

# Christ Church Charnock Richard C.E. Primary School

*Inspired to learn, grow and flourish within our Christian family*



## **Early Years Foundation Stage Policy**

**Reviewed 2021**

## *'Learning and growing within a Christian community'*

In accordance with our Mission Statement, the school team prepares children for their future by helping them achieve their full potential

in the school setting, as part of the Christian family and as members of the wider community.

We work successfully to:

- Create an environment that is stimulating, welcoming and purposeful for all members of the school community.
- Promote a Christian ethos
- Enhance children's quality of learning through the delivery of a broad, balanced, relevant and creative curriculum, where each child is challenged to achieve his/her full potential
- Provide a range of educational and social experiences, free from discrimination, appropriate to the age, ability & needs of our pupils
- Encourage children to be tolerant, caring and respectful towards others, their community and the world around them
- Value and celebrate the contribution stakeholders make to further improving standards in all areas of school life.
- Promote, encourage and sustain the physical & emotional health and well-being of all members of the school community

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. The EYFS is based upon four principles;

1. A Unique Child
2. Positive Relationships
3. Enabling Environments
4. Learning and Development

The Foundation Stage comprises of one Foundation Stage Class.

Miss Woolley is an Advanced Skills Teacher for EYFS and is supported by a HLTA teaching assistant Mrs Calderbank who also has a teaching degree. Miss Thompson, Miss Laybatt is also TA2 teaching assistants that help and support the children. We are a strong, supportive and happy team.

At times the Foundation Stage will have visiting student teachers and school students working in the setting alongside the staff. Other professionals may also work within the setting throughout the year. All parties will have an appropriate CRB certificate.

The Foundation Stage staff work as part of a team and we work as a unit, children from the class have opportunities to work together during free flow times, accessing shared continuous provision. EYFS staff plan and work together to ensure continuity and progression, providing age and stage related activities to suit all our children. Children are also taught within their ability groups, they are taught in a variety of ways; in whole class groups, small group work, pairs and individually. We are dedicated to providing excellent pastoral care and education to those children in our care.

Staff are fully qualified, have a wide range of experience and expertise in working with and educating children. The Staff are committed to professional development and attend up to date training courses and have excellent knowledge of the Early Years Foundation Stage and child development. The Foundation area have also been accredited with the basic skills. The basic skills award has been successfully reviewed July 2017 and in 2021 Miss Woolley will renew it.

#### Aims of the Foundation stage

- Offer a smooth transition from home to school and offers stability for the younger child.
- **Provide** an environment in which they are given opportunities to express themselves using a variety of mediums and suitable material to stimulate and extend imagination and understanding
- Through planned play and talking, young children learn about themselves and the world around them, they are given opportunities to socialise, make friends and therefore develop personal, social and emotional skills and develop confidence.
- Acknowledge the potential for learning in every activity and situation that arises.
- To provide a secure and stimulating environment in which children.
- Flourish and learn to make sense of the real world.
- The children feel valued and give them the confidence to become active learners.
- provide first hand experiences through play and discussion,
- To interact with others, to move about and explore a wide variety of learning situations

#### Learning through play

At Christ Church Primary School, we do not make a distinction between work and play. Children learn through planned play activities and staff will decide when child-initiated or adult-led play activities would provide the most effective learning opportunities.

#### EYFS Areas of Learning

The Early Years Foundation Stage is a curriculum from birth to five years old, we follow the strands set by this curriculum and concentrate the learning opportunities on the seven areas of learning (3 Prime and 4 Specific) which are;

1. Personal Social and Emotional Development
2. Communication and Language
3. Physical Development
4. Mathematics
5. Literacy
6. Understanding of the World
7. Expressive Arts and Design

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.

#### How children learn in the Foundation Stage

Through play and practical experiences children learn about the world and their place in it. They learn through first hand experiences, talk, books and equipment. We set realistic yet challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children

with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds

### **Outdoor area**

We have an outside learning space which children have access to each day. We have all weather clothing and footwear available so children are protected and there are no barriers to learning. The outside area is an extension of the classrooms and there is a variety of resources to facilitate learning. In this area EYFS staff provide planned activities for children as well as giving opportunities for them to make their own choices.

### **Snack times**

We see snack time as a social event, a time where the children enjoy a drink of milk, piece of fruit together. This time of day is the ideal opportunity to develop and enhance the children's social skills and to encourage interaction and conversation with their peers as they sit together. It also develops independence as the children are encouraged to serve themselves

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

Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can already do. Our planning shows how the principles of the EYFS are put into practice and is always informed by observations/ assessments we have made of the children, in order to understand and consider their current interests, development and learning needs. All staff who work in the Foundation Stage are involved in this process.

The planning within the EYFS is based around the children's interests. These plans are used by the EYFS team as a guide for weekly planning. However, we may alter these in response to the needs 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 long, short and recorded observations and this involves the teacher and other adults as appropriate. These observations are recorded and used to inform the Senior Leadership Team. All observations are kept in the children's learning journeys. The parents and guardians are given the opportunity to meet with the Foundation Stage Team each term and, at the end of the third term, we provide a written summary in relation to the children's early learning goals to parents and guardians. Parents can come and see their child's learning journey whenever they want to.

### **Assessment process**

As a child enters the Foundation Stage we use our professional judgement to assess the age band children are working 'within' across the EYFS 17 areas of learning.

When the child starts they will be given a 'baseline' assessment.

Expected Standards for Foundation Stage when they start are;

### **Formative Assessment**

As the year progresses children are monitored on their development and progress in all areas of development. Examples of children's learning, showing their individual level and stage of development are built up throughout the year. Provision is made for these observations and assessments through experience and play. Progress is recorded by observing and assessing children either using hand written observations, staff notes or by use of IPODs, using the tapestry program. See also assessment policy

## **Assessment Cycle**

Baseline

Every term data submitted showing ARE

End of year report

## **Summative data**

At the end of the year we will assess the Reception Class children against the EYFS Profile Early Learning Goals, the children will be graded on track or not on track. If a child achieves the ELG they will be on track.

## **Monitoring and Review**

It is the responsibility of the EYFS staff to follow this policy. The Senior Leadership Team will carry out monitoring on the EYFS as part of the whole school monitoring system.

This policy will be reviewed before the start of each academic year and will evolve to incorporate the views of all staff concerned.

## **The induction process**

- Encouraging all prospective parents to visit the school to 'see us in action'. A senior member of staff will be able to answer any questions as they give a guided tour of the school.
- Inviting all parents to an induction meeting during the term before their child starts school. This meeting gives parents a chance to meet the senior management team, the Foundation Stage teacher and TAs and representatives of the P.T.F.A. At this meeting, the Foundation Stage teacher will outline the EYFS and classroom routines and the parents will have the opportunity to explore the foundation classroom and resources. The P.T.F.A representative will talk about the valuable work they do in raising funds for the school and in linking home and school.
- During COVID sessions have been minimized due to spread of infection but in normal time we have 4/5 morning sessions in the summer term to allow the children to have the opportunity to become familiar with the classroom and meet the early year's staff. During the summer term Miss Woolley meets with parents to discuss their child and their needs. The children then start full time in September.
- Offering parents opportunities to talk about their child's progress. We hold 3 formal parent's evenings during the year, in which parents will receive an appointment to discuss progress. This is also a good opportunity for parents to raise any specific questions or queries they have about their child's education.
- Providing an annual written report highlighting their child's achievements, interests and experiences.
- Having an 'open door' policy to encourage parents to talk to the teacher if they have any minor concerns/queries. The class teacher will do their best to speak parents on an 'ad hoc' basis, however if the issue they wish to discuss is more serious it would be more appropriate to make an appointment to speak with the teacher after school.
- Arranging activities throughout the year that encourage collaboration between child, school and parents, such as class assemblies and sports day.
- Providing each child with a 'reading record' book in which parents can comment upon their child's reading (or general) progress and/or highlight minor issues.
- Providing phonics and reading workshops for the children to attend.
- Providing a meet, the teacher evening in the first half term.

- The children start school full time after their initial settling in sessions.
- We invite parents in throughout the year to show them dances, class assemblies, reading sessions to allow them to feel part of their children's learning. We also have meet the teacher sessions.

### **Home School links**

We recognise that parents and carers are a child's first and most enduring educators and we aim for the schools and parents and carers to work closely in the Foundation stage. This can have a very positive impact on a child's development but relies on a two-way flow of information and knowledge.

We will develop this working relationship between the school and parents and carers as follows:

- We will outline the school's expectations in an open evening.
- We will hold a parent consultation early in the year to establish how a child is settling into the school environment.
- We will send home a "Magical moment" slips designed to enable Foundation staff and parents or guardians to record outstanding achievements. And a busy bee book to record any activities their child does at home.
- We will publish a theme newsletter each term detailing the areas of learning and the overarching theme of the term or half-term.
- We conduct workshops for parents and carers to enable them to be familiar with the teaching methods used in school to make it easier to emulate them at home. Workshops include Phonics, reading and Maths.

### **Photographs and Videos**

At the beginning of the year parents/carers are asked to give permission for their child to be photographed/videoed during their time at school. We use these images in the classroom, on displays, in the children's individual record books and on the school website (Children who are 'looked after' will not have their photograph put on the website or any public flyers etc)

### **Safeguarding children**

The school takes its child protection responsibilities very seriously. See safeguarding policy.

### **Equalities and Disabilities**

All pupils in this school are entitled to a broad, balanced and relevant curriculum regardless of ability, gender, race and social circumstances. Both Gifted, talented and able children and those with Special Educational Needs are considered and the curriculum adapted to suit all levels of ability. We have a full Equality and Diversity and Equal Opportunities policy available at school.

### **Special Educational Needs**

Care is taken to assess the needs of each child from Foundation age onwards. Should a child have any special need the parent will be informed at an early stage. Group and individual help is provided within the school where possible. We have links with various agencies and when necessary their involvement may be required to support certain children. Parents/Carers will always be informed if an outside agency is assisting us to support their child. We have a full Special Educational Needs (S.E.N) and Gifted and Talented policy available at school. See SEN policy updated 2020

### **Health and Safety**



We have a Health and Safety policy which all staff and students are familiar with and we have designated people responsible for first aid in school. Foundation Stage staff have had paediatric first aid training. Children are taught the safe and appropriate use of equipment and materials. Children are taught to be mindful when moving around the school and are aware of safety issues. Risk assessments are undertaken before after school activities take place and before we embark on school outings. A full Health and Safety Policy is available in School.

### **Allergies**

Parents/carers are asked to inform us of any foods their children are allergic to or any foods they do not wish their child to eat. A note of this is kept in the kitchen area and all adults involved are informed.

### **Medical needs**

We keep a note of any medical needs, allergies, children who need insulin, inhalers, piriton, epi-pens in the nursery kitchen and in the class 1 area so everyone is aware of the individual needs. All EYFS staff are trained in paediatric first aid and diabetic and epi pen trained. See medicines policy.

## **Appendix**

### **Areas of Learning**

#### **Personal, social and emotional development**

The school fosters and develops relationships between home, school, children's centres and places of worship in order to make links stronger for the good of the community as a whole. Children are encouraged to learn to work, share, take turns and co-operate with others. They are encouraged to be independent and make choices for themselves. They are also encouraged to be sensitive to the needs of others and to respect other cultures and beliefs. Children are enabled to become confident and develop a positive self image.

#### **Physical development**

Children are given opportunities to move to music, use equipment, develop and practice their fine and gross motor skills. They develop an increasing understanding of how their body works and what is needed to be healthy. This is done in both indoor and outdoors and by working with a wide range of resources.

#### **Communication and Language**

This covers all aspects of language development and provides the foundation for literacy skills. Children's developing competence in speaking and listening is focused on. We aim to extend and enrich the children's vocabulary through story time, rhymes, role-play and group discussions. Children are encouraged to share their own experiences through speaking and acting out events in imaginative play and talking about their own ideas. They are encouraged to take part in class activities such as working with puppets, participating in music sessions and saying rhymes and singing songs together.

#### **Literacy**

We have a variety of resources for the children to use to help them develop early literacy skills. Children are encouraged to use the mark-making areas indoors and outdoors independently but they also take part in teacher-led activities. These activities include whole class shared reading, phonics sessions and small group guided reading and writing. The pre-writing work encourages

correct pencil control, left/right orientation and cursive letter formation. Children have the opportunity to develop their writing skills in accordance with their age, ability and competence.

We encourage children to treat books and other resources with respect and they are given many opportunities to listen to stories told by the staff.

### **Mathematics**

We aim for children to achieve mathematical understanding and a firm foundation for numeracy through practical activities and using and understanding language in the development of simple mathematical ideas. Pre-number work is covered through nursery rhymes and number activities. Children are given the opportunity to learn about number, shape, space, position, pattern and measurement. Towards the end of the Foundation stage children start learning to tell the time and are given opportunities to learn about money and simple calculations.

### **Understanding the World**

All children are given opportunities to solve problems, investigate, make decisions and experiment. They will learn about living things, their environment, the world around them and the people who are important in their lives. Children are also given opportunities to develop computing skills and to work with and use modern technology.

### **Expressive Arts and Design**

We provide opportunities for all children to explore and share their thoughts, ideas and feelings through a variety of art, design, technology, music, drama, movement, dance and imaginative play activities. Children are given opportunities to make paintings, drawings, collages, models and use basic musical instruments. Children also learn new songs and rhymes and enjoy singing them with each other. Colour recognition is taught, naming colours, mixing paints, sorting and matching. Through various times during the year children are given the opportunity to participate in school productions and assemblies.

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