

St Saviour's C of E Academy

Early Years Foundation Policy

September 2021

The context of our EYFS

At St Saviour's CofE Academy we have a Nursery cohort accommodating children aged 3 and 4 years old. We currently offer 16 spaces in the morning and parents can utilise the universal or extended hour's entitlement or have the opportunity to pay for additional hours will remain in school for the afternoons. The Reception cohort offers 30 spaces. This year we are currently working as an Early Years unit. The children have indoor and outdoor provision that is planned to suit their correct stages of development and all provision is designed to appropriately support this, linking to our overarching Topic. The provision is designed and planned to support the children to apply the taught skills independently.

Aim

At St Saviour's CofE Academy we aim to provide the highest quality education and care for all of our children. We build a strong foundation for the beginning of their lives in education and create a happy, safe and stimulating learning environment. We want to enable children to become confident, caring and creative individuals through providing continuous, enjoyable learning experiences to them. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential. We adhere to the Statutory Framework of the EYFS (2021) 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. All children learn and develop in different ways and at different rates, therefore creating an enabling environment is key to support each child in their educational journey. Each year we aim to build a strong partnership between practitioners and parents and/or carers. These relationships are very important to us and support the children to feel a sense of community.

Our EYFS Curriculum

At St Saviour's CofE Academy, we value the importance of the Early Years Foundation Stage (EYFS) in providing a secure foundation for every child's future learning and development. We have developed our curriculum to follow the learning and development requirements that are set out in the Statutory Framework for the Early Years Foundation Stage (2021) where we cover the seven areas of learning.

The Prime Areas –

1. Communication and Language
2. Physical Development
3. Personal, Social and Emotional Development.

The Specific Areas –

4. Literacy
5. Mathematics
6. Understanding the World
7. Expressive Arts and Design

In addition, we also draw upon non-statutory curriculum guidance to support the planning and delivery of these learning and development requirements throughout the children's time in EYFS.

We aim to create an environment where all children feel safe, confident, and motivated and we believe that through our curriculum overview we are providing opportunities for children to thrive in all of the seven areas of learning. Our children's wellbeing is at the heart of our curriculum, focusing on building their self-esteem, modelling relationships, and providing an environment where children feel valued and listened to. We use high-quality texts offering a wide range of vocabulary and also use the children's interests to centre our teaching and learning as much as possible.

Please refer to our Early Year's Curriculum Overview and the school's policies for further information.

Characteristics of Effective Learning

At St Saviour's CofE Academy we ensure that our delivery of the curriculum and our classroom environment incorporates the three characteristics of effective teaching and learning:

Playing and exploring – children will have continuous opportunities to explore and investigate different experiences. The children will gain confidence, perseverance and show a willingness to 'have a go' with

new activities. Through play, the children will learn how to think creatively, and engage with others as well as on their own. The children will build on their communication skills supporting them as they investigate and solve problems.

Active learning – active learning occurs when the children are engaged and motivated. The children will have continuous opportunities to become independent learners, supporting them to take control of their own learning. Children will learn strategies to support them in dealing with a situation if any difficulties arise. As the children's confidence grows, their ability to make decisions for themselves will also grow and they will enjoy taking ownership of their own learning.

Creating and thinking critically – we support the children's thinking and help them to make connections by offering continuous encouragement, asking open ended questions and showing an interest. Children are given continuous opportunities to be creative through all areas of the curriculum. The children access all resources and our classroom provision freely to support them in extending their learning.

Planning

At St Saviour's CofE Academy, we have a balance of adult-led and child-initiated activities, drawing upon the needs and strengths of the children. Some activities involve:

- Creating a rich learning environment
- Joining in with play when appropriate
- Setting challenges for children enabling them to explore and find their own solutions to problems
- Modelling and scaffolding
- Encouraging collaboration with peers so that they can learn from others
- Guiding learning in a playful way
- Discussing ideas and utilising questioning to extend, challenge or support their understanding
- Commenting on what is being done
- Directly teaching a new skill, concept or important piece of information.

As much as possible we provide a context for the children's learning to be centred around, including high-quality texts, to motivate and engage the children. Whilst in the areas of provision, staff follow the children's interests, interact in purposeful play and guide the children in their learning. Our Early Years timetable is set out to support the children in gaining a wide range of child-initiated and teach-led learning opportunities.

Staff consider the individual needs, interests, and stage of development of each child in their care and use this information to plan a challenging and enjoyable experiences for all children. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with the school SENCO and other relevant services from outside agencies, where appropriate.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice, showing ambitious intent for all children. Staff are expected to develop a strong continuous provision that enhances skills and provides opportunities for independent learning to occur.

As children progress through the EYFS, adult directed and whole class work will be planned, as appropriate for the age and stage of the pupils. In Reception, the class teacher utilises national, validated schemes of work to support the progression, frequency, and repetition of skills across both mathematics and literacy which align to the educational programmes and early learning goals as set out in the Statutory Framework for the Early Years Foundation Stage (2021).

Assessments

Formative Assessment

Formative assessment is a large part of the learning and development process for our children. We regularly meet as a team to discuss the children, their learning and use this to then support future planning. We use Tapestry (a mix of photographic evidence and adult comments) to show children's 'WOW moments', being when a child feels proud of their learning or if they have mastered a new skill. We use a wide range of formative assessment strategies throughout to support the children to make progress in the moment.

Summative Assessment

Using DCPro, the children's level of development is recorded termly using the Development Matters age-bands as 'Met' or 'Not Yet There'. Within the first six weeks of the children starting school, the Reception children will complete the statutory Reception Baseline Assessment (RBA). In addition to this, all children are baselined within the first couple of weeks of them starting here at St Saviour's CofE Academy, to highlight the children's starting points and any children who are not yet meeting age-related expectations, further enabling us to then plan and deliver the appropriate learning to all of our children. Information is shared with parents twice across the year during Parent's Evening and also in the end of year report. Parents receive an annual written report that discusses the child's characteristics of effective learning and offers brief comments on each child's progress in each area of learning. In addition, it highlights the outcomes of

the child's Early Years Foundation Stage Profile giving a well-rounded picture of the children's knowledge, understanding and abilities. 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 or, not yet reaching expected levels of development. This is further shared with local authority and the Reception's new teacher to support their transition into Year 1.

Working in partnership with parents

At St Saviour's CofE Academy, we aim to continuously build strong, respectful partnerships with parents and/or carers to support our children to gain the best possible outcome by the end of their EYFS journey. We have an 'open door' policy, where all parents have continuous opportunities ask questions or gain support from our practitioners. We also offer meetings in addition to parents evening, if parents and/or carers require further support.

The Statutory assessment of the EYFS profile at the end of Reception also helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities when leaving the EYFS and their readiness for year one. Each year, every child is assigned a key person (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 as we recognise that the home learning environment can have a significant impact on each child's learning. Through this, we encourage all of our parents to talk, play and read with their children regularly.

We hold parent workshops to support parents and/or carers to support the children's learning and development at home. We encourage two-way communication via GoRead (online reading journal), Chatter Natter books in Reception, homework, topic webs and electronic communication such as emails, text messages and via our school website and Facebook page.

Inclusion

At St Saviour's CofE Academy, every child and their family is valued. The children are treated as individuals and have equal opportunities to access all of the provisions that are available. We adapt our planning to meet the needs of all children to support them in making the best possible progress. Early identification of special education needs is crucial to enable staff to best support the development of each child. Any concerns about a child will always be discussed with parents/carers at an early stage and our school's SENCO will support with further information and advice.

Safeguarding and Welfare

At Saviour's CofE Academy, we understand that we are legally required to comply with the safeguarding and welfare requirements as stated in the Statutory Framework for the EYFS (2020):

- To provide a setting that is welcoming, safe and stimulating where children can grow in confidence;
- Promote good health;
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs;
- To ensure that all adults who look after the children, or who have unsupervised access to them, are suitable to do so;
- Ensure that the setting, furniture and equipment is safe and suitable for the purpose it was intended for;
- Maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children. It is important to us that all children are 'safe'.

We aim to educate children on boundaries, rules and limits. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards.

Care plans -

"Intimate" care is any care which involves washing, touching or carrying out an invasive procedure that most children should be able to carry out themselves when arriving at St Saviour's. However, depending on a child's age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet and changing underwear following an accident. In most cases, intimate care is to do with personal hygiene. Intimate care procedures are discussed with parents and permission is gained prior to starting school. Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child. Care Plans where a pupil has particular needs (E.g. wearing nappies or pull-ups regularly, or has continence difficulties which are more frequent than the odd 'accident', staff will work with parents/carers (and health visitors/school nurse, if appropriate) to set out a care plan to ensure that the child is able to attend daily.

The care plan will include:

- Who will change the child on a day-to-day basis

- Contact details for the person coming in to change the child (if appropriate)
- Where changing will take place
- Clarification that the parent/carer is responsible for the provision of the resources and equipment. Please also refer to the school's Safeguarding, Behaviour and Health and Safety policies for further information

Transition

At St Saviour's CofE Academy, we recognise that the transition of starting school and moving up into a new class can be a potentially stressful time for both children and parents/carers. We have established a strong transition period to ensure the transition is as smooth as possible for all.

All children starting St Saviour's CofE Academy will have the opportunity to 'meet the teacher' to again information and to ask any questions. The children and parents have the opportunity to look around (Covid19 dependent) our Early Years classrooms to see the environment and learn how our setting runs day-to-day. The children also have 'stay and play' sessions with their new class and new class teacher to support them in getting used to their new surrounding and getting familiarised with the school day. In addition, parents will have the opportunity to arrange a phone call with their child's new class teacher to share information about their child.

With our transition approach, we want to ensure that each child's personal, social and emotional wellbeing is at the forefront. Therefore, we stagger the times in which the children begin Nursery and Reception so they are not overwhelmed by the experience or the size of the cohort but settle into our school as seamlessly as possible.

In the summer term all our Reception children visit their new Year 1 teacher on several occasions prior to them starting Year 1. Reception teachers pass on their knowledge of each child's interests, development, progress and achievement towards the early learning goals to ensure that all teachers have a well - rounded picture of the children prior to starting the new school year. The Reception and Year 1 teachers continue to work closely throughout the year to ensure the children settle well during their transition into Year 1.

Written Summer 2021

Principal L Davis

Chair of Governors M Weller

Review Summer 2023

Signed



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