

Altrincham CE Primary School



Early Years Foundation Stage Policy

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We follow the Early Years Foundation Stage Curriculum in Nursery and Reception.

“Every child deserves the best possible start in life and support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right.”

EYFS Statutory Framework

Proverbs 22:6 *Start children off on the way they should go, and even when they are old they will not turn from it.*

Our core Christian values run strongly through our planned and incidental curriculum as we provide opportunities for our children to develop awe and wonder in themselves as individuals, an understanding of their place in the world and a strong appreciation of the achievements and contributions of others.

Children and adults try their best at all times and strive towards our mission statement: **'Loving, learning and growing together in the footsteps of Jesus.'** Loving God and each other is lived out in the everyday life of school.

Care – We love and care about each other.

Collaborate – We learn together in our school family.

Grow – We challenge ourselves to learn and grow.

Achieve – We persevere to achieve our best.

1. Aims

- That every child accesses a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress throughout school and life.
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind.
- A close working partnership between staff and carers.
- That every child is included and supported through equality of opportunity and anti-discriminatory practice
- Creating learning memories that will last a lifetime

2. Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2021

3. Structure of the EYFS

The EYFS unit at Altrincham CE Primary School consists of one Nursery and Reception Class.

For our Nursery children we offer 15 hour and 30 hour places. We will also offer 'top up' places for parents who want their child to attend nursery above 15 hours and who are not eligible for 30 hours of provision. For more information about this, please see our Nursery Admissions Policy.

We have 40 places in our Reception Cohort.

4. Curriculum

Our EYFS children at Altrincham CE follow the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

The EYFS curriculum is based upon 4 principles:

- A unique child
- Positive relationships
- Enabling environments with teaching and support from adults
- Learning and development

A Unique Child

At Altrincham CE Primary School, we recognise that every child can be a competent learner. All children have potential and can be nurtured and supported into becoming confident, resilient and self-assured. We recognise that children develop at different rates and have

individual needs, but we apply quality and consistency to ensure that no child is left behind on their learning journey.

“Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.” EYFS Statutory Guidance

Positive Relationships

We recognise that children learn to be confident and independent through the development of secure relationships, both child to child and child to adult. We aim to nurture and care for our children and develop caring, professional and respectful relationships with our children and their families. Staff support children’s personal, social and emotional development which enables them to become confident learners across a range of situations, experiences and with other people/groups.

We value the contribution that children’s first and most enduring educators, their parents and carers, make to each child’s learning journey and we welcome parent voice in a variety of formats in contributing to a dialogue of progress about their child.

Enabling Environments

The environment plays a key role in supporting and extending children’s development. We provide a calm, safe and stimulating environment both indoors and outdoors. These are well resourced to encourage the children to make choices, develop individually and in collaboration as well as developing their knowledge, understanding and skills. We work with and observe the children in their play to find out about their interest, strengths and areas for development and provide challenging, yet achievable activities and experiences.

Learning and Development

The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. However, 3 areas known as ***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

Planning

Planning is flexible and changes in response to the children's interests and next steps, ensuring that all areas of learning are covered throughout the year.

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children in Nursery are expected to focus strongly on the Prime Areas of Learning.

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 children may have a special educational need or disability, staff will consider whether specialist support is required and will link in with relevant services from other agencies, where appropriate.

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

Staff plan with a broad overview of themes and content coverage for the year, broken down into half terms. There is also flexibility within the planning to teach 'in the moment' with staff skilfully progressing children in their learning, individually, whilst they play. Topics may link to things happening in our community, the local environment and other events which happen throughout the school calendar.

There is a broad Long Term Planning overview, however this can change dependent on each cohort and their needs.

Teaching

Practitioners teach children by ensuring challenging and playful opportunities are planned for across the Prime and Specific Areas. We foster the '***Characteristics of Effective Teaching and Learning***' by identifying how children learn in different ways which include:

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically

Each area of learning and development is implemented through 'in the moment' and planned, purposeful play and also through a mix of adult led and child initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interactions.

Children in Reception are supported in their transition into Year 1 by extending the number of adult led learning activities, towards the end of the academic year.

Where children need additional support, interventions are put into place. Some of these are delivered through play whilst others take place during bespoke adult led sessions. An example of this would be Wellcomm which is an intervention to develop children's speaking, listening and understanding skills.

Early Reading

At Altrincham CE children are taught systematic synthetic phonics through their 'Phonics Bug' daily sessions. In addition, to this they have regular shared/guided reading sessions throughout the week and the children are immersed in a text-rich environment. Staff share their enthusiasm and passion for reading and use texts throughout the EYFS curriculum to foster the children's joy for reading.

Please see our English Framework for more information about Early Reading.

5. Assessment

At Altrincham CE, ongoing assessment is an integral part of the learning and development process. Staff observe pupils as they work with them to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. These may be immediate next steps (in the moment) or steps to be addressed over the next week or half term. Staff also take into account observations shared by parents/carers and these are received on an ongoing basis through our online communication platform.

Within the first 6 weeks that a child starts in Reception, staff will administer the Reception Baseline Assessment (RBA).

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against 17 Early Learning Goals, indicating whether a child is:

- Meeting Expected levels of Development
- Not yet reaching Expected Levels (Emerging)

The profile reflects the ongoing observations and discussions with parents and/or carers.

The profile is moderated internally (referring to Development Matters guidance) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS data is submitted to the Local Authority.

6. Working with Parents

We recognise that children learn and develop well when there is strong partnership between staff, parents and carers.

Parents and carers are kept up to date and informed of their child's learning in the EYFS through posts on the online communication system and termly open days/ play and stay sessions.

Parents and/or carers are kept up to date with their child's progress and development through their child's individual 'Learning Journal'. This includes evidence of children demonstrating key knowledge, skills and understanding and provides parents and carers with a well-rounded picture of their child's achievement and development.

Parents are invited into the setting each term and are given the opportunity to look at evidence/observations in the Learning Journal. This is done together with their child; this not only allows for learning outcomes to be celebrated but also enables the children to have ownership over their learning journey. Parents are also asked for input into the planning stages for their child each half term. These feedback forms are used by practitioners to inform next steps alongside their own knowledge and observations of the children.

7. Safeguarding and Welfare Procedures

We pride ourselves on the positive and caring relationships that exist between the staff and pupils which are built upon our strong Mission Statement, Christian values and faith.

Universal pastoral support is embedded in the way staff greet their children with genuine and sincere enthusiasm as they enter the classroom each morning. They take time to listen and take an interest in what their children are doing both inside and outside of school. We have well established systems of pastoral support including onsite therapeutic support (Lego Therapy, Draw to Talk, 1:1 Nurture sessions) and strong links with external agencies such as children's social care, speech and language teams and specialist teachers. Regular monitoring demonstrates the positive impact of this provision on individual pupils.

Our carefully designed curriculum, purposeful learning environment and high quality practitioner support, both challenge and foster independence, enabling our children to actively make good choices and decisions in order stay safe and healthy.

Our children quickly learn and follow the routines and expectations of our setting. They are responsible, respectful and know that they are all needed to contribute positively to their school family. They develop their understanding and appreciation of diversity as we proactively give them opportunities to learn about each other and different cultures. We are careful to ensure a mixture of images, books, and visitors to promote a deep culture of respect in line with British Values. into child speak and we refer to them regularly, spotting when children have displayed such characteristics.

We have implemented many mindfulness and resilience strategies into our daily routines to further help our children develop their confidence, independence and promote good mental

health. Our school values have been translated for example, 'Grow – I like to explore and learn new things'.

Our comprehensive and well-respected Jigsaw PSHE Scheme of Work ensures our pupils have a secure understanding about how to keep themselves healthy in a variety of ways through their relationships, the food they eat, maintaining an active life style and mindfulness. Through a rich PE Curriculum our children thrive both mentally and physically by participating in a wide range physical activity including: gymnastics, dance and multisports.

Please see our Safeguarding Policy for further details about our safeguarding and welfare procedures.

8. Monitoring Arrangements

This policy will be reviewed on an annual basis, taking into account the effectiveness of its contents and any changes to EYFS legislation.