

EYFS Policy

April 2019

General Statement

The EYFS forms the basis of all children's future learning and it is essential that we get it right first time.

We believe at St. Paul's Primary and Nursery School that every child has abilities that can and should be identified and promoted, with the starting point being what the child can do. We recognise that children develop at different rates and in different ways emotionally, intellectually, morally, socially, physically and spiritually, but just as every child is unique, so every child deserves the best education possible.

To ensure the all-round development of each child we intend (through using the 3 prime and 4 specific areas of learning) to develop a broad and balanced curriculum. We have high expectations for every child.

Aims

It is the aim of staff at St Paul's that children in the early years-

- Enjoy learning and have a positive approach towards learning
- Be self motivated and well behaved
- Be independent thinkers and learners
- Have respect for all people and possessions
- Be able to make informed choices and decisions
- Be confident
- Feel safe and secure
- Develop self esteem
- Be imaginative and creative
- Learn about the life and example of Jesus Christ

Planning

Long term plans

We teach 6 topics each year. We acknowledge that not all areas of learning can be taught through topics so some objectives are taught in isolation.

Medium term plans

We currently use a creative based curriculum across the EYFS. We are planning as a team making clearer links across the areas of learning. The EYFS teachers in Reception and Nursery meet to discuss ideas and plan cross curricular topics each half term. We try to plan a WOW activity for each week to give children first hand experiences and lots to talk about.

Short term plans

All weekly plans are written based on the outcomes/evaluations of the previous plan. Continuous Provision planning shows the activities and learning for each of the areas of the room. Weekly plans showing the adult focused activities can be changed depending on how quickly children progress or extended if more time is needed for consolidation. Children's interests can change the direction of a weekly plan.

Short term plans are displayed in class and shared with teaching assistants. Plans are evaluated and given to the head teacher weekly.

The Early Years Curriculum

There are 3 prime areas of learning:

Personal, Social and Emotional Development

We are encouraging the children to have a respect for themselves and others. Children will begin to understand that they need to take responsibility for their own actions.

Communication and Language

Children will extend their vocabulary and develop listening skills. Children will be encouraged to change how they speak depending on the situation.

Physical Development

Children will develop their fine and gross motor skills including holding a pencil for mark making and forming letter shapes. Children will develop their skills in using tools including scissors. Children will travel in different ways using P.E. and climbing apparatus. They will throw and catch. Children will be taught about the importance of exercise and to make healthy choices.

There are 4 specific areas of learning:

Mathematics

Children will build on their prior experiences of number, shape and measures. They will develop their mathematical language through practical activities and some recording. Children will use numbers up to 20 by the end of reception.

Understanding the world

Children will observe, experiment, discover and predict. They will use all their senses to find out about the world around them and how it has changed. Children will be encouraged to think about the technology around them and use simple programs on the computer.

Expressive Arts and Design

Children will explore colour, shape and sound, individually, in small groups and with the whole class. Children will use their imagination to explore ideas and feelings. Children will take on roles related to their experiences.

Literacy

Children will be taught to link sounds and letters. They will begin to write using the sounds heard in words. Children will enjoy reading a wide variety of print.

Quality of teaching

This will occur when:

The child's home background and language is valued.

- Play is recognised as an important tool for children to develop and reflect on their learning.
- There are plenty of opportunities for the children to talk about themselves and the world around them.
- They engage in first-hand experiences.
- Learning is well planned and the needs of the individual/group are the starting point.
- Children have access to a variety of indoor and outdoor activities
- Resources are accessible to all pupils.
- Special needs are identified as soon as possible and the appropriate measures taken to support the child's learning.
- Partnership with parents and carers is positively addressed and is recognised as being vital to the development of the child.

Quality of Learning

This will occur when:

- _ Children are motivated and instructions are clear.
- _ Children are enabled to access materials independently and return them independently.
- _ Children have a pride in their work and have high expectations.
- _ They are encouraged to reflect on and evaluate their work and that of their peers.
- _ This evaluation is used to raise the standard of their work.
- _ Everyone is involved in the child's development (parents/carers/adults/etc.)
- _ The materials are appropriate to the needs of the child and the learning experience.
- _ Transition between Early Years and Year 1 is smooth.

ORGANISATION AND MANAGEMENT

The daily routine involves carpet time, small and large group activities and continuous provision.

The children make choices about their activities. Adults recognise that learning is a social interactive process between child, adult, materials and environment.

There is a balance of adult-led, adult initiated and child-initiated activities, delivered though indoor and outdoor play.

Safeguarding

Staff recognise that young children are vulnerable. Attendance at yearly training is compulsory and any new staff have safeguarding included as part of their induction. All comments and disclosures made by children are followed up and acted upon. Records are kept of all incidents, allegations and disclosures made. Whilst distressing if we have concerns and are waiting for advice from CSC or the police then we may not allow you to collect your child at the end of a session.

All staff within school have up to date DBS checks. DBS cleared volunteers work within sight of staff members. Staff report concerns about other adults in school to a member of the SLT. Any parents with concerns should make these known to school. Staff constantly assess risks in and out of the school building regarding children's safety. When on an Educational visit a risk assessment is submitted to county.

Behaviour

The EYFS staff follow the same code of conduct as the rest of the school. We appreciate that many experiences in school e.g. sitting in a large group, are new to many children and so adapt our days and activities accordingly. All children in Reception have a Y5 buddy who is a good role model. (See Behaviour and Rewards policy) Reception children follow the same house point rewards system as the rest of the school.

Assessment, Recording and Reporting

We believe in the need for careful assessment and record keeping. Assessments from previous nurseries/pre-schools are shared with all early years staff and observations/activities planned move children forwards.

The teacher assisted by the teaching assistant notes down observations during continuous provision. Activities led by adults have an assessment focus. These observations/photos and examples of independent work inform the Sims tracker assessment tool which is updated at the end of each term. All observations are collected in your child's Learning journey that is always available for you to look at. A baseline assessment is carried out in the first half term after a child's entry to Reception this is based on teacher/adult observations. In September 2019 we will be trialling a national reception baseline.

All parents/children receive a termly letter showing the objectives that will be focussed on. The letter also includes ideas of activities to complete at home and new vocabulary that will be introduced. Parents will be informed of their child's progress, effort and behaviour at the end of each term. Parents celebrate achievement at termly parent's evenings, where next steps are also shared.

A written report is sent home in the summer term. All assessments are passed on to the year 1 teacher in the summer term as part of the transition process.

In nursery, parents meet with key workers as they start nursery. This meeting is to talk about children's interests. Parents meet with staff during the year and receive a written report after 2-3 full terms of sessions. The final meeting is a transition to school meeting.

Equal Opportunities

All children are encouraged to perform to their full potential regardless of sex, race, disability, gender, religion or belief.

(See Equal Opportunities Policy)

Special Educational Needs

The curriculum is set up to allow access for all. Activities are differentiated to enable all children to join in. All differences are shared and accepted.

All children are supported to reach their full potential, with extra provision put in place when necessary, and in line with the SEN/DDA code of practice. We make early identification of needs a priority and put in early intervention.

(See SEN Policy)

Induction

(See induction policy)

Parental Involvement

All parents can visit with their child up to 3 times in the term before they start Nursery. Children who are starting school will attend 2 induction evenings and have up to 3 visits before starting in September.

Parents receive a termly letter informing them of key dates/activities/learning for that term. We have introduced open classroom sessions in Reception each term. At these evenings parents are invited to sit with their child and look at the learning journals together as well as displays around the room. Specific activity sessions are planned each term in Nursery and reception where adults can come in and work with their child.

It is expected that parents will support the school homework, behaviour, dress code policy and will be asked to sign the home school agreement and share it with their child.

Parents are welcome to see the class teacher at the beginning and end of each day or make an appointment for a longer meeting.

Parents are often asked to help support their child's learning via requests in the weekly newsletter for resources, help on special days etc. Children in Reception receive weekly handwriting homework along with reading books. The homework reflects the learning/activities undertaken in the classroom.

Parents can attend up to 3 formal meetings each year with the class teacher.

Uniform

Children in Nursery do not need to wear school uniform (unless parents want them to.)

Children need to wear practical clothes that they can take down when they go to the toilet. Children need to learn how to take off and put on their socks, shoes and coat.

Children in Reception follow the same uniform guidelines as for the rest of the school including no earrings or jewellery (please see the school handbook.)

If you have any questions, need this policy enlarging or reading to you please ask Mrs Atkinson.

Reviewed by R. Atkinson 20/04/2019