



EARLY YEARS AND FOUNDATION STAGE POLICY
ST. LUKE & ST. PHILIP'S PRIMARY, A CHURCH OF ENGLAND ACADEMY



VISION STATEMENT

'The family of St Luke and St Philip's will ensure excellence is encouraged, minds are opened, diversity is embraced, respect is expected and talents are nurtured under the umbrella of God's love.'

ETHOS

Our school provides grounding in the Christian Faith for all its children with emphasis on collective worship as part of its daily life. Our Christian values of trust, truth, love, peace and thankfulness are built into the ethos and teaching of our school with the support of all Governors and staff for its Christian foundation. We also seek to encourage an understanding and respect for other world faiths.

CHRISTIAN SCHOOL VALUES



PURPOSE

This policy reflects the values, ethos and Mission Statement of St. Luke and St Philip's Primary School, a Church of England Academy in relation to the curriculum. It is consistent with the school's agreed aims and objectives and sets out a framework within which teaching and support staff can operate.

AUDIENCE

This document is intended to give a clear outline of the school's approach to the curriculum to all staff, Governors, Cidari and parents. It is also intended for the use of the School's Advisory Service when assisting the development of the school's curriculum and for any authorised inspector. Copies of this document are provided for all teaching staff and are available when necessary to support staff, members of the School's Governing Committee and Cidari members. A copy of this document is available for the use of parents.

Intent

Our Early Years Curriculum is based on the principles of child development and the educational programmes in the revised EYFS Statutory Framework 2021. It is planned to lead smoothly into the National Curriculum at KS 1 in a way which is relevant and meaningful for all children. Reception and KS1 staff work together through the year to ensure a successful transition into YR1.

The EYFS curriculum stresses the importance of the prime areas of learning - the child's personal, emotional and social development, the vital element of communication and language and the role of physical development. It also emphasises that the knowledge and skills in the specific areas of early literacy and numeracy, understanding the world or expressive art and design lay the foundations for the future learning of all children.

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 its 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.

Statutory Framework for the Early Years Foundation Stage 2021

The overarching aim of the Early Years Policy at St. Luke and St. Philip's Primary School is to promote the principles of the EYFS Statutory Framework and the non statutory Revised Framework, Birth to 5 Matters (*Julian Grenier, 2021*) and Development Matters (*DfE, 2020*)

The Statutory framework states the requirements for schools and early year's settings to support children's learning and development, assessment, safeguarding and welfare.

The Statutory framework sets out the educational programmes which provide the overview of learning and development from which practitioners can refer to, to develop a curriculum for their children.

It also sets out:

- The Areas of learning, the aspects within them and the early learning goals for each area. The areas of learning and development must shape activities and experiences (educational programmes) for children in all early years settings.
- Each child's level of development must be assessed against the early learning goals at the end of reception. Practitioners must indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging'). This is the EYFS Profile.
- Assessment arrangements for measuring progress (and requirements for reporting the EYFS Profile to parents and/or carers).

The safeguarding and welfare requirements cover the steps that providers must take to keep children safe and promote their welfare.

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS seeks to ensure:

- Quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind.
- A secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly.
- Partnership working between practitioners and with parents and/or carers.
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

A Unique Child

At St Luke and St Philip'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, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we develop strong relationships with the children and families, use praise and encouragement and use celebration/ sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

Inclusive Practise

All children and their families are valued at St Luke and St Philip's Primary School. Children are treated as individuals and have equal access to all provisions available. We give our children every opportunity to achieve their best. We do this by taking into account our children's range of life experiences when planning for their learning.

In the EYFS we set realistic and challenging expectations that meet the needs of our children.

We achieve this by planning to meet the needs of different genders, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds. We liaise closely with all relevant professionals in order to provide early support for those children and their families who need it.

Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the schools Inclusion manager is called upon for further information and advice. Appropriate steps are taken in accordance with the school's Inclusion policy for SEN.

We meet the needs of all our children 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 to learn effectively;
- Providing a safe and supportive learning environment in which the contribution of all children is valued;
- Using resources which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitoring children's progress and taking action to provide support as necessary.

Welfare

It is important to us that all children in the school are 'safe'. 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, emotional and psychological well-being of all children. 'Providers must have regard to the government's statutory guidance 'Working Together to Safeguard Children 2015' and to the 'Prevent duty guidance for England and Wales 2015' All schools are required to have regard to the government's 'Keeping Children Safe in Education 2022' statutory guidance, and other childcare providers may also find it helpful to refer to this guidance. If providers have concerns about children's safety or welfare, they must notify agencies with statutory responsibilities without delay. This means the local children's social care services and, in emergencies, the police. For further information please refer to our Safeguarding Children Policy.' **(EYFS Framework 2021.)**

"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. The safeguarding and welfare requirements, specified in this section, are designed to help providers create high quality settings which are welcoming, safe and stimulating, and where children are able to enjoy learning and grow in confidence"
(EYFS Framework 2021.)

At St Luke and St Philip's Primary School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2021. We understand that we are required to:

- Promote the welfare and safeguarding of children;
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill;
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs;
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so;
- Ensure that the premises, furniture and equipment is safe and suitable for purpose; Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs;
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

Health, Safety and Well being

Children's health is an integral part of their emotional, mental, social, environmental and spiritual well being. We promote healthy snacks and offer foods from different cultures to develop their taste preferences. Activities relating to the food cycle are interwoven in planning e.g. harvest

preparations, planting seeds, gathering, preparing and eating! We ensure that children have access to quiet areas indoors and outdoors where they can relax alongside space for vigorous free movements. Additional time is allocated to Foundation Stage for large and free movements to be carried out in the school hall.

At St Luke and St Philip's Primary School, there are clear procedures for assessing risk (*see whole school risk assessment policy*) which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment. In addition to this, an annual risk assessment is conducted of the EYFS (see EYFS risk assessments) and in the staff handbook, safeguarding and child protection policies, there is detailed information and procedures to ensure the safety of the children. The EYFS risk assessment must be read in conjunction with other relevant whole school policies.

In line with the EYFS statutory framework 2021, at St Luke and St Philip's Primary School we undertake;

A whole school medicines policy, ensuring that there are systems in place to ensure that medicines and the systems for obtaining information about a child's needs for medication are kept up to date. *Medicines will not be administered unless they have been prescribed by a doctor, dentist, nurse or pharmacist.*

Training is provided for staff where the administration of medicine requires medical or technical knowledge. Prescribed medicines are only administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer. (Statutory framework for EYFS 2021)

At St Luke and St Philip's Primary School a written record is kept each time a medicine is administered to a child and informs the child's parents and/or carers on the same day.

- Fresh drinking water is available at all times;
- Children's' dietary needs are recorded and acted upon when required;
- A first aid box is accessible at all times and a record of accidents and injuries is kept (see accident and injury policy). As of September 2012, all Teaching assistants in the EYFS are paediatric first aid trained.
- A health and safety policy and procedures which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.
- A fire and emergency evacuation procedure and policy
- A safeguarding policy stating how mobile phones are to be used and stored securely whilst children are in the setting. I pads that are used in school must not be used for staff own personal use.
- Appropriate clothing, in particular in relation to the wearing of heels (stilettos or a heel that comes to a point). Staff are expected to wear clothing that supports them in

getting to a child's level and playing and engaging with children at floor level.

Positive Relationships

At St Luke and St Philip's Primary School we recognise that children learn to be strong and independent through forming secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents/Carers as Partners

We recognise that parents/carers are children's first and most enduring educators and we highly value the contribution that parents make. We recognise the role that parents have played and their future role in supporting their child/ren's education and development. We do this through:

- Talking to parents about their child before they start in our school
- The children having the opportunity to spend time with their teacher(s) prior to starting school during transition sessions
- Support children through their transition from pre-school to Reception class with the children attending part time during the first week / few days. This is also to further support staff and parents in getting to know each other as well as the children; Inviting all parents to an induction meeting during the term before their child starts school and again during the first half term of the child's Reception year in order to detail how we aim to work with their child particularly in relation to reading and phonics;
- Offering parents regular opportunities to talk about their child's development and progress and allowing free access to their children's online Learning Journals and work books.
- Encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents three times a year at which the teacher and the parent discuss the child's progress in private with the teacher. Parents receive a report on their child's attainment and progress at the end of each school year; Offering various activities throughout the year that involve parents/carers in the life of St Luke and St Philip's e.g. church services and events, fairs and assemblies. Providing parents with opportunities to celebrate their child's learning and development by completing "wow" moments which inform planning and provision; Written contact through home reading books as well as the acknowledgement that parents can ring school to contact key workers.
- Supporting parents/carers whose first language is one other than English Supporting parents/carers who have a child with special educational needs.

Supporting Learning

Effective teaching approaches will be secure where we:

- Engage and stimulate the learner

- Allow for regular review of progress towards learning outcomes.
- Vary what we provide to match children's needs.
- Maximise opportunities to explore in a whole group, small group, paired, individual and independently.

Routines are an important way that children feel secure and can make sense of all the opportunities offered throughout their time at St Luke and St Philip's Primary School. This includes signs and timetables, snack time, small group time and whole group phonics, story, circle times, PE and assemblies. Children will use continuous provision throughout their day and will be supported through adult led activities.

Key Person

At St Luke and St Philip's Primary School, each child has a key person (Class teacher or Teaching Assistant). The key person builds confidence, gives children opportunities to express their thinking and use their initiative. We believe children learn and develop effectively when the key person provides:

- First hand experiences
- Individual and collaborative learning experiences
- An environment where children can take risks
- Innovative delivery
- Clear expectations
- Opportunities to review and reflect
- Thinking time
- Thorough preparation and organisation
- Activities building on prior learning
- Open ended, thought provoking challenging questions
- Support for children with differing needs
- Support for parent/carers

All staff involved with children in the Early Years Foundation Stage aim to develop good and warm relationships, interacting positively with them and taking time to listen.

"The best kind of teacher is one who helps you do what you couldn't do for yourself but doesn't do it for you."

(Child aged 8, quoted in "Teaching Children to think" by Robert Fisher, Nelson Thomas 1990)

Enabling Environments

We aim to create an attractive and stimulating learning environment where children feel confident and 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 continuous provision. These are areas where the children can be active, be quiet and rest. The environment is organised into continuous provision areas, where children are able to find and locate equipment and resources independently. Our outdoor provision will offer opportunities for doing things in different ways and on different scales than when indoors. It will offer the children the opportunity to explore, use their senses and be physically active and exuberant.

We are committed to providing high quality continuous provision. Areas are established and maintained, long term plans are displayed in areas with short term planning detailing enhancements. Areas are audited and resources replenished regularly. Resources are labelled and organised to aid self selection and provision reflects the culture and Christian ethos of our school and church.

Children will be taught how to use all resources safely through focused activities. The adult's role within continuous provision areas will encourage children to interact with resources and the environment with care and respect: and with regard to health and safety. We offer a range of resources both natural and man-made. We have a range of multi sensory, multicultural and non stereotypical resources.

Our displays are interactive, inviting and of high quality. We aim to reflect the Christian ethos of our school and the community to which we serve. We are respectful of children's uniqueness across all areas of learning and development and displays reflect current themes in learning. Displays show what children have experienced and learnt and are annotated by adults describing the process involved and where appropriate, the outcomes.

The Wider Context

At St Luke and St Philip's Primary School, we recognise that children's social, emotional and educational needs are central to any transition from home to school, from Reception to Year 1 and from one Early Years setting to another. We communicate with local nurseries, day care centres, private providers and Children's Centres as well as with parents and carers to ensure that children's needs are met. Information is shared in order that there is continuity in their learning and development. We have good links with local nurseries and visits are undertaken by either the Class teacher and Pupil Wellbeing Lead to meet with the children prior to them starting at school in September. These visits provide the opportunity to discuss individual needs and to meet the children.

Early Years Foundation Stage staff work together across local authority services in order to achieve the best for all children. This may involve working with multi agency professionals. Our aim is for all key partners to communicate well and put the children and their families needs first. Our staff know the local area well and use this knowledge to plan the children's learning.

Learning and Development

Teachers and teaching assistants provide the curriculum in the Reception Class. There are seven areas of learning and development of which three are "prime areas," and four "specific areas."

The prime areas are:

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

The specific areas are:

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

In each area there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS (end of the reception year).

At St Luke and St Philip's Primary School:

"Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults. Practitioners need to decide what they want children in their setting to learn, and the most effective ways to teach it. Practitioners must stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning. As children grow older and move into the reception year, there should be a greater focus on teaching the essential skills and knowledge in the specific areas of learning. This will help children to prepare for year 1." (Statutory Framework for EYFS 2021)

COMPUTING IN THE CURRICULUM

In our school, Computing is woven through the curriculum, and technology is used frequently during lessons. Pupils will be taught to be respectful of devices, keep their personal information private, be critically aware of the materials / content they access on-line and be guided to validate the accuracy of information.

Planning

Long Term Planning -

The Early Years Foundation Stage (EYFS) Practice Guidance details the development matters which are adhered to. At St Luke and St Philip's Primary School we have themes appropriate to our cohort of children and the community to which they belong. Continuous provision plans also form the basis of long term planning.

Medium Term Planning - This can run for a few weeks, month or half term and is based on the needs and interests of the children for all areas of learning and development. They detail the proposed development matters to be focused upon giving an overview of possible enhancements to continuous provision, the adult focused activities, resources, displays and visit/visitors. Sometimes themes are used as a vehicle for delivery.

Short Term Planning - This occurs weekly for adult focused and child initiated learning. These take the form of a Phonics, Literacy and Maths plans. These will outline the elements of development, effective learning for children and will detail learning objectives and outcomes.

Evaluations and next steps will determine planning for subsequent weeks. Planning for and with other agencies is also incorporated. Reference will be made on short term planning for children with Special Educational Needs or disability linked to their Individual Education plan (**IEP**) or for children in care (**CIC**) linked to their Personal Education Plan (**PEP**). For children who have a first language other than English links to bi-lingual support will also be made using specific strategies.

In terms of assessment all practitioners in Reception class contribute to the Early Years Foundation Stage Profile. Staff complete these assessments on an ongoing basis and results are shared with the local authority. The Common Assessment Framework (**CAF**), where appropriate, also gives us a full picture of a child's additional needs at any stage.

Planning and guided children's activities will reflect on the different ways that children learn and reflect these in their practice. At St Luke and St Philip's we support children in using the three characteristics of effective teaching and learning. These 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; and
- **Creating and thinking critically**- children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

(Taken from statutory framework for the EYFS 2021)

Play and Exploration

At St Luke and St Philip's Primary School, we recognise that children learn and develop in different ways and at different rates. They develop their skills through a variety of processes.

These include:

- Investigation
- Experimentation Listening
- Observing
- Talking and discussing
- Asking questions
- Practical exploration and role play
- Retrieving information
- Imagining
- Repetition
- Problem Solving
- Making Choices and decision making
- Sharing

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas and learn how to control their behaviour 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. They can express fears or re-live anxious experiences in controlled and safe situations.

Active Learning

Active learning occurs when children are motivated and interested. This happens best when children have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides our children with a sense of satisfaction as they take ownership of their learning. Children's learning is extended through accessing resources freely and being allowed to move them around the classroom setting.

Creativity and Critical Thinking

Children will be given the opportunity to be creative through all areas of learning and development, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open ended questions.

Leadership and Accountability

The head teacher (Miss Samantha O'Connell) provides an excellent role model for staff and ensures that we respond to both local and national initiatives and directives appropriately. Self evaluation is

important to us and we use a range of materials to inform our Record of Self Evaluation (ROSE) and inform Continuous Professional Development (CPD). Internal and external mechanisms regarding quality include: observations, data analysis, consultations, action planning and target setting and policy review. We review our practice and provision annually with key staff linking areas to our School Development and Improvement Plans.

Continuous Professional Development

St Luke and St Philip's Primary School is committed to all staff accessing Continuous Professional Development. Individual training will be chosen or identified based on individual's interests or remits, linked to Performance Management targets/reviews and in response to OFSTED inspections and national/local initiatives. We have systems in place to cascade this information with others in school and ascertain the impact of training on our provision.

Assessment

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in Foundation Stage takes the form of both formal and informal observations. At the end of their foundation year in school the children's progress is recorded on to the Early Years Foundation Stage Profile. Each child's level of development is recorded against the 17 Early Learning Goals.

On entry assessments are made in Reception (a baseline) to give teachers and support staff an understanding of the children's individual abilities in each area of learning. St Luke and St Philip's.

Assessment at the start of the reception year – the Reception Baseline Assessment (RBA)

The Reception Baseline Assessment (RBA) is a short assessment, taken in the first six weeks in which a child starts reception.

The RBA will be an activity-based assessment of pupils' starting points in:

- language, communication and literacy
- mathematics

The RBA will be a short task-based assessment. Pupils will use practical resources to complete these tasks and teachers will record the results on a laptop, computer or tablet. It will not be used to label or track individual pupils. Schools will be required to carry out the assessment within the first 6 weeks of pupils starting reception. No numerical score will be shared and the data will only be used at the end of year 6 to form the school-level progress measure. However, teachers will receive a series of

short, narrative statements that tell them how their pupils performed in the assessment. These can be used to inform teaching within the first term.

We also use a Speech and Language toolkit "**Wellcomm**" to track children's speech, language and communication needs throughout the Early Years and Foundation Stage.

Once a profile has been drawn up for each child, The Big Book of Ideas provides focused teaching and intervention activities to meet individual needs.

In Reception the Birth to Five Matters statements are used to show children's progress. These are plotted on Target Tracker. The EYFS Profile will be completed as this feeds into the school Tracking system, which is discussed half termly at Pupil Progress Meetings. Phonic assessments are carried out at various points throughout the year.

Early Years Foundation Stage Profile data will be sent to the LA.

At the end of the Reception Year information will be passed on to the next teacher giving them a detailed account on each child's abilities.

Equal Opportunities.

All pupils are valued members of our school and are offered equal opportunities. We aim to recognise the strengths of all pupils and build on these to nurture respect and esteem for oneself and each other in all areas of the curriculum.

This EYFS Policy reflects the ethos, values, practices and mission statement of St Luke and St Philip's Primary School and all its stakeholders. All relevant legislation and guidance has been adhered to in developing this policy.

Policy reviewed : December 2022

Policy reviewed by : Mrs S Cox

Next review date : December 2024

