



Early Years Foundation Stage Policy

Responsibility:	Local Governing Body
Adopted:	October 2023
Date of next review:	October 2024

At Christopher Rawlins we are a school community rooted in love, where we make wise choices about our learning, and have the confidence to do the right thing for ourselves and others.

Our vision has its foundation in Paul's prayer for the Christian community in Ephesus, focused on Ephesians Chapter 3 verse 17.

“Stand firm and be deeply rooted in love.”

Early Years Foundation Stage

Intent

At Christopher Rawlins Primary School we greatly value the importance of the Early Years Foundation Stage (EYFS) in providing a secure foundation for future learning and development. We believe that every child deserves the best possible start in life. We aim to make a significant contribution to that start by helping young children in our care to develop a curiosity and respect for the world around them and a love for learning which they will carry with them through life.

We build on and develop children's prior knowledge, skills and interests as we support and guide them through their learning journey. We recognise that all children are unique and celebrate and explore differences within our school community and the wider world.

Our school values are embedded in every aspect of school life, including the curriculum and the learning environment. By the end of their time in our Early Years Foundation Stage, we want children to be courageous, independent, confident, responsible and kind individuals, having acquired a wide vocabulary, effective communication skills, core physical skills and a positive sense of self.

We especially aim to develop in our children a love of books and stories; the arts and the world around them, as well as a secure knowledge in core literacy and maths skills and an enthusiasm for learning across all areas of our EYFS curriculum giving them firm foundations for future learning within the next Key Stage.

At Christopher Rawlins Early Years Foundation Stage, we will:

- provide children with a happy and vibrant foundation which fosters engagement and a love of learning.
- offer a stimulating and enabling environment through inspiring provision where children feel safe and secure enough to take risks within their learning and play.
- offer an enriched curriculum providing children with a wide range of new and exciting experiences.
- encourage children to develop secure relationships, independence and resilience within a nurturing environment.
- follow the principles of, learning without limits, where the highest expectations for all children are held and promoted, providing them with an unlimited opportunity for development.
- develop the children's social and emotional wellbeing through our school values-based curriculum.

Implementation

Our EYFS setting covers both Nursery (aged 3-4) and Reception (aged 4-5) year groups. We follow the Early Years Statutory Framework, published by the Department for Education. Staff are knowledgeable about the Early Years Framework, and this is based on the learning needs of the children.

All children join our school with a wide variety of experiences and the staff working within the setting build upon this prior knowledge and experience. This is achieved through a holistic approach to learning, ensuring that parents, carers and the Early Years Foundation Stage staff team work effectively together to support the learning and development of each child.

Staff develop strong and secure relationships with children where the child's welfare, safety and well-being are paramount. Through indoor and outdoor continuous provision, we provide a

safe, secure, enabling environment for children to observe, talk, play, explore and investigate together in order for learning to take place. Through staff interactions, observations, assessments and planning we enhance provision in response to children's needs, interests, weekly themes, core books and stories. Through these enhancements we inspire and stimulate learning and play and develop children's interests, knowledge and understanding.

We promote children's health, wellbeing and physical exercise within our provision and ensure learning and development occurs across all areas of learning. We provide children with opportunities to reflect on their experiences, needs and feelings, ensuring children's engagement and wellbeing is at the heart of their learning experience.

Learning in EYFS is based upon four principles:

- A Unique Child.
- Positive Relationships
- Enabling Environments.
- Learning and Development.

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.

We meet the needs of all our children through:

- taking into account and building upon children's prior knowledge and interests in order to extend their knowledge and experience 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.
- developing secure relationships with children (alongside their parents/career) to support their individual learning and development, welfare, safety, emotional development and health.
- using resources which reflect our local community, diversity and the wider world and are free from discrimination and stereotyping.
- observing children's play, learning and specific interests and using these to inform planning, provision and next steps for individual children.
- providing children with positive high-quality interactions that promote and model language, conversation and social development across all areas of learning.

Inclusion

In line with the school's Equal Opportunities Policy, we will provide all children, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability with equal access to all aspects of school life to ensure that every child is valued as an individual. All staff are role models and are aware of the influence they have in promoting positive attitudes and in challenging stereotypical attitudes.

Welfare

Children learn best when they are happy, safe and feel secure. We aim to ensure that all children feel happy, safe and secure through the continuous development of positive relationships between children and staff as well as relationships with their peers and between staff and parents.

At Christopher Rawlins Primary School we understand that we are legally required to comply with certain welfare requirements as stated in Section 3 of Statutory Requirements for the Early Years Foundation Stage (2017)

Positive Relationships and Partnership with Parents

We support children in our EYFS to build secure relationships and aim to develop caring, respectful relationships with children and their families. We understand the importance of working closely with parents and carers to support the development of every child within our setting. We use Tapestry to communicate children's learning in school in the form of photographs and short anecdotes. Each child has a Learning Journey Book for special work that they are proud of, photographs and wow moments, these are regularly shared with parents. Each child has a display board space for special work and wow moments which parents can look at during our half termly parent drop ins and at parent consultation evenings. We also encourage informal discussion between parents, and the EYFS staff within the setting, to ensure an ongoing and complete picture of each child's learning and development such as sharing wow moments, out of school and home achievements no matter how big or small.

We aim to support parents in their child's learning and development at home and run a succession of workshops for parents of Reception and Nursery children throughout the year around child development, play, communication and language, being school ready, phonics, early maths and writing. We support strong links between home and school through a variety of activities including whole school events, church visits, activity sessions within the setting, performances and supporting Forest School and Educational Visits as well as regular half termly information shared around curriculum, core books and learning.

An Enabling Environment

We aim to create an attractive and stimulating learning environment where children feel confident, secure and challenged. We recognise that the environment plays a key role in supporting and extending children's development. Through observations we assess the children's interests, stages of development and learning needs before planning challenging and engaging activities and experiences to extend learning.

The Early Years setting is organised to allow children to explore and learn safely and securely, both in the classroom and in our outside space. Our indoor and outdoor learning environment is set up into different areas where children can access their own resources independently across all areas of learning.

The Curriculum

Our early years setting follows the curriculum as outlined in the Early Years Foundation Stage (EYFS) statutory framework.

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

The EYFS also includes the **Characteristics of Effective Learning**. These are regularly assessed through observations and planned for throughout Reception where staff are continuously promoting the development of these skills. The three characteristics are:

- **Playing and Exploring:** children investigate and experience the environment and what is happening around them and 'have a go'.
- **Active Learning:** children concentrate and keep trying if they experience difficulties, as well as enjoying what they achieve.
- **Creating and Thinking Critically:** children create and develop their own ideas, make links between different experiences, and develop strategies for choosing their own ways to do things.

Teaching and Learning

The development of the children in our Nursery is supported largely through play and quality interactions between staff and children. There is a focus on children's development in the three prime areas ensuring children in Nursery have secure foundations in communication and language, physical development, and personal, social and emotional development. They have short group time sessions at key transition points throughout the day to sing rhymes and songs, make music, listen to stories, develop physical literacy, practise early number and counting skills, develop sound discrimination and talk about themes, events and interests.

Children in Reception benefit from a balance of learning through play and more formal teaching. The balance between the two takes into consideration the cohort, the time of year and the children's specific learning needs. Learning through play involves the children following their own interests as well as making links in their learning around half termly themes, core books and stories and whole school events and seasonal celebrations.

Making every interaction count is significant in this teaching and learning process and staff become involved in play, observing, extending and further developing learning. Observations and interactions support staff to inform planning and next steps for provision and individual learning opportunities to move children's learning forward across all areas of the EYFS curriculum. Other adult led activities are taught at key points throughout the year such as R.E. P.E. PSHE, music, forest school, cooking and creative activities.

Positive High-Quality Interactions and In the Moment Planning

The EYFS staff team aim to provide children with positive high-quality interactions that promote and model language, conversation and social development across all areas of learning. Making every interaction count is key to children's learning and development within our setting. Practitioners being magnets for communication, language and conversation is key to these interactions. Practitioners use the basis of 'in the moment planning' to observe, assess and develop children's learning in the moment of play and interaction to move each child's learning on. Next steps may happen immediately, the next day or even be carried into the following week or throughout the term. Significant play, next steps and children's particular interests are shared between the Early Years staff team during weekly planning meetings.

Specific Teaching in Reception

Reception children have phonics teaching at least four times a week. The phonics teaching follows the Early Letters and Sounds (ELS) programme. They have maths sessions following our Mastering Number Programme and White Rose four times a week and regular weekly Literacy and Understanding of the World sessions based around core books and half termly themes. Session length is extended as the year progresses. Reception children also have guided reading sessions once times a week as part of the ELS programme focusing particularly on developing phonics skills taught, vocabulary and comprehension skills in small groups. There is also regular opportunity for one-to-one reading time with teaching staff. Each week children will take part in an adult led task related to literacy or maths supporting children to embed and apply skills taught.

Assessment

The EYFS staff team continuously assess children during their play within the setting which informs planning and provision for children's next steps in their learning and development. Significant observations of children's development are discussed and recorded through written notes, or photographs and kept in Learning Journeys or on Child Focus Sheets. Summative assessments are recorded at the end of terms two, four and six and an entry baseline assessment is recorded within the first few weeks of children's entry into either Nursery or Reception. This enables the children's progress to be monitored, and teaching to be tailored, to individual children and their specific needs at the time. Regular ELS phonics assessments are carried out in line with the ELS phonics programme to ensure progress, and that children are working at the correct ability level.

Equal Opportunities

All members of the school are treated as individuals. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, sexual orientation, age, special educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

As in all parts of the school we ensure appropriate time and resources are accessed for the most vulnerable and disadvantaged pupils by using the pupil premium fund to close the gaps identified in children's learning and development.

Health and Safety

At Christopher Rawlins Primary School, there are clear procedures for assessing risk (see whole school risk assessment policy) which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment. In addition to this, a daily assessment is made of the outdoor area.

In line with the Statutory Framework for the EYFS, at Christopher Rawlins we undertake:

- A whole school Administering Medicine Policy, which ensures systems are in place to administer medicine and that information about a child's needs for medication are kept up to date. Medicines will not be administered unless prescribed. Training is provided for staff where the administration of medicine requires medical or technical knowledge. Prescribed medicines are only administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer." A written record is kept each time medicine is administered and the child's parents and/or carers are informed on the same day. (Statutory Framework for the EYFS 2012) See Administering Medicine Policy for full details.

- Fresh drinking water is available at all times.
- Children's dietary needs are recorded and acted upon when required.
- The classroom has a snack and sink area that can provide healthy snacks and drinks.
- A first aid box is accessible at all times and a record of accidents and injuries is kept (see accident and injury policy). At least two members of staff in the setting have a Paediatric First Aid qualification.
- A fire and emergency evacuation procedure and policy.
- Staff are not permitted to take photographs or videos with personal mobile phones or cameras.
- Staff are expected to wear appropriate clothing that supports them playing and engaging with children at floor level.

Transition

From home or other providers into Nursery

Prior to our three intakes during the year (September, January and April), the following procedures have been put into place to ensure smooth and successful transition into our Nursery:

- Parents are invited to a meeting to ensure they know about Nursery and school procedures.
- Parents are asked to complete an "All about me" booklet. This is used during the child's first term to support transition and to inform planning.
- The children are invited to one or two stay and play sessions prior to starting Nursery.
- A meeting with parents will take place within the first term to support and communicate the child's transition, development and settling in.
- Key members of staff make contact and/or visit the child's existing setting. The amount of contact and number of visits will depend on the child's needs and how much information gathering is required in order to support transition.

From Pre-school or other providers into Reception

During the summer term prior to a child's entry into Reception, the following procedures have been put into place to ensure smooth and successful transition into Reception:

- Parents are invited to a meeting to ensure they know about school procedures.
- During the Summer term parents are asked to complete an "All about me" booklet. This is used during the Autumn term to support transition and to inform planning.
- The children are invited to three separate visits to their Reception class prior to the Autumn term.
- Key members of staff make visits to the child's existing setting. The number of visits will depend on the child's needs and how much information gathering is required in order to support transition. Wherever possible key people will meet children in their current settings.

From Reception to Year One

The Key Stage One staff and Early Years staff work closely together to ensure effective transition from Reception into Year One. The Year One teachers regularly visit the Reception children within their classroom during the summer term in order to join in with their play, share stories and build relationships. The Reception and Year One teacher/s meet together to discuss the children individually, looking at specific learning and development for each child. Extra provision and visits are supported for children with SEND or other needs in order to facilitate the development of secure relationships between the children and staff in Key Stage One. In the summer term Reception children have a transition day in their new class. For the first half term the children join Year One there is close involvement with the Early Years staff and setting. Year One children have access to some continuous provision within their classrooms and outdoor space.

Impact

The impact of our Early Years Foundation Stage Curriculum is evident in how the children develop positive, secure relationships with staff and their peers. They demonstrate attitudes to learning that exhibit our core Christian values, courage, responsibility and compassion.

Our children show enthusiasm in their learning. They can talk about their learning, experiences and interests and spend time engaged and immersed in their play and independent learning. Our children are receptive and resilient and with our supportive staff team are keen to take risks and confident enough to ask for help when they need it. They develop positive learning habits including listening skills, perseverance, teamwork, and willingness to have a go and try new things. They are aware of expectations and show kindness and respect to others and are motivated to work together and help one another within their play and learning.

Our children take pride in their work and enjoy seeing it displayed, taking it home and receiving certificates. They demonstrate good emotional literacy and begin to manage their feelings and behaviour. Their vocabulary reflects the breadth of their learning. Children talk about their experiences and knowledge they have acquired, and they use new vocabulary in their dialogue and conversation with their families, staff and each other. They enjoy and can make links in their learning to their interests and prior knowledge and experiences. Children demonstrate core mathematical knowledge and understanding of numbers, number patterns, counting, shape, space and measure within their play and learning experiences. They show good phonics knowledge when reading books and print in the environment and show their comprehension skills and enjoyment of books when reading and discussing books and stories. Our children grow as unique individuals. Alongside knowledge and experience, they gain the independence, confidence, resilience, kindness and enthusiasm they need, across all areas of learning, to move onto the next stage in their learning journey and education.

Role of the Governing Body

As part of their overall responsibilities, the Governing Body will ensure that the school complies with its duty to teach the Early Years Foundation Stage Framework, The National Curriculum and the Agreed Syllabus for Religious Education.

It is the responsibility of the Governing Body to monitor the effectiveness of this policy. The Governing Body does this by:

- Monitoring information and data about the Foundation Stage

- Monitoring the effectiveness of Foundation Stage teaching

Monitoring and Review

This policy is a working document. Therefore, it is open to change and restructure as and when appropriate.

This policy will be reviewed bi-annually by the Headteacher and Early Years Lead.

Relevant Policies and Documentation

This policy should be read in conjunction with these documents:

- Statutory Framework for the EYFS
- Special Education Needs and Disabilities Policy
- Safeguarding Policy
- Forest School Policy
- Personal and Intimate Care Policy
- Risk Assessment Policy
- Administering Medicine Policy

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October 2023