



Early Years Foundation Stage Policy

St. Bartholomew's C of E School

Early Years Foundation Stage Policy

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. In our school, all children join us full time, at the beginning of the school year in which they turn five.

The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

A Unique Child

At St. Bartholomew's 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 use praise and encouragement, as well as celebration/ sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

Inclusion

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at St. Bartholomew's School are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school.

In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of 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 all of our children.

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.
- giving the children an opportunity to shape their own learning through listening to their voices and allowing this to influence what we teach.

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 Safeguarding Children Policy)

Welfare

At St. Bartholomew's 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 2012. We understand that we are required to:

- Promote the welfare 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.

We endeavour to meet all these requirements.

Positive Relationships

At St. Bartholomew's School we recognise that children learn to be strong 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 their children.

We do this through:

- talking to parents about their child before their child starts in our school;

- offering to visit children in their home setting prior to their starting school;
- giving the children the opportunity to spend time with their teacher before starting school during the induction process.
- inviting all parents to an induction meeting during the term before their child starts school;
- offering parents regular opportunities to talk about their child's progress in our Foundation Stage classes and using an online learning journey for parents to access.
- encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents each term 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;
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents: Well done assemblies, Sports Day etc;
- inviting parents to add observations to their child's learning journey through Tapestry.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At our school the EYFS class teacher acts a 'Key Person' to all children in their class, supported by a learning support assistant or nursery nurse.

We have good links with all of our pre-school feeder settings. Visits are undertaken by the EYFS co-ordinator and the EYFS teachers. This time is used to meet the children in a familiar setting and liaise with pre-school staff about the children. Where children continue to attend preschool provision, while only attending school part time, we aim to ensure continuity and coherence by sharing information about the children's achievements.

Enabling Environments

At St. Bartholomew's School we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

Observation, Assessment and Planning

The planning within the EYFS follows Long Term Plan and Medium Term Plans, which are based around half termly themes. These plans are used by the EYFS teachers as a guide for weekly planning; however the teacher may alter these Medium Term Plans in response to the needs (achievements and interests) of the children.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as appropriate. Regular moderation meetings take place between all EYFS

teachers to ensure high quality and consistent judgements are made. For the majority of the year the children are tracked according to their age related expectations. With the ELG's used at the end of the summer term.

At St. Bartholomew's School, we use OTrack to record judgements against the EYFS Profile. Each child's level of development is recorded against 17 aspects of learning.

Within the final term of the EYFS, we provide a written summary to parents, reporting their progress against the ELG's and their characteristics of learning. We give parents the opportunity to discuss these judgements with the EYFS teacher.

The Learning Environment

The EYFS classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classroom is set up in zoned learning areas, where children are able to find and locate equipment and resources independently. All EYFS classes have access to outdoor learning areas. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children opportunity to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help them to develop in all seven areas of learning.

Learning and Development

At St. Bartholomew's School we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are interconnected.

Teaching and Learning Style

Our policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the EYFS just as much as they do to the teaching in Key Stage 1 and 2. Features that relate to the EYFS are:

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that teachers have of how children develop and learn, and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;

- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations, which are shared with parents;
- the good relationships between our school and the settings that our children experience prior to joining our school;

Play

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 themselves 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.

Active Learning

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfactions as they take ownership of their learning.

Creativity and Critical Thinking

Children should be given opportunities to be creative through all areas of learning, 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 questions. Children can access resources freely and are able to move them around the classroom to extend their learning.

Areas of Learning

The EYFS is made up of seven areas of learning:

Three Prime areas:

- Personal, Social and Emotional development
- Communication and Language
- Physical development

Four Specific areas:

- Literacy – Reading and writing
- Mathematics- Number and Shape, space and measure
- Understanding the World- People and the communities, The World and Technology
- Expressive arts and Design – Exploring and using media and materials and Being imaginative

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities.

Monitoring and review

It is the responsibility of the EYFS co-ordinator to follow the principles stated in this policy.

The Head teacher and EYFS coordinator will carry out monitoring on the EYFS as part of the whole school monitoring schedule.

The Role of the Foundation Co-ordinator

1. To monitor and review the policy.
2. To support the planning of Foundation Stage.
3. To monitor the outcomes per taught unit and act upon any issues.
4. To promote good teaching practices.
5. To order, replace and organise necessary equipment within the constraints of the school budget.
6. To undertake responsibility for Foundation Stage and co-ordinate development, organisation and implementation throughout the school.
7. To liaise with members of staff to ensure Foundation Stage takes its relevant place within the school's curriculum. To lead appropriate INSET activities taking into account courses arranged by outside agencies. To provide individual support for staff.
8. To monitor medium term plans and sample pupils' work.
9. To provide displays with a Foundation Stage theme.
10. To promote continuing professional development through appropriate access to in service education.