



## **POLICY FOR EARLY YEARS FOUNDATION STAGE**

At St John's School we use the teachings of the Church of England to embed the following core Christian values.  
These are:

Friendship

Forgiveness

Trust

and Compassion

These values will underpin the following Policy.

This Statement is reviewed annually by the Pupils and Curriculum Committee and ratified by the Full Governing Body

Ratified by Governors	11 <sup>th</sup> February 2021
Review Date:	11 <sup>th</sup> February 2022
Signed by: Headteacher:	<i>AJ Smith</i>
Signed By: Chair of Governors:	<i>A Parker-Brace.</i>

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## **1. Aims**

At St John's School we have a firm belief in all Christian values. We will use the teachings of the Church of England and our four core values of Friendship, Forgiveness, Trust and Compassion to underpin the following policy. In the EYFS at St Johns we aim to give each child a positive and meaningful start to their school life, in which they can establish solid foundations on which to develop into independent and resilient lifelong learners.

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- Close partnership working between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

## **2. Legislation**

This policy is based on requirements set out in the 2017 statutory framework for the Early Years Foundation Stage (EYFS).

This document also complies with our funding agreement and articles of association.

## **3. Structure of the EYFS**

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. Our Early Years Foundation Stage accommodates children from the age of 4 to 5 years. In our school we have two full-time reception classes, with thirty places available in each class. Each reception class has a full time teacher and a full-time teaching assistant. To ensure best practice and continuity our foundation stage classes work closely together and share planning, activities and an outdoor learning environment

## **4. Curriculum**

Our early years setting follows the curriculum as outlined in the 2017 statutory framework of the EYFS.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

#### **4.1 Planning**

Staff plan activities and experiences for children that enable children to develop and learn effectively. Teacher directed, phonics and child initiated activities are planned weekly and updated daily to reflect the children's needs and interest to help them learn best.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

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

#### **4.2 Teaching**

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Both the indoor and outdoor environment are used in activities planned.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for Year One.

#### **4.3 Play**

Learning through play underpins our approach to teaching and learning in the EYFS. We embrace the fact that young children learn best from activities and experiences that interest and inspire them to learn. In doing so we can provide children with stimulating, active play experiences in which they can explore and develop their learning and to help them make sense of the world. Children have opportunities through their play to think creatively and critically alongside other children as well as on their own. They are able to practise skills, build upon and revisit prior learning and experiences at their own level and pace. Play gives our children the opportunity to pursue their own interests, inspire those around them and consolidate their understanding and skills. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. Our adults take an active role in child initiated play through observing, modelling, facilitating, teaching and extending play, skills and language.

#### **4.4 Enabling Environments**

We recognise that the environment plays a key role in supporting and extending the children's development. At St John's the classrooms are well organised to allow children to explore and learn safely and securely. Classrooms are divided into learning areas, where children can select resources and equipment independently to aid their play and learning. Both classes have constant access to a shared outdoor area, where children are able to access large scale equipment and outdoor resources, enabling children to have different experiences from those that are offered indoors. We also regularly use the wider grounds of the school, including the large field, woodland areas and playgrounds to give children new experiences to ensure they learn in a wide variety of settings and styles.

#### **5. Assessment**

At St Johns Church of England Primary School, on going assessment is an integral part of the learning and development processes. Our assessment depends on us getting to know our children very well and to this end we gather information from a range of sources; observations of the children in play, in adult led activities, through discussions with parents and carers and through talking to the children. We keep written, electronic and photographic evidence to help us build up a picture of children's strengths and achievements and to help us to plan for children's next steps in learning. Children in reception have a 'My Learning Journey' folder, where their teacher directed and child

initiated learning is kept. In addition to this, all children also have a folder on the 'Seesaw' app where photos and videos are stored, documenting the children's learning throughout their time in Reception.

At the start of Reception children are assessed to determine a starting point for their future learning. Judgements will be based on the adults' observations of children during activities and play and will also take on information from parents/carers and transition information from pre schools.

Throughout the year, children's phonics development is assessed weekly throughout the year and end of term assessments focussing on Literacy and Maths skills are carried out each at the end of each term. Assessments against all areas in the EYFS framework are also carried out at the end of each term and recorded in the Target Tracker.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Exceeding expected levels or,
- Not yet reaching expected levels ('emerging')

The profile reflects on going observations and discussions with parents and/or carers.

The results of the profile are then shared with parents and/or carers in a written report at the end of the summer term.

## **6. Working with parents**

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers. We want parents to feel they can speak to us about their child and to feel comfortable in our setting and therefore we welcome parents to discuss their children after school if they have any concerns or queries and to discuss their child's learning with the teachers.

We aim to work with parents to ensure they feel well informed and involved in their child's first year in school.

We do this through;

- inviting all parents to an induction meeting during the term before their child starts school.
- holding an initial meeting with parents before their child starts school.
- stay and play sessions to get to know pre schoolers and their parents in the community.
- the use of our school website to allow parents to see what their children have been learning each week, alongside helpful information to aid learning at home.
- arranging a range of activities throughout the year that encourage collaboration between children, school and parents, such as stay and play sessions, curriculum workshops, class celebrations, sports day, etc.

Parents and/or carers are kept up to date with their child's progress and development. Parents evenings twice a year and the EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person (their class teacher) who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

## **7. Safeguarding and welfare procedures**

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

## **8. Monitoring arrangements**

This policy will be reviewed and approved by Lisa Barnes, EYFS Phase Leader yearly. At every review, the policy will be shared with the governing board.

## Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
<b>Safeguarding policy and procedures</b>	<b>See child protection and safeguarding policy</b>
<b>Procedure for responding to illness</b>	<b>See health and safety policy</b>
<b>Administering medicines policy</b>	<b>See supporting pupils with medical conditions policy</b>
<b>Emergency evacuation procedure</b>	<b>See health and safety policy</b>
<b>Procedure for checking the identity of visitors</b>	<b>See child protection and safeguarding policy</b>
<b>Procedures for a parent failing to collect a child and for missing children</b>	<b>See child protection and safeguarding policy</b>
<b>Procedure for dealing with concerns and complaints</b>	<b>See complaints policy</b>