

Worlingham CEVC Primary School

EARLY YEARS FOUNDATION STAGE POLICY

*Like a tree firmly planted by streams of living water we will grow
in knowledge, love, faith and wisdom. Based on Psalm 1:3*



This policy sets out the aims, principles and strategies for the teaching and learning within the Early Years Foundation stage. Pupils join the Reception classes (Kingfisher and Greenfinch) during the year of their fifth birthday. This year is their final year of the Early Years Foundation Stage, also known as Foundation Stage 2.

Aims

The Early Years Foundation Stage refers to the learning and development of children from birth to 5 years old. At Worlingham CEVC Primary School children join the Reception classes during the year they will have their fifth birthday. We work in partnership with parents and carers to provide a safe and secure environment where the children are supported to become engaged and motivated learners. We strive to give the children at our school the best start in their educational life. The adults who work in the Early Years classrooms provide nurture, care and encouragement to support the children to develop key knowledge and skills to create a secure foundation for their entire schooling career.

Principles

The EYFS is based upon four principles:

- **A unique child** – developing resilient, capable, confident and self-assured individuals.

At Worlingham CEVC Primary School we create learning opportunities both inside and outside the classroom which are focused on both the children's interests and their current next steps. This enables us to tailor our teaching to engage and motivate all our learners. Our aim is for the children leaving the Reception classes to be resilient and confident learners ready to face the opportunities and challenges of Key Stage One. We use praise and encouragement to support our learners to become independent and self-assured individuals.

- **Positive relationships** – supporting the children in becoming strong and independent.

We work in partnership with all individuals and agencies involved in the children's care to understand every child. We focus on building positive relationships with our children, both with adults in school and their peers.

- **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.

Our classrooms are created to be a happy, friendly and supportive environment. We support the children to access all areas of the curriculum both in their child-initiated play and in adult guided tasks.

- **Learning and developing** – An acknowledgement that children learn in different ways and at different rates.

We continually charge our planning and provision to match the individuals in our classes. We value and treasure the uniqueness of all the children. We provide learning opportunities which are both irresistible and valuable.

The Curriculum

The Early Years Foundation Stage (EYFS) is a comprehensive statutory framework that sets the standards for the learning, development and care of children from birth to five. This framework is used within nurseries, playgroups, child-minders and pre-schools. The Reception year is the final year of this framework, it is used as basis to teach children the skills and knowledge they will need to establish them as lifelong learners. At Worlingham CEVC Primary School the children are taught within our distinctive Christian values which underpin our teaching and learning. We pride ourselves on providing a supportive and understanding environment in which our children's spiritual, moral and social development can take place.

The Early Years Foundation Stage curriculum consists of seven areas of learning, three are named *prime* and four *specific*.

The prime areas consist of:

Personal, Social and Emotional Development

- Making relationships
- Self Confidence and self-awareness
- Managing feelings and behaviour

Communication and Language

- Listening and attention
- Understanding
- Speaking

Physical Development

- Moving and handling (this includes both gross and fine motor)
- Health and self-care

The specific areas consist of:

Mathematics

- Numbers
- Shape, Space and Measures

Literacy

- Reading
- Writing

Understanding the world

- People and communities
- The world
- Technology

Expressive arts and design

- Exploring and using media and materials
- Being imaginative

Throughout the Early Years Foundation Stage, we teach in a cross-curricular approach, with all areas of learning being focused on in every learning session.

Assessment

During the first half term of Reception each child will be assessed against all seven areas of learning. These assessments will be carried out using information from parents and carers, observations made during the children's independent play as well as through small adult led tasks.

During the Reception year all children will be assessed continually using observations, photographs and recorded work. We use Tapestry the online learning journey, this allows us to share these ongoing assessments with parents and carers. It also allows parents to add their own photographs and observations to their own child's Tapestry account.

The Early Years Profile is completed at the end of every child's Reception year, this is the final assessment of their Early Years Foundation Stage. The class teacher will report the assessments for all seventeen Early Learning Goals to parents/carers, this is in line with the reporting requirements from the DfE. Parents will be told whether their child is "emerging"- not yet reaching expected level, "expected"- at the expected level or "exceeding"- working beyond age expected levels. All attainment data is also shared with the Year One teachers; this ensures continuity for children during the transition from Reception to Year One.

Safety

In line with the Early Years Foundation Stage statutory framework 2016, at Worlingham CEVC Primary School we undertake;

- A whole school medicines policy ensuring that there are systems in place to ensure that medicines and the systems for obtaining information about a child's needs for medication are kept up to date.
- Fresh drinking water is available at all times in both classrooms.
- Children's dietary needs are recorded and acted upon when required.

- Each classroom has a sink area to provide healthy fruit snacks and drinks.
- A first aid box is accessible at all times and a record of accidents and injuries is kept.
- A health and safety policy and procedures which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.
- A fire and emergency evacuation procedure and policy.
- Mobile phone cameras and personal cameras are not to be used and stored securely whilst children are in the setting. The iPads which are used in school must not be used for staff own personal use.
- E-Safety/photo policy to gain Parents/Carers consent for use of Internet and photographs.
- Risks are constantly assessed and risk assessments written when appropriate.

Parents as Partners

We recognise and value Parents/Carers as a child's first and most enduring educator. We fully respect the contribution they make. We hope to continue to encourage this important role Parents/Carers have played, and support their future role, in educating the children.

We build supportive and respectful relationships with our parents through:

- Talking to Parents/Carers about their child before their child starts in our school, during the Summer Term before their child begins the Reception classes.
- Giving children the opportunity to spend time with their teacher and the other adults in their class before starting school during transition sessions.
- Inviting all Parents/Carers to an introductory New Parent Meeting during the term before their child starts school and again during the first half term of the child's Reception year in order to detail how we aim to work with their child particularly in relation to reading and phonics.
- Encouraging Parents/Carers to talk to the child's teacher if there are any concerns. There are formal meetings for Parents/Carers, two times a year at which the teacher and the Parent/Carer discuss the child's progress. Parents/Carers receive a report on their child's attainment and progress at the end of each school year.
- We schedule a range of activities throughout the year encouraging collaboration between child, school and Parents/Carers: fortnightly stay and play sessions, school visits and sharing assemblies.
- Providing Parents/Carers an opportunity to celebrate their child's learning and development by adding to their child's Tapestry learning journey and discussing any "wow" moments or new interests which inform planning and provision.

Inclusion

At Worlingham CEVC Primary School every child is valued and nurtured within our Christian ethos. We value every child as an individual and we teach the children the values of respect and acceptance. We believe all children have equal rights, irrespective of the child's special educational need(s), disability, gender, creed or ethnicity. Consequently, we aim to be a fully inclusive school - as described in the school's Equality Information and Objectives Policy. We offer all children amazing experiences which broaden their understanding and support them to achieve their full potentials. We take into account the many different learning styles, any communication and understanding needs, disabilities and the range of life experiences children join school with, in order to plan learning opportunities to meet their needs. Please also see our SEND Policy.