

St Lucia's CE Primary School and Nursery



Early Years Foundation Stage (EYFS) Policy

Reviewed April 2020

Next review April 2021 (or sooner if required in line with any national changes/guidance)

St Lucia's C.E. Primary School and Nursery Early Years Foundation Stage (EYFS) Policy

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At St Lucia's CE Primary School, children can join the Nursery from the age of two and the Reception class 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. We endeavour to ensure that children "learn and develop well and are kept healthy and safe." We aim to support children in their learning through "teaching and experiences that give children the broad range of skills that provide the right foundation for good progress through school and in life." (Statutory Framework for the EYFS 2017)

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

A Unique Child

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/Special Educational Needs and Disabilities (SEND)

All children and their families are valued at St Lucia's CE Primary School. 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 schools Inclusion manager is called upon for further information and advice. Appropriate steps are taken in accordance with the school's Inclusion policy for SEN.

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.

Dyslexia friendly

In order to accommodate the individual's particular learning style lessons will be planned wherever possible in a multi-sensory way so that the various activities will cater for all pupils in the spirit of inclusion. There will also be a consideration of how to record lesson outcomes so that the pupil is offered a variety of methods and is not inhibited by any specific difficulty.

Welfare

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 and the most recent Keeping Children Safe in Education document).

"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."

At St Lucia's CE Primary 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 2017. We understand that we are required to:

- promote the welfare and safeguarding 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.

Positive Relationships

At St Lucia's CE Primary School we encourage children learn to be independent in their learning and to form secure relationships. We aim to develop caring, respectful, professional relationships with all 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 before their child starts in our school and Nursery;
- the children having the opportunity to spend time with their teacher before starting school during transfer sessions;
- supporting children through the transition from Nursery to Reception with the children attending some induction days through the summer term. This is also to support staff and parents in getting to know each other as well as the children.
- inviting all parents to an induction meeting during the term before their child starts school or nursery and again during the first term in the Nursery and Reception year in order to detail how we aim to work with their child particularly in relation to reading and phonics;
- encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents twice a year at which the teacher/nursery leader and the parent discuss the child's progress. Parents receive a report on their child's attainment and progress at the end of each school year; There are also individual meetings for Nursery parents at the end of each term.
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents: open afternoons, parents workshops (phonics, writing, maths)charity and fund raising events (coffee mornings/ afternoons, cake sales, summer / Christmas fairs, church services - harvest festival, Christmas, Easter, celebration assemblies;
- providing parents an opportunity to share their child's learning and development by completing 'A Unique Child' - a parents view, 'Topic Ideas' - share your child's interests

and knowledge, Reading Diary and Homework Challenges, which inform planning and provision;

- written contact through home school diary as well as the acknowledgement that parents can ring school to contact key workers.
- ensuring all parents know their child's teacher and teaching assistant who work with them regularly
- by providing a quiet and confidential area where parents are able to discuss any concerns.

Enabling Environments

We aim to create an attractive welcoming, secure and stimulating learning environment. Children are able to access equipment and resources, explore, investigate and learn through first hand experiences to promote confident, independent learners that are supported and challenged. Practitioners regularly evaluate the effectiveness of the learning zones and make adaptations as necessary.

Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. They have daily 'free flow' access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision. Staff will enhance play and extend as needed to further individual learning.

There is an on-site 'Forest School' which supports and enhances children's learning on a weekly basis through planned sessions. There are also off-site Forest School sessions for Nursery children held at the Blackwood Butterflies area within the Attingham Park estate.

Learning and Development

Effective learning builds and extends upon prior learning and following children's interest. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. These observations are recorded in the children's individual learning journeys.

Staff are organised to support the children in a balance of adult led and child initiated experiences throughout the day. Practitioners are aware of the need to be flexible in order to respond to unplanned events that children are interested in.

The Nursery Leader and assistant provide the curriculum in accordance with the EYFS ratios requirements (statutory framework 2017).

Teachers and teaching assistants provide the curriculum in the reception class of up to a maximum class size of 30 children.

There are seven areas of learning and development of which three are "prime areas," and four "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 and
- Expressive arts and design

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 Inclusion manager in order to access Special Educational Needs support.

"Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is used as an essential part children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. There is an on-going judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Practitioners must respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1." (Statutory Framework for EYFS 2017)

Planning and guided children's activities will reflect on the different ways that children learn and reflect these in their practice. At St Lucia'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; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

(Taken from statutory framework for the EYFS 2017)

Religious Education is also taught in the reception class in accordance with Shropshire guidelines in partnership with Lichfield Diocese.

Equal Opportunities

All members of the school are treated as individuals. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, sexual orientation, age, special educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

Health and Safety

At St Lucia'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. In addition to this, an annual risk assessment is conducted of the EYFS and in the staff handbook, safeguarding and child protection policies, there is detailed information and procedures to ensure the safety of the children. The EYFS risk assessment must be read in conjunction with other relevant whole school policies (see EYFS risk assessment)

In line with the EYFS statutory framework 2017, there are links to many other of our school policies including:

- Medicines, Drinking water, Health and Safety and Child protection policies

Transition

From Pre-school /Nursery Feeder settings

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

- Parents are invited to a meeting to ensure they know about school procedures and allocation of classes and any concerns they may want to express.
- During the summer term parents are encouraged to complete an "all about me" booklet. It is used during the autumn term to support transition and to inform planning.
- The children are invited to spend morning, lunch and afternoon sessions in their reception class. During one of these visits the parents are invited to an informal meeting with the class teacher.
- The class teacher may make visits to the feeder settings. The number of visits will depend on the child's needs and how much information gathering is required in order to support the child's transition.
- Children at St Lucia's Nursery (main feeder setting) will have regular sessions in the reception class, where they get an opportunity to engage with the current reception children and class teacher.

- Children requiring extra support will have additional visits regardless of their setting. Often these children will have been identified as requiring additional support or are part of the Common Assessment Framework (CAF) process.

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 adults who can offer a useful contribution.

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 Profile report together with a short commentary on each child's 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.

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