



Be Strong and Courageous

Early Years Foundation Stage Policy

Review Frequency:	Annually
Last reviewed:	Nov 20
Agreed by governors:	
Next review date:	Nov 21

Contents

1. Aims	3
2. Legislation	3
3. Structure of the EYFS	3
4. Curriculum	3
5. Assessment	4
6. Working with parents	4
7. Safeguarding and welfare procedures	5
8. Monitoring arrangements	5
Appendix 1. List of statutory policies and procedures for the EYFS	6

1. Aims

This policy aims:

- To give each child a happy, positive and fun start to their school life in which they can establish solid foundations on which to expand and foster a deep love of learning;
- To offer each child a wide range of new and exciting experiences and give them the opportunity to consolidate, explore and test them out along with their own, individual experiences;
- To enable each child, through encouragement and high expectations, to develop, to the full, socially, physically, intellectually and emotionally.
- To offer a structure for learning that has a range of starting points and unlimited opportunity for development;
- To encourage children to develop independence within a loving, secure and friendly atmosphere;
- To support children in building relationships through the development of social skills such as cooperation and sharing;
- To help each child to recognise their own strengths and achievements through experiencing success and developing the confidence to work towards personal goals.
- To develop close partnership working between practitioners and with parents and/or carers
- To ensure 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 EYFS Early Adopter framework (2020). Within this framework there are four guiding principles which shape our practice. These are:

1. **Every child is a unique child**, who is constantly learning and can be resilient, capable, confident, and self-assured.
2. Children learn to be strong and independent through **positive relationships**.
3. Children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.

4. Children **develop and learn at different rates**. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND). This document also complies with our funding agreement and articles of association.

3. Structure of the EYFS

Early childhood is the foundation on which children build the rest of their lives. It is not just a preparation for the next stage but is vitally important in itself.

At St Issey Nursery (Mini Diggers) we cater to children from 2 - 4 years of age. We offer nursery provision for up to 20 children in any 1 session between the hours of 8:45 - 15.15. Rates for this period are as follows: £14.50 Morning 8.45-11.45 am, £2 Lunch 11.45-12.15pm, £14.50 Afternoon 12.15-3.15pm.

We also offer Breakfast Club daily 08.00 - 08.45 and Wraparound Care 3.15 - 17.30 on Mondays, Wednesdays and Thursdays. Nursery children can attend from 3 years. Rates for this are as follows: B/C £2.50 W/C £6.50

Children who are successful in applying to start school at St Issey will complete their EYFS education in our Reception class - 'Piskies'.

4. Curriculum

Our early years setting follows the curriculum as outlined in the EYFS Early Adopters Framework 2020.

This 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

Characteristics of Effective Learning

The EYFS also includes the characteristics of effective teaching and learning. The Nursery and Reception teachers plan to ensure an enriched continuous provision alongside activities within the Nursery and Reception classrooms with these in mind. They highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them.

The three characteristics are;

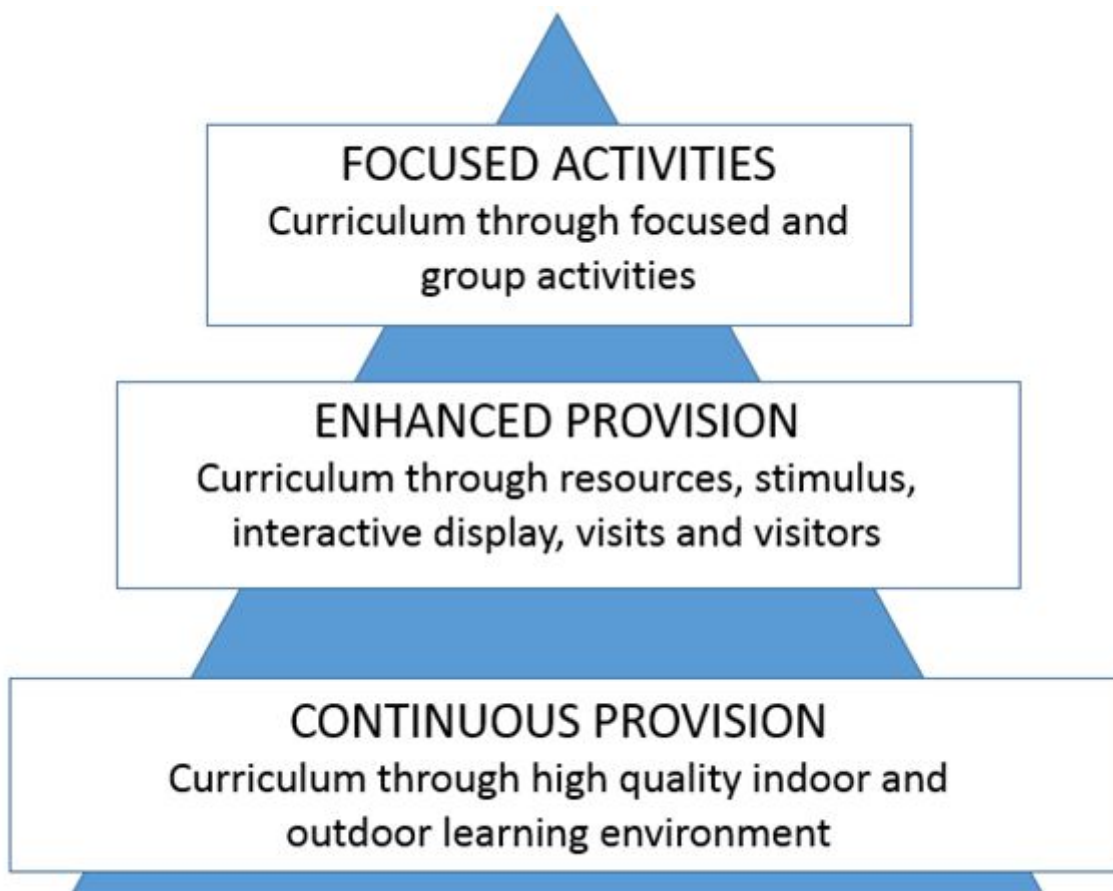
- **Playing and Exploring** – children investigate and experience things, and 'have a go'
- **Active Learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **Creating and Thinking Critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

4.1 Planning

We believe learning is most effective when children's interests are used as a starting point. Staff plan learning on a weekly basis using the daily notes and observations from interactions with children. This informs the next steps in learning and direction the chosen topics take over time. Although class teachers are responsible for writing plans, the EYFS plan as a team, with all staff contributing ideas into planning discussions. In the EYFS planning is flexible and responsive to allow for unplanned circumstances and children's needs based on the adults observations and interaction with the children.

4.2 Teaching

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 1. The model below represents the EYFS practise at St Issey.



Focused Activities

We set aside times each day when the children come together to be taught in the more traditional sense, gathered together on the carpet as a class. In these slots we focus on our topic work, maths, literacy, phonics, music and movement and stories. These sessions help to develop vital habits of learning: learning as a group, listening to the teacher, taking turns to answer, healthy living, sitting still etc... Reading and story play an important part of the day. We want to make sure our children have a love of books and will leave the EYFS with a bank of stories they know well, both traditional and modern classics. We make sure there is always time for the whole class story at the end of the sessions/day but also that there are many opportunities to enjoy books at other times.

Enhanced Provision

As well as focused teaching sessions, the provision for each child is enhanced through the use of resources and stimuli. These may relate to the topic or story they are studying, such as growing their own plant like Jack and the Beanstalk. They may also be chosen in response to something going on in the world around them, such as melting a pot of ice gathered on a winter's morning. This experience could be delivered to a small group who have shown a particular interest in a subject or phenomenon. Visits and out of school experiences are at the heart of the experiences that we provide. Each story or topic that is completed will be supported with an educational visit, such as a trip to the woods to hunt for the three bears or a train ride when the children are learning about transport. Alongside these experiences, people often come into the school/nursery to visit the children and discuss their profession, talent or interesting life history.

Continuous Provision

High quality indoor and outdoor provision is at the heart of the education that the children receive during their Foundation year. Areas are set up for children to explore during COOL time (Choosing Our Own Learning Time). High quality resources are used, both inside and outside, for children to build their own learning experiences. Classrooms have a writing area, maths area, creative area, book corner, role play area, construction/small world area, outdoor area and carpeted teaching area. A variety of activities are planned for and set up in the different areas each day. We try to ensure that the range of activities outside reflects the different curriculum areas, for example setting up quiet spaces for a maths game, reading and for construction.

During COOL time, adults hold the role of 'Play Enablers', asking questions and posing ideas to extend children's learning. The levels at which the children are working (in relation to the EYFS profile) can be assessed during this time. Adults will take pictorial evidence and a variety of notes which will then be recorded on Tapestry.

5. Assessment

At St Issey School ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles, using Tapestry (a photographic online journal) to record observations. These observations are used to shape future planning with practitioners also taking into account observations shared by parents and/or carers.

When a child is aged 2 a detailed '2 year old' check is carried out to provide a baseline in the Prime areas with focus on health, learning and development. Between 3 and 4 years of age, practitioners review their progress on a termly basis and provide parents and/or carers with a summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed which then reflects in a child's next steps and the planning process. Account is taken of the Development Matters age appropriate bands in both the Prime and Specific areas to ensure that learning and development are reviewed and planned for, to show progression in all 7 areas.

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
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

To ensure we have evidence of a child's progress in the EYFS we use a range of strategies all of which come together in their individual portfolio of work and electronic data-base (Tapestry). Where appropriate, we include individual next steps for children's learning. These next steps are discussed by the EYFS team in informal meetings after school each day, they inform planning for the next day and week ahead. Staff have their own iPod or iPad which is used to capture and note observations and next steps for learning. Parents have access to the portfolios which are stored online and in the classroom for the Reception children, they are encouraged to contribute. On entry to Nursery we carry out baseline assessments for each child.

Throughout the Early Years the Class Teacher submits end of term assessment data to the Head Teacher showing each child's development across the seven areas of learning. At the end of Reception the class teacher assesses each child against the 17 Early Learning Goals (ELG) and comments on whether their development within each ELG is either 'emerging' or 'expected'. This information is also communicated to parents and carers in the Reception child's report and can be discussed in the final Parents' Evening in Reception.

6. Working with parents

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

Parents and carers are kept up to date with their child's progress and development through regular parents meetings Tapestry updates and informal parent open afternoons. Half way through the child's Reception year the parents/ carers will receive a written report with updates about their wellbeing and academic progress. Throughout the school year, we will discuss the child's progress in relation to the EYFS framework in order to provide parents and carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Transitions are carefully planned for and significant time is given to ensure continuity of learning and care. As we have our own nursery within the school transition into our reception class is built over the summer term before a child starts school. We acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings when this occurs. Alongside this, parents are also invited to share in a 'graduation' ceremony at the end of their Nursery experience.

Prior to the start of their child's Reception year, and at regular intervals throughout, parents are invited to attend workshops led by teachers and subject leaders. These will inform parents of activities and resources that they can use to support their child further at home. Once a child has been given a place in Reception, their parents or carers will be invited to meet with the child's new teacher to learn more about the child and their family.

We believe in celebrating success and we always give feedback to parents when their child has achieved a milestone at school. Some of the ways in which we celebrate success are to share certificates with parents, prizes for 'dazzling work' and stickers detailing what they have done well. Parents can share in many class performances throughout their time in Reception.

Each child within the EYFS at St Issey is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and 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 Chris Parham every year.

At every review, the policy will be shared with the governing board.

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

This checklist lists the policies and procedures that we must have according the EYFS statutory framework.

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