



Warton St Paul's

Church of England Primary Academy

A member of **CDARI**

EYFS Policy

Reviewed May 2022

Next review May 2023

Our Mission Statement

**'Believe, Belong, Be the Best
that you can Be'**

*"You are God's dear children. Let
love be your guide. Jesus loved us
and died to save us." (Ephesians 5 v
1 & 2)*

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Warton St. Paul's, children join our Reception classes in the year that they turn five. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life.

The EYFS is based upon four principles:

A unique child – developing resilient, capable, confident and self-assured individuals.

Positive relationships – supporting the children in becoming strong and independent.

Enabling environments – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.

Learning and developing – An acknowledgement that children learn in different ways and at different rates.

Pupils at Warton St. Paul's will leave the EYFS:

- Confident and capable learners
- Resilient and curious learners
- Strong and independent learners
- With a sense of awe and wonder of the world they live in
- With secure foundations for learning in Reading, Writing and Maths
- With a love of school and being lifelong learners

A Unique Child

We recognise that every child can become 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 use praise and encouragement, as well as celebration/sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

Inclusion/Special Educational Needs (SEN)

All children and their families are valued at Warton St. Paul's. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. 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 school's SENCo is called upon for further information and advice.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experiences 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 and appropriate activities for children.
- Monitoring children's progress and taking action to provide support as necessary.

Welfare and Safety

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 and psychological well-being of all children. (See Whole School Safeguarding Policy)

“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.”

(Statutory Framework for EYFS 2021)

At Warton St. Paul's 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:

- safeguard children;
- ensure the suitability of adults who have contact with children;
- promote good health;
- manage behaviour;
- maintain records, policies and procedures.

Health and Safety

At Warton St. Paul's, there are clear procedures for assessing risk which include procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment as follows:

- 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. First Aid will be administered by trained staff only. A Paediatric First Aider is on site at all times.
- 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.
- An E-Safety policy stating how mobile phones and cameras are to be used and stored securely whilst children are in the setting. Cameras that are used in school must not be used for staff's own personal use.
- Appropriate clothing. 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 and within the outdoor area.

Positive Relationships

At Warton St. Paul's we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children.

We do this through:

- Talking to parents about their child during a home visit.
- Children having the opportunity to spend time with their teacher before starting school during the four induction afternoons in the Summer Term.
- Inviting all parents to an induction meeting during the term before their child starts school.
- Encouraging parents to talk to the child's teacher if there are any concerns. There are two formal meetings for parents. In the formal meetings the teacher and the parent discuss the child's progress in private. Parents receive a report on their child's attainment and progress at the end of the year.
- Allowing parents access to their child's learning journey every Friday afterschool and through the Home-School Books and Reading Records.
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: workshops, celebration assemblies and Nativity.
- Providing a quiet and confidential area where parents are able to discuss any concerns.

Enabling Environments

We aim to create an attractive and stimulating learning environment where children feel confident, 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.

Effective learning builds and extends upon prior learning and follows children's interests. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. These observations are recorded in each child's learning journey using photographs and comments.

Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further develop individual learning.

Learning and Development

Teachers, Teaching Assistants and Special Support Assistants provide the curriculum in Reception classes.

There are seven areas of learning and development of which three are "prime areas" and four are "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.

Assessing Learning

Through careful assessments and observations, including information provided by parents and other settings, children's development levels are assessed. The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. However, if a child's progress in any prime area gives cause for concern, staff will discuss this with the child's parents and/or carers and agree how to support the child. This may also include a discussion with the SENCo in order to access Special Educational Needs support.

At Warton St. Paul's:

"Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners knowing children's level of achievement and interests, and then shaping teaching and learning experiences for each child reflecting that knowledge. In their interactions with children, practitioners should respond to their own day-to-day observations about children's progress and observations that parents and carers share.

Assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork. When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement and should not be required to prove this through collection of physical evidence. Parents and/or carers should be kept up-to-date with their child's progress and development. Practitioners should

address any learning and development needs in partnership with parents and/or carers, and any relevant professionals. Assessment should inform an ongoing dialogue between practitioners and year 1 teachers about each child's learning and development, to support a successful transition to key stage 1."

(Statutory Framework for EYFS 2021)

Experiences and activities planned will reflect the different ways that children learn. At Warton St. Paul'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.
- **Creating and Thinking Critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

(Statutory Framework for EYFS 2021)

Transition

From Nursery/Pre-school/home to Reception

During the summer term prior to a child's entry into the Reception year, the following procedures have been put into place to ensure successful transition:

- Regular Stay and Play afternoons in the Autumn Term before Reception Applications are due.
- Stay and Play sessions in Summer Term
- Additional sessions are provided for children who require extra support in transition.
- New Parents Evening to provide important information.
- Communication with previous settings before children begin school.
- Home visits during July and September.

From Reception Class to Key Stage 1

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile includes on-going observation, all relevant records held by the setting, discussions with parents and carers, and any other information contributed by other adults which is judged to be appropriate and useful by the parent/carer and/or teacher.

Each child's level of development is assessed against the early learning goals. The profile indicates whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). Year 1 teachers are given a copy of the child's report together with a short commentary on their skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1. At the start of Year 1, activities and experiences will

be planned to encourage play based, independent learning with the 'characteristics of effective learning' still underpinning practice.

This policy will be reviewed according to the emerging needs of our school.

SignedDate (Chair of
Governors)

SignedDate (Headteacher)