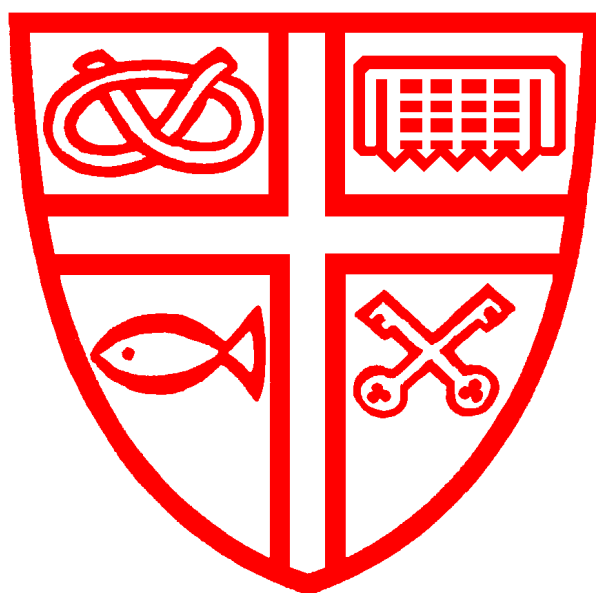


St Peter's C of E (A) Primary School

Love Christ
Love Learning
Love One Another



DRAFT EYFS
Policy
September 2021-2024

NB The ethos of this policy underpins all further school policies.

Vision Statement St Peter's (VA) CE Primary

"You shall love the Lord your God with all your heart, and with all your soul, and with all your strength, and with all your mind; and your neighbour as yourself." Luke 10:

At St Peter's the life and teachings of Jesus Christ are at the heart of our school. Here pupils are valued, cared for and developed to their fullest potential; spiritually, intellectually and physically. The nurturing environment encourages and challenges the pupils to be creative, responsible, tolerant and have a love of learning to become citizens of the World who contribute to society.

EYFS Vision Statement

In the Early Years Curriculum there are 7 areas with 17 aspects.

Each term there is a theme which is the vehicle for activities which are planned to encompass the next steps for the children. Sometimes in the moment planning is used when appropriate. Daily assessment is used to inform plans for progression.

Children generally on entry to EYFS have slightly below the ARE for Speech, Understanding, Listening and Attention. They are provided with a Literary rich environment, with daily focus on a new word to enrich wider vocabulary, singing nursery rhymes, sharing many books with book handling skills.

By the end of EYFS most pupils will have achieved the Early Learning goal and some pupils will be working at 'Greater Depth'.

Activities are fun, exciting, interactive and engaging. Wide variety of pedagogies used, all facilitated by experience Early Years Practitioners.

The Learning Journals provide a bank of knowledge for the EY children and their carers to share together.

Marking follows the school marking policy and the expectations of AFL, with Early Years adjustments.

Depending on the key learning, differentiation is by the facilitator, the activity and the resources. Challenges in the classroom are evident for different ability groups.

The core skills enable the children to achieve the ELG and beyond.

Pupils are assessed throughout the school day. Assessment data is gathered on a spreadsheet with checkpoints and finally against the ELG for each aspect.

SEN pupils are assessed and interventions and reasonable adjustments are made as necessary.

Introduction

The foundation stage is the most important part of a child's school career. It is the beginning of a journey and firm foundations need to be established. The children are in the early stages of development and there needs to be a curriculum, which reflects this. The Early Years at St. Peter's C of E (A) Primary School is the Foundation Class. The children enter school in the Autumn Term following their third or fourth birthday. The children

follow the Foundation Stage Curriculum throughout this period. (This may be with reasonable adjustments or at greater depth) Following guidance from "Development Matters" and "Birth to Five Matters" providing a practical guide to the child's learning development throughout the early years the children work towards The Early Learning Goals. Generally the children will start the Curriculum for Key Stage One in Year 1. (The Autumn term is structured more like the foundation Stage to facilitate a smooth transition into this next key stage.)

Transition (Implementation)

Following a new parent meeting, the children are invited to two taster sessions, within the classroom and school environment in the summer term. They meet the foundation Stage staff, some of their peers, see the older children and take part in school activities for the afternoon. These sessions are carefully planned so the children have a further understanding of what school life is like. There are a small number of other children present who help the children to access some of the activities and to welcome them to school. Before the children enter school, they are asked to complete a questionnaire and booklet 'All About Me' which gives staff an insight into the child. The staff all read and discuss the records, which are passed on from various pre-school settings. The staff from the Foundation Stage contact all the settings for the children entering the Foundation Stage. They hold a brief meeting with the parents and carers to further get to know the child.

When the child starts school we carry out a practical school baseline assessment and in Reception the DFE Baseline assessment. All this informs the staff towards their future planning and gives some information leading into a baseline for their learning, along with observations this informs the general early achievements of the child and how this can be developed.

For the first week in the foundation class the Foundation 2 children attend for a couple of hours in the morning and the Foundation 1 children in the afternoon. For week 2 the children will stay for lunch and for week 3 the children will be in school full time. Though we do not operate staggered entry at present, this is dependent on the intake of a particular Year group (e.g. if the cohort is large or has a lot of summer born children, or a child with a particular need) and so this is flexible. For the first few weeks the Foundation 2 children are joined at lunchtimes by the early year's staff. The Foundation 1 children will be supervised by an early year's staff member and a dinnertime supervisor. The children in Foundation 1 are able to attend full time with their funding or part time hours. The older children and siblings are encouraged to help the new children integrate and to understand the routines. The children are given a tour of the school when the other school children are in their classes, to give them a sense of their environment and their belonging to the school community.

The staff from the Foundation Stage contact all the settings for the children entering the Foundation Stage. They hold a brief meeting with the parents and carers to further get to know the child.

As St. Peter's is a small school in quite a confined environment, where all the staff and children have a lot of contact with one another transition from the Foundation Stage to Key Stage One is very smooth. The children are familiar with all the classrooms and they have contact with all the adults. The children have opportunity to visit their new classroom and the Year One teacher comes to spend time with them in the Reception classroom too. Activities from the Reception classroom are available in the Year one room for the first

term. We work together to provide continuity of experiences, which support children's learning and development. Foundation Stage Practitioners and Year 1 Practitioners meet to discuss each child, focusing on their development in learning and how they like to learn, their Personal, Social and Emotional Development and their reactions to differing situations and any special circumstances. All the information informs all practitioners to ensure the next steps are appropriate and enables them to build on strong foundations for the future learning.

Staffing (Implementation)

At present Mrs. Langridge is the teacher in the Foundation Stage along with 2 early year's practitioners. The early year's staff members work closely together planning and monitoring and assessing the children and their curriculum to ensure the children are developing and making good progress throughout the foundation stage. Mrs. Langridge is the Foundation Class Teacher, Leader of the Foundation Stage. Mrs. Griffiths and Mrs. Rowe are the Early Year's practitioners.

Curriculum (Intent)

An effective curriculum for young children provides them with a wide variety of progressive learning opportunities. It is based on many practical activities and informed teacher intervention, modelling, questioning and scaffolding. There needs to be a broad, balanced, well-planned curriculum and a stimulating classroom environment. The practitioners access a number of Early Years courses which highlight good practice, half termly networking meetings within their cluster group and access various Early Groups online which provide invaluable support. They spend a lot of time discussing, evaluating, reviewing and implementing improvements amongst themselves.

Methodology (Implementation)

The children are organised into groups, these vary depending on the activity. The groups are ability based for Mathematics and Communication, Language and Literacy. The children are taught initially in a large group or split to two groups and then are directed to a teacher led task, a task with adult help challenges or an independent task. Adults are guided to the expectations for the group and how the children should respond to the task. Adult stimulation is vital, asking probing questions, interacting, modelling, scaffolding and observing to enable the child to progress in their understanding. Children in the Early Years are widely stimulated and they have 'hands on' experiences, they talk about what they are doing and they listen to the experiences and the advice of others. Out of school activities and visitors to the Foundation class are encouraged as we recognise these as invaluable learning experiences. Throughout the Early years the adult enthusiasm becomes infectious to the children. The children are enthusiastic, active learners.

Resources (Implementation)

There are a wide variety of indoor and outdoor resources, which help to facilitate the children's learning. The resources are appropriate for young children and used carefully. The children are also encouraged to follow their own interest and learning ideas. The resources are accessible for the children and they are used in various situations. Along with adults the

areas are a great resource, they are organised to facilitate learning. At present our outdoor environment is continually developing, we have a large mixed surface.

Home - School (Implementation)

Children are given termly targets which are shared with parents and can be found in their log book. A parent leaflet topic overview is sent out each half-term with information on each area of learning. This relates to the expectations for the children's learning and development. There is a 'Parents meeting' each term and parents are also welcome to come and discuss their child's progress at any time. There is ongoing teacher assessment, with data points for Baseline, Autumn Term, Spring Term and the Summer Term (end of the Foundation Stage, for the Foundation 2 children.) This is used to track the children's progress through to reach the Early Learning Goal in each area. Observations focusing on different areas of development are carried out. These are recorded on Evidence Me. Records throughout the Early Years are discussed and passed on to the Year 1 teacher. Parents receive an end of year report for their child. They share ideas and feelings about their child's progress with the early year's staff at both the beginning and the end of the Foundation Years, the children are also invited to talk about their achievements. The children's achievements are discussed at a Senior Management Team Meeting, Governor Reports and Governor Link meetings. The data is analysed and relevant ways to progress are highlighted.

School Day (Implementation)

The children are allowed into the classroom from 8.45 am in the morning, the school day starts at 8.55am. The end of the school day is at 3pm. Any children who are late to be collected stay in the classroom until 3.20pm. After this time the child goes to be cared for in the After School Club. (At a small cost) Contact will be made to the emergency contacts on the child's forms, if there is no contact made then the police and social services are informed and necessary action will be taken to safeguard the child.

Special Educational Needs (Implementation)

The children are carefully monitored before and throughout their Early Years Education. Summer term contact to pre-schools and nurseries are made and any concerns are shared and plans are made. A list of children with a variety of needs is submitted to the SEN lead. For some children outside agencies will be contacted to help to facilitate the children's learning. If necessary the children will be started on a special programme for their specific need. Parent's views, input and reports from previous settings are invaluable.

Dyslexia Statement (Implementation)

At St Peter's we are strongly committed to supporting all children with a Special Education Need. We are aware of the many complex and different needs of individuals (Dyslexia, Dyspraxia, ADHD and ASD) and aim to make provision for these in all lessons.

Equal Opportunities (Implementation)

All children should have access to the full range of the Early Years curriculum matched to their ability and the equal opportunities to access all equipment and all activities. As they are

so impressionable the young children need to have planned opportunities which promote positive stereotyping.

Home/School Partnership (Implementation)

Throughout the year the parents are informed of the topics and the children are asked to carryout weekly, small cross curricular homework tasks and are asked to bring relevant artefacts to school. They take home a reading book, phonic sounds and a library book to share. The children participate in collective worship.

Conclusion (Impact)

The good early years' practice at St. Peter's school ensures that the children are educated within a happy, safe and secure environment. They feel secure, eager to learn, prepared to take a risk, independent, confident, friendly and helpful to others. This enables them to academically reach their full potential. The education in the early years is vital as it lays the strong foundation for the children's future educational development.

Agreement:

Chair of Foundation Committee

..... Date:.....

Headteacher

..... Date:.....

Review Date: **September 2024**