



## **Early Years Foundation Stage Policy**

**‘Sowing the Seeds of tomorrow; growing in the light of the Lord’**

**At Read St. John’s we aim to unlock the potential for everyone to flourish whilst being rooted and grounded in God’s love. We aim high, so together as one family, we can fly.**

### **Intent**

At Read St. John’s, our Early Years curriculum is designed to be fun, creative, challenging, memorable and to provide all children with exciting learning opportunities. Children will be exposed to a wide range of experiences that broadens their understanding of the world around them and equips them with the skills needed to be successful, confident, life-long learners who reach their full potential.

### **Introduction**

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

The Early Years Foundation Stage (EYFS) applies to the learning and development of all children from birth to the end of the Reception Year. In our school this is our Reception class which children join at the beginning of the school year in which they are five.

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

Learning for children is a rewarding and enjoyable experience in which they explore, investigate, discover, create, practice, rehearse, repeat, revise and consolidate their developing knowledge, skills, understanding and attitudes. During the Foundation Stage, many of these aspects of learning are brought together effectively through playing and talking.

This policy aims to ensure:

- That children access 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
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

### Implementation

#### Statutory Framework of EYFS

We adhere to the 'Statutory Framework of the EYFS' and the four guiding principles that shape practice within Early Years settings:

- 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 with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Children develop and learn in different ways and at different rates.

As part of our practice we:

- Provide a secure and safe enabling learning environment indoors and outdoors.
- Provide a balanced curriculum, based on the EYFS, across the seven curriculum areas, using play as the vehicle for learning;
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment and by the children's own ideas and interests;
- Provide high quality adult interactions to develop and deepen learning outcomes.
- Promote equality of opportunity and anti-discriminatory practice.
- Provide early intervention for those children who require additional support;
- Work in partnership with parents and carers;

### Early Years Foundation Stage Curriculum.

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve the Early Learning Goals.

All seven areas of learning and development are important and interconnected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive, both in the EYFS and into Key Stage 1. These three areas are the prime areas:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Children are also supported through the four specific areas, through which the three prime areas are strengthened and applied:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice.

Three characteristics of effective teaching and learning are:

1. Playing and exploring - children investigate and experience things, and 'have a go'.
2. Active learning - children concentrate and keep on trying if they encounter difficulties.
3. Creating and thinking critically - children have and develop their own ideas, make links between ideas and develop strategies for doing things.

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 needs and interests, guiding their development through warm, positive interactions.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

Children are provided with a range of rich, meaningful first-hand experiences in which they can explore, think creatively and be active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

We create medium term plans based on a series of topics each of which offers experiences in all seven areas of learning.

At the beginning of each topic the children are encouraged to share their ideas for learning experiences with us. These ideas are then used to inform our short-term weekly planning, alongside our observations which identify areas to focus on.

We always remain flexible to allow for unplanned circumstances and children's responses. Our planning is continually evaluated by all staff to ensure that children's individual 'Next Steps in Learning' and personalised learning needs are met.

In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and build these into our practice. We create a stimulating learning environment to encourage children to free-flow between inside and outdoors as far as possible.

### Assessment, Monitoring and Moderation

#### **Formative Assessments**

Ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Observations of children's achievements are collated in their own personal, online 'Seesaw' Learning Journal as well as paper evidence collated in a paper Learning Journal. Parents/carers are encouraged to share any milestones or achievements with staff. The EYFS team meet regularly to discuss children that are not on track and to plan appropriate interventions and catch up activities.

#### **Summative Assessments**

Pupils are assessed at four data points throughout the year using developmental checkpoint grids.

- Baseline
- Autumn 2
- Spring 2
- Summer 2

#### **Statutory Assessments**

Within the first 6 weeks that a child starts in Reception, staff will administer 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 ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

### **Monitoring of the EYFS**

We are committed to providing the best possible experiences for our children. The EYFS Lead is responsible for monitoring provision, teaching and learning and children's progress. Information is shared with the Headteacher, Assessment Leader, SENDCO and Reception team as appropriate and any necessary actions are taken.

All staff in the EYFS team have a key role in children's learning and development. Therefore, they are required to be knowledgeable and skilled in the EYFS curriculum. Any training needs for existing or new members of staff are identified and addressed as part of performance management targets.

### **The Role of Parents/Carers**

We recognise the central importance of parents/carers as children's first educators. We believe they have a significant role to play in the lifelong education of their child. Children learn and develop well when there is a strong partnership between staff and parents and/or carers.

Each child is assigned a key person, usually the class teacher, who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home.

We welcome and actively encourage parents to participate confidently in their child's education and care in numerous ways.

- Holding information evenings before the children start school;
- Being welcoming and approachable and having an open-door approach for parents to voice concerns/ask questions;
- Inviting them to a parent consultation in the Autumn and Spring Terms to discuss how their child has settled and share progress and next steps for learning;
- Valuing parents' contributions to learning journeys;
- Encouraging parents to read with their child at home and make comments in their reading record books;
- Providing curriculum planning overviews for each topic, each term, highlighting how they can support their child at home;
- Inviting parents into school for 'parent phonics' sessions to demonstrate how we teach phonics and help them support their child;

- Providing parents with an annual end of year summary report detailing achievements and their child's EYFS profile;
- We also draw on our links with the community to enrich children's experiences by taking them on outings and inviting members of the community into our setting to talk about their lives, work and experiences.

### **Safety including Safeguarding and Welfare Requirements**

The safety and welfare of our children is paramount at Read St John's Primary School. We have robust policies and procedures in place to ensure their safety.

In Reception we provide a safe and secure environment and provide a curriculum which teaches children how to take risks, follow rules and stay safe. We comply with the welfare requirements set out in the Statutory Framework for Early Years Foundation Stage and understand that we must:

- Promote the welfare of all children;
- Promote good oral health, as well as good health in general;
- Manage behaviour effectively and appropriately;
- Ensure all adults working with children are suitable to do so;
- Ensure that the environment is safe and all equipment and furniture is fit for purpose;
- Ensure all children have a challenging and enjoyable learning experience.

We promote the good health and oral health of the children in our care in numerous ways, including;

- talking to children about the effects of eating too many sweet things
- the importance of brushing your teeth
- the provision of nutritious fruit snacks
- access to water throughout the day
- allocating significant time for physical development
- following set procedures when children become ill or have an accident.
- teaching the importance of handwashing

Staff and visitors are prohibited from using their mobile phones in our classrooms, only the class iPads are used to photograph children (for Seesaw observations and assessment purposes) and children must be appropriately dressed in photographs.

Read St John's CE Primary School has robust systems in place to ensure that all practitioners who have regular contact with children are suitable for their role.

All staff hold a First aid qualification with a least one member of staff holding a paediatric First Aid qualification.

The Child Protection Policy is in place to ensure the safety of all stakeholders at Read St. John's CE Primary School. Backing up this policy is a dedicated safeguarding team which includes three Designated Safeguarding Leads, one of whom is the EYFS lead.

## **Inclusion**

We value all our children as individuals, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meet the needs of the individual child and support them at their own pace so that most of our children achieve the Early Learning Goals.

We work closely with the parents/carers of our more able children to ensure that their individual needs are met and their talents fostered. We ensure that these children are challenged appropriately to reach their full potential.

We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents/carers and outside agencies.

## **Impact**

An integral aspect of the curriculum is that children are prepared for the future – during their time in the school, they become fantastic role models and the very best version of themselves. Their individual identity is valued and our children are kind and caring while also aspiring to be the best that they can be in whatever area they choose to pursue. We believe that every child is unique – they all have the potential to achieve; and our broad, varied curriculum allows every child to excel now and in the future based upon their own personal strengths, interests and core values.

From their different starting points, all children will make good progress academically, emotionally, creatively, socially and physically. Knowledge, understanding and skills will be secured and embedded so that children attain highly and are fully prepared for Key Stage 1.

- They will have strong communication skills and will listen respectfully and with tolerance to the views of others.
- They will take pride in all that they do, always striving to do their best.
- They will demonstrate emotional resilience and the ability to persevere when they encounter challenge. Demonstrating all the Characters of Learning.
- They will develop a sense of self-awareness and become confident in their own abilities.
- They will be kind, respectful and honest, demonstrate inclusive attitudes and have a sense of their role in our wider society

We nurture the children to become will be well rounded, happy, inquisitive and successful learners who have developed essential knowledge and skills required for everyday life and lifelong learning.

They will be fully prepared for the next stage of their education as they transition from Foundation Stage to Year One.

### **Appendix - Useful Links**

#### **Statutory Documents**

[Statutory Framework for Early Years Foundation Stage](#)

[Link to Early Years Foundation Stage Profile](#)

#### **Non-Statutory Documents**

[Link to Development Matters](#)

[Link to Birth to 5](#)

This EYFS policy outlines the intent, implementation and impact of the teaching and learning of all aspects of the EYFS. It has been written by the EYFS lead Joanne Shaw and reviewed by the headteacher and governors.

Member of staff responsible: Joanne Shaw

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Date approved by the Full Governing Board: (to be approved September 2021)

Date to be reviewed: September 2026