



### **Vision**

With the teachings of Jesus as our guide, we embrace a creative and ambitious curriculum to ignite a passion for learning. We prepare our children for a rapidly changing world by equipping them with critical and creative thinking skills, independence, resilience and respect for our core school values.

### **Believe to Achieve**

'Living life to the full' (John 10:10)

### **Our School Values:**

Koinonia, Trust, Forgiveness, Friendship, Love, Thankfulness, Respect

**All Saints' C.E. (C) Primary School**

# **Early Years Foundation Stage Policy and Procedures**

Within this document, the term Early Years Foundation Stage is used to describe children who are in our Nursery and Reception Early Years Foundation Stage Unit.

*As outlined in the EYFS 'Every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years' services, they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance.'*

We adhere to the Statutory Framework of the EYFS 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
- Children learn to be strong and independent through **positive relationships**
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- **Children develop and learn in different ways and at different rates**

### **Principles into practice**

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning
- Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support
- Work in partnership with parents and within the wider context
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment
- Provide opportunities for children to engage in activities that are adult-initiated and child-initiated, supported by the adult
- Have a key person approach to develop close relationships with individual children
- Provide a secure and safe learning environment indoors and out

The Early Years Foundation Stage (EYFS) applies to children from birth to five years old (the end of the reception year). In our school we have an Early Years Foundation Stage unit accommodating:

1. Nursery aged children, for the academic year in which they turn four through our Governor run provision. When spaces are available, admission of Pre-Nursery children in the term following their third birthday (Spring and Summer term start). Parents are able to top up to 30 funded hours for their child or pay for additional hours.
2. Reception Children, for the academic year in which they turn five.

**A Unique Child - every child is a competent learner from birth who can be resilient, capable, confident and self-assured. The commitments are focused around development inclusion; safety; and health and well-being.**

At All Saints' Primary School, we recognise that children develop in individual ways, at varying rates. We use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

It is important to us that all children are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. Children should be allowed to take risks but need to be taught how to recognise and avoid hazards. For health and safety reasons children are not permitted to wear earrings in school. *Please also refer to Whole School Safeguarding Children policy.*

*'Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with adults caring for them.'*

At All Saints' Primary School, we understand that we are legally required to comply with certain Welfare and Safeguarding requirements as stated in the Statutory Framework for Early Years Foundation Stage. We endeavour to meet all these requirements.

**Positive Relationships - how children learn to be strong and independent from a base of loving and secure relationships with parents and/or key person. The commitments are focused around respect; partnership with parents; supporting learning; and the role of the key person.**

At All saints' Primary School, 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. At our school children are placed in a home group led by a class teacher, each child will also be allocated a named key worker.

### **Partnership with Parents**

We recognise that parents/guardians are the child's first and most enduring educators. When parents/guardians and practitioners work together in early years settings, the results have a positive impact on the child's development. A successful partnership needs to be a 2-way flow of information, knowledge and expertise.

We aim to develop this by:

- Outlining the curriculum/routines: A meeting for new parents prior to children starting school. New nursery and reception parents and children are also invited to an induction morning in to enable them to understand the value of supporting their learning at home.
- Parents/guardians required to complete information in the induction packs.
- Meetings will be held for parents where staff will present our rationales for reading, phonics, maths and 'school readiness' in general.
- 'Showbie' online platform for parents to access home learning and weekly activity ideas. Parents/teachers can communicate and share children's learning/achievements both in and out of school.
- Parents complete half termly children's interest's sheets to contribute towards planning and share 'hopes and dreams' for the future and 'wow' moments.
- Holding 'stay and play' sessions to provide an opportunity for asking questions and sharing information.
- Operating an 'open door' policy, whereby parents/guardians can come and discuss concerns and developments in an informal manner.
- Sharing individual progress and next steps with parents/carers through regular written reports and parent consultations.
- Provide a written report to parents/carers in July summarising the child's progress against the Early Years Outcomes and next steps. For Reception children reporting on the Early Learning Goals and characteristics of effective learning.
- Holding a 'Celebration' service in July to celebrate Reception children's achievements and significant steps along their learning journey.

**Enabling Environments** - states that the environment plays a key role in supporting and extending children's development and learning. The commitments are focussed around observation, assessment and planning; support for every child; the learning environment; and the wider context - transitions, continuity, and multi-agency working.

### **Observation, Assessment and Planning**

Through observation we assess the children's interests, stages of development and learning needs before planning challenging, achievable activities and experiences to extend the children's learning.

At All Saints' we undertake assessment for learning. We analyse and review what we know about each child's development and learning, and then make informed decisions about the child's achievement.

### **Formative assessment**

This type of assessment informs every day planning and is based on on-going observational assessment and may take the form of anecdotal observations, focused observations recorded

on class assessment sheets, assessment on entry (Baseline) and other focused assessments e.g. annotated examples of work, photographs and information from parents.

Children's progress is linked to the Early Years Outcomes which identifies stages in progress towards a developmental band. In Reception the children continue to progress towards achieving their Early Learning Goal by the end of the Summer Term. Children are assessed during adult focused activities against the objective for that activity. A note is made of those children achieving above or below the objective. These are updated on a regular basis to monitor progress and inform planning. Every Nursery child has a learning journey book which contains examples of their achievements and work throughout the year. Reception children have individual books linked to subjects.

The Early Years Foundation Stage Profile is completed at the end of the Reception year. Staff completing the profile will attend annual moderation meetings and link with other settings.

### **Summative assessment**

Judgements are made using the DFE Early Years Outcomes Document at the end of each term. This information is then shared with senior leaders and plotted on the whole school tracking grids to monitor progress and trends.

The EYFS Lead, class teachers and SLT analyse the Pre-nursery, Nursery and Reception data in conjunction with the head teacher.

### **Long Term Planning**

The planning within the EYFS is based around half termly themes. These plans are used by the EYFS teachers as a *guide* for weekly planning, however the teachers may alter these in response to the needs and interests of the children. Please see school website for information which is updated each half term.

### **Medium Term Planning**

We address particular aspects of the curriculum in more detail for each half term. Topic planning takes place on a half-termly basis. Topics may be altered to take into account children's interests. The Medium-term planning sheets identify each of the Prime and Specific Areas of Development as identified in the Early Years Outcomes for each term. This ensures that all curriculum areas are covered whenever a topic or activity is planned.

### **Short Term/Weekly Planning**

We identify specific learning objectives, activities, differentiation, deployment of adults and resources to meet the needs of the children on a weekly and day-to-day basis both indoors and outdoors. It allows for flexibility in response to individual children's needs and interests and for revision and modification informed by on-going observational assessment. Independent learning opportunities are carefully planned and enhanced according to individual interests and next steps in both the indoor and outdoor environment.

## **Learning Environment**

At All Saints' Primary School, we recognise that the environment plays a key role in supporting and extending the children's development. The Foundation Stage Unit is organised to allow the children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The rooms are divided into learning areas where children are able to find and locate equipment and resources independently. The Unit also has its own enclosed outdoor play area. This has a positive effect on the children's development. Being outdoors offers the children further opportunities to explore, use their senses, develop their language skills and be physically active. Children also take part in Forest School Sessions and use large climbing and balancing equipment in the school hall.

## **Induction/Transition arrangements**

Prior to children starting school, prospective parents and children are invited along to attend an induction morning in the Foundation Stage Unit. Opportunities are provided for one to one discussion with the staff as well as time for the children to familiarise themselves with the adults and setting routines. All children are invited back for a further visit on their own. Parents applying for a place through our Governor Run Nursery facility are invited to meet with the EYFS Lead to organise start dates and transition arrangements. This is done on an individual needs-led basis.

Prospective parents can visit the school at any time and are encouraged to make an appointment for a tour via the school office.

## **Nursery transition to Reception Year**

As most of the Nursery Children continue their learning journey in the Early Years Foundation Stage Unit, they are familiar with routines and the environment. EYFS teachers work together closely throughout the year familiarising themselves with the children and their specific needs.

- During the summer term an increase in adult directed and focused group activities takes place.
- Emphasis is placed on securing age related development within the three prime areas to ensure readiness for Literacy and Mathematics and achieving their Good Level of Development (GLD)
- Individual and class data sheets including final judgements against the Early Learning Outcomes are analysed to enable children to be appropriately grouped for their Reception Year.
- A transition summary review sheet, outlining developmental stage against the 17 areas, is shared with both parents and the child's next key worker.
- We provide an evening session for new parents to provide basic information about the routines, expectations etc. This gives parents an opportunity to discuss and ask questions. An information pack will be provided at this session.

- In September, children start full time however this can be tailored to meet individual children's needs i.e. part-time for the first week.

### **Reception to Year 1 transition**

Reception and year 1 teachers have worked hard together to make the transition from the Early Years Foundation Stage to Key Stage 1 as smooth as possible.

- Children are encouraged to develop independence when dressing and undressing and when organising their personal belongings throughout the Reception year.
- Reception teachers plan for more structured activities to take place during the summer term.
- Individual and class data sheets including final judgements against the ELGs are moderated and passed on to year 1 teachers
- Reception children visit their 'new' Year 1 class and teacher for 2 mornings in July.
- In the final term in Reception, the Year 1 teacher will meet with the Early Years staff and discuss each child's development against the Early Learning Goals in order to support a smooth transition to Year 1. This discussion helps the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

### **Inclusion**

We value all our children as individuals at All Saints Primary School, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meet the needs of the individual child and support them at their own pace so that most of our children achieve and even exceed the Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies. *See our separate whole school policies on SEND and Inclusion.*

**Learning and Development - recognises that children develop and learn in different ways and at different rates, and that all areas of learning and development are important and inter-connected.**

### **Foundation Stage Curriculum**

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve and exceed the early learning goals.

All the seven areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas are the **prime** areas:

**Communication and Language**  
**Physical Development**  
**Personal, Social and Emotional Development**

Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied.

The **specific** areas are:

**Literacy**  
**Mathematics**  
**Understanding the World**  
**Expressive Arts and Design**

At All Saints we aim to deliver all the areas through planned, purposeful play, with a balance of adult-led and child-initiated activities.

**Characteristics of effective learning**

The characteristics of effective learning describe factors which play a central role in a child's learning and in becoming an effective learner. They are vital elements of support for the transition process from EYFS to Year 1. The characteristics of learning run through and underpin all seven areas of learning and development, representing processes rather than outcomes. Information describing the child's characteristics of effective learning will provide Year 1 teachers with vital background and context when considering the child's next stage of development and future learning needs.

**Playing and exploring - engagement**

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

**Active learning -motivation**

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

**Creating and thinking critically - thinking**

- Having their own ideas
- Making links
- Choosing ways to do things

**Learning through play**

*'Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development.'*

At All Saints we do not make a distinction between work and play. We support children's learning through planned play activities and decide when child-initiated or adult led play activities would provide the most effective learning opportunities. We believe it is important for adults to support children's learning through play, by getting involved in the play themselves and through sustained shared thinking and questioning.

Practitioners working with the youngest children in Nursery will focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively and become ready for their Reception year. The balance will shift towards a more equal focus on all areas of learning as the children move through the Early Years and grow in confidence and ability within the three prime areas.

Children have whole group and small group times which increase as they progress through the EYFS with times for a daily phonics session using 'Letters and Sounds', teaching aspects of Mathematics and Literacy, including shared reading and writing.

The curriculum is delivered using a play-based approach as outlined by the EYFS.

In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and reflect these in our practice.

We create a stimulating environment to encourage children to free-flow between inside and out.

### **Monitoring and review**

It is the responsibility of all EYFS practitioners to follow the principles stated in this policy. There is a named Governor for the EYFS who has the opportunity to discuss EYFS practice with the practitioners at any time.

The Head teacher, EYFS leader and subject co-ordinators carry out regular monitoring of the EYFS through observation and discussion as part of the whole school monitoring schedule.

### **COVID - 19**

Children in our Early Years Foundation Stage form one 'bubble'. We ensure the children have the best possible start and adapt transition arrangements and daily routines inline with government guidelines. Although parents are not permitted to enter the classroom, in exceptional circumstances they may enter school adhering to social distancing and wearing a face covering. Nursery parents are advised against their child attending more than one settling. If a child does attend another setting, we will notify the provider if we have a confirmed positive case of Covid-19. Personal hygiene and cleaning of equipment is enhanced. If the bubble is closed due to a positive case or a child is absent due to isolating, parents can access home learning through 'Showbie' for their child in line with what is being taught in

school. In the case of bubble or school closure, key workers will make telephone contact with parents to offer support.

*Please refer to whole school policy documents for further information and guidance.*

**Reviewed October 2020**

**Next review September 2021**