



INSKIP ST PETER'S C of E PRIMARY SCHOOL

Learning, Loving and Living with Jesus

EARLY YEARS FOUNDATION STAGE (EYFS) POLICY

February 2017

AIMS

- To give each child a happy, positive and fun start to their school life in which they can establish solid foundations on which to expand and foster a deep love of learning;
- To offer each child a wide range of new and exciting experiences and give them the opportunity to consolidate, explore and test them out along with their own, individual experiences;
- To enable each child, through encouragement and high expectations, to develop, to the full, socially, physically, intellectually and emotionally.
- To offer a structure for learning that has a range of starting points and unlimited opportunity for development;
- To encourage children to develop independence within a loving, secure and friendly atmosphere;
- To support children in building relationships through the development of social skills such as cooperation and sharing;
- To help each child to recognise their own strengths and achievements through experiencing success and developing the confidence to work towards personal goals.

THE CURRICULUM

The Nursery and Reception follow the curriculum as outlined in the Early Years Foundation Stage (EYFS) document, which is available from the school office or to download at;

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/299391/DFE-00337-2014.pdf.

This clearly defines what we teach. The following policy details the specifics of our setting.

The EYFS framework includes seven areas of learning and development, all of which are seen as important and interconnected but three areas are seen as particularly important for igniting children's curiosity and enthusiasm for learning, for



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building their capacity to learn and form relationships and thrive (DfE 2014: 1.3), they support children's learning in all other areas, they are known as the prime areas.

The prime areas are;

Communication and Language – Listening and Attention, Understanding and Speaking

Physical Development – Moving and Handling and Self care

Personal, Social and Emotional Development – Making relationships, Managing feelings and behaviour and Self-confidence and Self-awareness

The specific areas of learning develop essential skills and knowledge for children to participate successfully in society.

The specific areas are;

Literacy – Reading and Writing

Mathematics – Numbers and Space, Shape and Measures

Understanding the World – People and communities, the world and Technology

Expressive Arts and Design – Exploring and using media and materials and Being Imaginative

CHARACTERISTICS OF EFFECTIVE LEARNING

The EYFS also includes the characteristics of effective teaching and learning. The Reception teacher plans activities with these in mind.

They highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them.

The three characteristics are;

Playing and Exploring – children investigate and experience things, and 'have a go'

Active Learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

Creating and Thinking Critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

TEACHING STRATEGIES

We ensure there is a balance of adult led and child initiated activities across the day. Although much of the time is spent with children self-selecting tasks, the interaction between the adult and child is essential as the adult's response to children builds



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understanding and therefore guides new learning. The adult's role is to continually model, demonstrate and question what the child is doing.

In some cases the adult will ask a child to come and complete an activity with them; at other times they will participate in a child's game, extending it where possible. By the summer term in Reception the children will experience many more adult directed tasks as they prepare for their transition to year 1.

PLAY

Learning through play is an important part of our Early Years classrooms. We believe children learn best from activities and experiences that interest and inspire them. Using children's interests as a starting point, we provide children with stimulating, active play experiences in which they can explore and develop their learning to help them make sense of the world. They have opportunities through their play to think creatively and critically alongside other children as well as on their own. They are able to practise skills, build upon and revisit prior learning and experience at their own level and pace. Play gives our children the opportunity to pursue their own interests and inspire those around them. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. We believe it is important that adults take an active role in child initiated play through observing, modelling, facilitating and extending their play. Getting the balance right between child initiated play, which is controlled, and adult led activities is very important to us.

TEACHING

We include direct, carefully planned, adult led experiences for children in the form of structured adult led teaching and adult led group activities. These are particularly important in helping children to learn specific skills and knowledge and it is often through children's play that we see how much of this learning children have understood and taken on.

Each day we follow a timetable with set routines in place. We set aside times each day when the children come together to be taught in the more traditional sense, gathered together on the carpet as a class. In these slots we focus on our topic work, maths, literacy, phonics, and stories. These sessions help to develop vital habits of learning: learning as a group, listening to the teacher, taking turns to answer, sitting still etc.

Reading and story play an important part of the day. We want to make sure our children have a love of books and will leave the EYFS with a bank of stories they know well, both traditional and modern classics. We make sure there is always time for whole class story at the end of the day but also that there are many opportunities to enjoy books at other times. Every child takes part in guided reading sessions.



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PLANNING

We believe many children need to be given a starting point to learn new things and find topics are a great way to fire the imagination.

The topics are flexible to ensure we also follow the children's interests, school themes and local or national events e.g. the Olympics. Every half term (and occasionally termly) staff plan the next topic, and book visits and visitors that will enhance the learning.

Staff plan in more detail on a weekly basis using daily notes, observations and interactions with children to inform where the learning journey should move to. Although class teachers are responsible for writing plans, the EYFS plan as a team, with input from both teacher and teaching assistants.

CLASSROOM ORGANISATION

Our Early Years classroom has defined areas with clearly labelled resources to ensure children can access them easily. The classroom is set up in a way to provide children with experiences and activities in the seven areas of learning. Classrooms have a writing area, maths area, creative area, book corner, role play area, construction/small world area, outdoor area and carpeted teaching area. A variety of activities are planned for and set up in the different areas each day. The outdoor area is an important part of the classroom with many children choosing to learn outside for much of the day. We try to ensure that the range of activities outside reflects the different curriculum areas, for example setting up quiet spaces for a maths game, reading and for construction.

Each child has their own labelled peg and drawer in the cloakroom. We encourage children to take responsibility for keeping their clothes, book bag and work safely in one place.

ASSESSMENT, OBSERVATIONS AND PORTFOLIOS

Assessment is an essential part of the learning and development of children in the EYFS. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations.

To ensure we have evidence of a child's progress in the EYFS we record observations and make assessment on an on-line journal called Tapestry. Parents have access to their own child's portfolio of photographs, videos and assessments of the children and their learning. Our next steps for learning are recorded on our



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weekly plans but also on a large whiteboard with a photo of each child attached next to which we (and the children) record next steps, areas of learning that are 'tricking' them areas where they want help, want to get better at. These can be forming letters and numbers correctly, sounds to learn, spellings, or a topic they have expressed an interest in that we wish to remember to revisit with them.

On entry to Reception we carry out baseline assessments for each child. Throughout the Early Years the Class Teacher submits end of term assessment data to the Head Teacher showing each child's development across the seven areas of learning. At the end of Reception the class teacher assesses each child against the 17 Early Learning Goals (ELG) and comments on whether their development within each ELG is either 'emerging', 'expected' or 'exceeding'. This information is also communicated to parents and carers in the Reception child's end of year report and can be discussed in the final Parents' Evening in Reception.

ROLE OF STAFF AND KEY WORKER

Each Reception child has a key worker. Their role is to help ensure that every child's care is tailored to meet their individual needs and to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents. All adults within the Early Years setting actively seek to form positive respectful relationships with the children in their care. The formation of healthy relationships between adults and children is essential in enabling children's well-being now and their future successes.

PARTNERSHIP WITH PARENTS AND CARERS

We believe that parents and carers are a child's first educator and therefore work very closely to ensure they are involved in what we do with their child at school. We want parents to feel they can speak to us about their child at any time and feel comfortable in our setting. As well as the Reception visit days we offer parenting workshops and other sessions for parents, such as reading workshops. When a child gains a place at Inskip St. Peter's the EYFS teacher visits the child's home in order to meet with them and their parent and chat about the child's likes, dislikes and development. We then have a series of weekly transition visits where the new pupils play alongside present Reception children and get to know us and our routines as we get to know them better. Parents and carers are encouraged to stay as long as they wish in the classroom to ensure the transition into school goes smoothly and are also asked to attend an information sharing session at school. EYFS staff are available most mornings and after school to discuss urgent matters concerning a child. Early in the first term parents are also invited to a parents' meeting so the settling in can be reviewed.



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HEALTH & SAFETY AND SAFEGUARDING

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. We follow the safeguarding and welfare requirements detailed in the Early Years Foundation Stage Statutory Guidance (2014); https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/299391/DFE-00337-2014.pdf and these are reflected in our Safeguarding Policy.

It is important to note that members of staff do not use their mobile phones in the classroom and are prohibited from taking photographs with their phones. This is in line with our Safeguarding Policy. Members of staff do, however, use school iPads to take photographs as evidence to support the regular observation assessment cycle in the EYFS. These photographs are used in children's portfolios, in class displays and on the school website. All parents are asked to state if they give permission for their child's image to be used on the school website through the paperwork in their initial starter packs.

We are a healthy school and our children receive free fruit and milk from a Government scheme.

All children are given the opportunity to have a free school dinner through a government scheme.

We take all accidents seriously and always record and inform the parent or carer if a child bangs their head. We have cold compresses stored in the freezer compartment.

We acknowledge that young children do have 'accidents' (i.e. wet themselves!) and have stocks of spare clothes and change anyone who needs it. We ask parents to help keep our stocks of clothes high by returning anything their child has borrowed. Children are changed in the wash area of the bathroom.

Fire alarm practices are held regularly in line with whole school policy. There is an annual external check of equipment.

We follow whole school procedures for child protection (see separate policy). Kate Leyland, headteacher, is the named Designated Safeguarding Lead (DSL) and all concerns are discussed with her Penny Kemp is the back-up DSL who should be made aware of all concerns in Kate's absence.

We have separate policies for medicine in school and off-site visits.