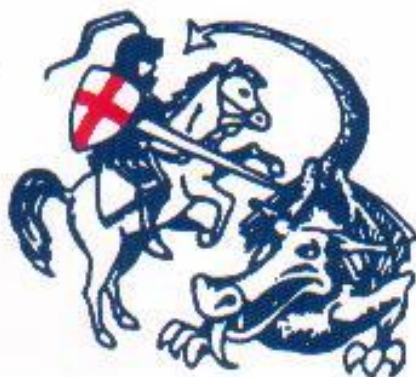


EYFS Policy

**Reviewed on: September 2021
To be reviewed: September 2022**

**St George's CEP School
Wrotham
Kent**



Signed by

Position held: Chair of SIP/Curriculum Committee

Date:

Signed by:

Position held: Headteacher

Date:

Early Years Foundation Stage Policy

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.”

DfE – Early Years Foundation Stage Framework 2021

Our Curriculum

Intent

In Oak Class we provide an ambitious, high-quality EYFS education giving children a secure and confident start to their school life. We are committed to nurturing a lifelong love of learning alongside the aims of the EYFS Statutory Framework. We strive for high standards, consider the development of the whole child and seek to foster resilience and independence. We are inclusive and welcoming to all and Christian values are embedded in all that we do. We aim to provide the essential knowledge that children need to prepare them for their future success and to give children the best possible start to their early education. To do this we plan our curriculum so that it can:

- Develop rich and varied vocabulary
- Nurture a life-long love of reading
- Provide experiences of awe and wonder, opening a window to world around them
- Reduce disadvantage

We have chosen to use Development Matters as our non-statutory guidance; we have carefully sequenced skills across each area of learning and development and then have planned opportunities for children to practice and consolidate these skills. Carefully scaffold teaching opportunities and interventions enable children in our care to reach their full potential.

Every term we have carefully planned a 3 week topic or theme which we believe will capture the children interests, allow us to plan for real life hands on experiences whilst maximising the opportunities to develop language and vocabulary skills. The rest of the time our planning focuses on the children’s interests. We seek opportunities to make links between the areas of learning and plan next steps accordingly. We deliver the curriculum through adult-directed learning and planned, purposeful play to enable the children to build on what they already know. In class the children may be taught as a whole class, in small groups or individuals to ensure that all children are progressing from their own individual starting point.

Implementation

To ensure our curriculum intent is embedded, all members of the EY's team have a shared vision that language skills are the priority of our curriculum and spoken language, vocabulary development and listening comprehension have been embedded into all aspects of the children's learning. The teaching of reading is in a systematic and structured way using the *Little Wandle Letters and Sounds Revised* scheme. We teach a deepening of children's understanding of core mathematical concepts rather than moving on too quickly. Handwriting is taught directly and lots of opportunities to practice writing skills and comprehension are timetabled into our week. Where children are struggling to retain concepts or new learning, interventions are used to break down learning into smaller steps and children are given more time to embed their new learning.

Hands on, real life experiences offer our pupils an opportunity to develop their cultural capital. We plan engaging, language rich experiences which act as a window to the world around them.

Impact

Pupils in our care leave Early Years equipped to meet the challenges of Year 1 and beyond. We aim to instill a motivation towards learning and ensure the essential skills of reading, writing and mathematics act as gatekeepers for successful learning across all other subjects.

A Unique Child

At St. George'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. George'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 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.

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.

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 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 the adults caring for them."

At St. George'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. 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.

Positive Relationships

At St. George's School we recognise that children learn to be independent and successful learners through the promotion of secure and positive relationships. We aim to develop caring, respectful, professional relationships with all of the children in our care 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:

- holding induction meetings and talking to parents about their child before their child starts in our school;
- arranging meetings and telephone conversations during their child's first week at school to 'touch base' and reassure parents about any concerns they may have
- the children have the opportunity to spend time with their teacher(s), TAs and in their classroom environment before starting school during 'Dragon Club' taster afternoons;
- supporting families in a carefully structured induction timetable, where children start school on a part time basis building up to full days.
- offering parents regular opportunities to talk about their child's progress in our reception class and allowing free access to the children's learning online through DoJo records;
- encouraging an 'open door' ethos, where parents feel comfortable to share information and to talk to their child's teacher(s) .
- there is a formal meeting for parents each term at which the teacher(s) and parents discuss progress. 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: Share days, Class assemblies, Sports Day etc;
- providing opportunities for parents to share, support and comment on their child's achievements and learning at home – through DoJo, reading book journals and show and tell in the classroom.

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. We have good links with St. George's Preschool and other pre-school settings in the local area, we ensure continuity and coherence by sharing information and records about the children's learning before they start with us at St. George's school. All pre-school settings are visited in the Summer Term to allow teachers to meet the children in their familiar setting and have professional discussions with key workers.

Enabling Environments

At St. George'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

Children complete a statutory baseline assessment during their first few weeks in Oak Class, this allows practitioners to create a starting point for each individual child and plan activities and learning opportunities to build on the skills each pupil requires. We use on-going formative assessments alongside teacher observations and knowledge of children's learning to inform future planning which reflects identified needs.

Within the final term of the EYFS, we provide a written summary to parents, reporting their child's progress against the ELG's and assessment scales.

The Learning Environment

The EYFS classroom is organised to allow children to explore and learn securely and safely. The classroom is set up in learning areas, where children are able to find and located equipment and resources independently. The EYFS class at St. George's has its own enclosed outdoor area, this outdoor class room includes resources such as a bike track, water area and sandpit. Staff carefully plan and resource the indoor and the outdoors in accordance with the EYFS Framework, allowing opportunities for development in all 7 areas of the EYFS curriculum.

Learning and Development

At St. George'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 inter connected.

Teaching and Learning Style

Our policy on teaching and learning defines the features of effective teaching and learning throughout school.

- Our induction process that ensures smooth transition.
- 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;

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.”

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

“Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.”

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

“When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.”

Adults 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 allowed to move them around the classroom to extend their learning.

Areas of Learning

The EYFS is made up of seven areas of learning:

- Communication and language.
- Physical development.
- Personal, social and emotional development.
- Literacy.
- Mathematics.
- Understanding the world.
- 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. In each area there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS.

Monitoring and review

It is the responsibility of the EYFS teacher to follow the principles stated in this policy.

There is a named Governor responsible for the EYFS. This governor will discuss EYFS practice with the practitioners regularly and provide feedback to the whole governing body, raising any issues that require discussion.

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