.

The Children's Centre at Coppull Primary School is also available as a resource and support network for parents/carers.

Mrs Ellis and Miss Stanton are the DSL (Designated Safeguarding Lead) in school when matters of child protection arise.

Staff Development

All staff working in the foundation stage are conversant with EYFS 2012, and procedures for observation, assessment, record keeping and planning.

All staff will have an understanding of attachment theory and key person role. All permanent members of staff may be key person to a group of children, '***Their role is to help ensure that every child's care is tailored to meet their individual needs ... to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.***' The class teacher is usually the main point of contact for curriculum matters.

The identification of training needs for teaching and non-teaching staff will take place through Performance Management and/or staff development interviews.

School based inset, courses, cluster meetings, national training and further qualifications for all Early Years Staff can then be accessed or provided as required.

The Early Years co-ordinator will ensure that:

- ◆ appropriate dissemination of training/materials/good practice takes place regularly.
- ◆ a record of INSET activities is maintained.
- ◆ teaching and learning is monitored formally by performance management and appraisal systems and informally through provision audits, talking to children, peer review and support
- ◆ there is an assessment of the impact of INSET etc on the quality of teaching & learning.

Resource Audit

- There is a wide range of materials and resources available for both indoor and outdoor continuous provision in the EYFS. Resources for indoor continuous provision are found around the classroom or in the large cupboard. Resources for outdoor continuous provision are found in the shed in the EYFS area.
- All members of the EYFS team are responsible for the upkeep of the resources.
- EYFS staff regularly observe and assess children in the areas of continuous provision in order to monitor the effectiveness of resources and identify any development needs.
- There are a range of resources for children with SEN and more can be obtained if needed.
- A yearly budget is used to replace consumable resources and more expensive items can be requested when necessary. There is usually money available but if this is not the case events are organised in order to raise additional funds. Grants are also applied for when available.

Reviewing the Early Years policy.

The Early Years Policy will be reviewed on a yearly basis or when significant changes occur within the EYFS.

Early Years provision will be monitored through observation, discussion, audits, assessment and performance management.

The head teacher, staff and governors will review this policy on a regular basis to ensure it is being implemented appropriately and to take account of changing circumstances.

Review Date	Signature	Position
<i>September 2018</i>	<i>Laura Stanton</i>	Head EYFS Governor EYFS co-ordinator

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