John 15:12: This is **my commandment**, that you **love one another**, even as I have **loved** you.

Farnsfield St Michael's C of E Primary School

FARNSFIELD ST MICHAEL'S C OF E PRIMARY SCHOOL

Early Years Foundation Stage EYFS Policy

The purpose of the document is to summarise the philosophy and ethos of the Early Years Education for children in Farnsfield St Michael's CofE Primary School.

"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 provides the foundation children need to make the most of their abilities and talents as they grow up"
(Statutory Framework for the Early Years Foundation Stage, DCSF, 2020).

Aim

Our aim at St Michael's is to encourage each child to develop their full potential by gaining confidence and independence in a caring and stimulating environment. The school motto: love to learn, learn to love is embedded throughout our EYFS setting.
Every child deserves the best possible start in life and the support that enables them to fulfil their potential. In partnership with parents and carers we enable children to become active learners for life.

Provision

Children of reception age are in the Foundation Stage and work towards Early Learning Goals (ELGs) in readiness for the Y1 curriculum. We cover all Prime and Specific Areas of learning weekly. We endeavour to make good use of our indoor and outdoor learning environments. We expect high standards of behaviour and encourage good relationships with children and adults. We follow the Rainbow Values, which are deeply engrained in all aspects of our school life.

The four principles of EYFS

- **A Unique Child** – developing resilient, capable, confident and self-assured individuals.
- **Positive Relationships** - supporting the children in becoming strong and independent.
- **Enabling Environments** - where opportunities and experiences respond to the individual interests and needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- **Learning and Development -** An acknowledgement that children learn in different ways and at different rates. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities.

A Unique Child

At St Michael's we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We understand that children develop in individual ways, at varying rates and join us on their own learning path. All children are included and valued equally. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebrations and rewards, to encourage children to develop a positive attitude to learning

Development

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 needs. We achieve this by planning to meet the needs of boys and girls; children who are more able; children from all social and cultural backgrounds; children with special educational needs; children with disabilities; children of different ethnic groups and those from diverse linguistic backgrounds. It is our firm belief that all children should be given the opportunity and support to thrive and learn.

Inclusion

All children and their families are valued at St Michael's. Each individual child's needs and qualities are recognised and valued, specific needs are met appropriately, showing an awareness of the individual's stage of development. All our children are treated as individuals and have equal access to all provisions available.
Assessments consider contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial

to enable staff to support the development of each child. Staff may be aware of children with additional needs by their own observations, parental information or the involvement from outside agencies. We work with parents and preschool settings prior to entry, which helps us initially to get to know each child and the provision we need to put in place. Children with additional needs may require careful monitoring and extra help. A SEND passport or regulation plan to support behavioural needs may need to be put in place. Parents will meet with staff to discuss how this will look and will always be part of this process. A child may need to access additional learning programmes, carry out some specific activities, or meet with one of our specialist outside agency staff. At all times we will work with the parents and children to ensure good progress is being made. Concerns are always discussed with parents/carers at an early stage and further support can be accessed through Nicole Wilson (SENCo).

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 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;
- Planning lessons, wherever possible, in a multi-sensory way so that the various activities will cater for all pupils in the spirit of inclusion.

Settling In

At St Michael's, children start school full time in Foundation (Class 1) in the academic year in which they turn 5. We offer taster sessions in the summer term so they can familiarise themselves with the setting and the teachers. The class teacher will visit the pre-schools which feed into the Foundation class and will go to meet and get to know the children before they start school. We share relevant information before they enter school, ensuring parents/carers, support staff and the Foundation teacher work effectively together to support children's learning and development and a smooth transition into school.

Pupil Premium

We ensure that we quickly identify children who are entitled to Pupil Premium. Through our own baseline assessment, we ascertain in which areas children are attaining and how we can further support through resources, expertise or intervention. Progress is rigorously monitored and tracked. The Pupil Premium funding may be used to support these children in their areas for development.

Safe-guarding and Welfare

"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."
(Statutory Framework for Early Years Foundation Stage 2020).

At St Michael's, all children have the right to feel safe and well. The safety of our children is paramount. We aim to provide a high-quality environment which is welcoming, safe and simulating; where children can enjoy learning and grow in confidence. We encourage the children to take risks in their play and their learning, and we support them by helping them to recognise and negotiate any difficulties they may face. We aim to protect and nurture the well – being of all children.

Within the Early Years we ensure that our current practice and provision complies with the welfare requirements as stated in the Ofsted Statutory Framework for Early Years Foundation Stage.

Our team works collaboratively to;

- Promote the welfare and safeguarding 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 the legal ratios of children to adults is maintained;
- Ensure all adults who work with the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment are safe and suitable for purpose;
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.

Positive Relationships

At St Michael's, we recognise that children learn to be strong and independent from secure and positive relationships. We aim to develop caring, respectful, professional relationships with the children and their families, through creating a partnership with parents; supporting learning and the role of the key person.

Parents as Partners

We recognise that parents and carers 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 encourage parents through:

- An effective and comprehensive transition period to support children and their families;
- An induction meeting for new parents/carers;
- Parent workshops to help parents understand how they can support their child's learning;
- Providing an open-door policy for parents/carers to keep informed;
- Parents' Evenings Autumn and Spring term;
- Receiving a written report on their child's attainment and progress at the end of each school year;
- Providing each child with a reading log that goes home with them every day and parents are encouraged to make positive comments on their child's reading at home;
- Support for bilingual families;
- Support and advice for parents/carers including those with children with SEND;
- Helping links to other agencies e.g. health, faith groups, speech therapists, social services, housing, Springboard meetings;
- Parent School Association (PSA) and fundraising/social events;

'Key Person'

In our Foundation Stage, the teachers and teaching assistants all work closely together as a team. When numbers require it, the class is split into two groups: Daffodils and Buttercups, with each group having a named key person. 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. The 'Key Person' is for the personal and emotional needs for each child, particularly during the settling in period. All of our teachers and teaching assistants are equally aware of the child's learning, development and care. At St Michael's, the whole school ethos of building on positive relationships is developed, not only between the child, parents and staff, but also between the pupils themselves. This is promoted through:

- Our Rainbow Values
- PSED activities and dedicated circle time sessions
- Collaborative working on class activities
- Small group activities
- Playing and learning together

Parents are always welcome in our school. They are encouraged to volunteer to support activities and reading tasks throughout the school day. Staff members are always available to discuss any concerns at the end of the school day, usually no appointment is necessary.

Enabling Environments

At Farnsfield St Michael's CofE Primary School, we recognise that the environment plays a key role in supporting and extending the children's development and learning. 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, through structured play-based activities. The 'Enabling Environment' focuses on looking at the learning environment.

We aim to create an attractive and stimulating learning environment where children feel confident, secure and challenged. The children have daily access to an indoor environment, that is set up in discrete areas of learning with planned continuous provision and the outdoor environment, which has a variety of resources for the children to enjoy . The children become confident working within the different areas and accessing a wide variety of resources.

Play-based learning is paramount, and children direct their own learning, within the environment, from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning.

The Learning Environment

"A rich and varied environment supports children's learning and development. It gives them the confidence to explore and learn in secure and safe, yet challenging, indoor and outdoor spaces" (DCSF, 2007).

The EYFS classroom is organised to allow the children to explore and learn securely and safely. There are areas where the children can be active or be quiet and rest. The classroom is set up in learning areas, where children are able to find and locate equipment and resources independently. This allows them to develop as independent learners by following their own schemas and fascinations. Children can access a range of self-directed challenges and activities alongside structured adult-led learning experiences.

We recognise the importance of open-ended experiences to promote purposeful and challenging play. The teacher and teaching assistants observe and extend this play as appropriate using inspiring language. They further use these observations to enhance provision and extend individual learning.

The environment is divided into these areas:

- role-play
- quiet reading area
- writing area
- maths area
- creative area
- malleable/messy area
- sand
- water play
- construction
- small world
- table-top
- mud kitchen
- Reflection area

Learning and Development

At St Michael's we recognise that children develop and learn in different ways and at different rates. We understand that young children achieve well when learning is engaging and well matched to their interests and previous learning. We value all areas of Learning and Development equally and understand that they are inter-connected. Our long-term plan is to provide opportunities for all children to achieve all of the Early Learning Goals and beyound .

Our EYFS provision seeks to provide a full and varied curriculum that:

- is of a high quality and consistency, so that every child makes good progress, and no child is left behind;
- has a secure foundation through planning for the learning and development of each individual child, and through assessing and reviewing what they have learned regularly;
- values partnership working between practitioners and with parents and/or carers;
- supports equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

Curriculum
Our curriculum builds on prior knowledge and moves at pace to ensure all children achieve the most they can from their time in Reception. There are seven areas of learning and development of which three are "prime areas" and four "specific areas".
The prime areas are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

The specific areas are:

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

The prime areas are essential for fostering early learning skills and are promoted heavily through our planning and provision. Successful mastery of these skills supports children to achieve well in specific areas of learning.

Phonics and Reading
Reading is the key that opens the door for our children to succeed in all areas of the curriculum and it is with this in mind we prioritise the teaching of phonics through a systematic phonics programme. All children are heard to read individually and participate in shared reading. Children take books home from our reading scheme which are changed on a weekly basis.
Children learn letter sounds, grapheme-phoneme correspondence, blending - to read words and segmenting - to spell through daily interactive sessions. They build on and consolidate phase 1 and then progress through phase 2, 3 and 4 throughout the Foundation Stage.

Planning
Effective planning is the key to making children's learning valuable, exciting, varied and progressive. Staff's knowledge of the EYFS, the objectives, children' interests and challenges feeds into providing rich and rewarding learning experiences. Our planning shows how the principles of the EYFS are put into practice, always being informed by observations of the children in which all staff are involved.
Throughout the EYFS we plan activities to give children learning experiences and opportunities to work towards the Early Leaning Goals and prepare them for the National Curriculum. Teaching and learning will take place within both the indoor and outside classroom. Within these areas, children will participate in a variety of activities, both with an adult and independently.

Long Term Planning
At St Michael's we have created a structure and coherence to our enquiry-based curriculum. This has been designed by weaving together our ambitious curriculum aims, the National Curriculum, Development Matters and the Educational Program for each of the seven areas of learning, as set out by the Statutory Framework for the Early years Foundation Stage. These elements are interconnected and delivered through a carefully planned and balanced blend of teacher-led and child-initiated activities, including purposeful play.

Medium Term Planning
Our medium-term planning covers a half-term and provides further detail of each area of learning. Learning objectives, assessment opportunities, activities and experiences for each area of learning and development areas are identified. The planning:

- Provides descriptions of the types of experiences and possible lines of development appropriate of the children, based upon previous observations and assessments;
- ensures routines provide a sense of security, while being flexible enough to be prepared for the "unexpected";
- identifies resources needed, ICT, outings, SMSC, visitors and staff roles;

Short Term Planning
Our short-term planning identifies specific learning objectives, differentiated activities, deployment of adults and resources to meet the learning needs of the children on a weekly and day to day basis. It allows for flexibility in response to individual children's needs and interests.
The weekly planning includes:

- Learning objectives.
- specific resources for the indoor and outdoor provision;
- times for adult-led and independent learning activities;
- specific vocabulary and key to extend children's language;
- flexibility to change the planning in order to nurture, refresh and extend play;
- opportunities for observations and assessments.

Across all of these we promote the "Characteristics of Effective Learning" where the children develop their abilities to play and explore, take an active role in their learning, and think creatively. Therefore, teachers understand the significance of adjusting their interactions and practice to support children's different rates of development and foster these characteristics. W observe and monitor progress with these areas and report these to parents.

Learning through 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 learning development". (DCSF 2007).

Play underpins the delivery of the EYFS curriculum. At St Michael's we support children's learning through planned play activities and decide when child-initiated or adult-led play would provide the most effective learning opportunities. Adults also get involved with the play. Learning through play gives us the opportunity to:

- Explore and develop learning experiences which help them to make sense of the world;
- Practise and build up ideas, and learn to control themselves and understand the need for rules;
- Think creatively both alone and alongside others;
- Communicate and develop language as they investigate and solve problems;
- Express fears and re-live anxious experiences in a safe environment;
- Become active learners, learn from themselves and others whilst working with a range of resources

Children develop intellectually, creatively, physically, socially and emotionally. At St Michael's it is also our mission to develop children's spiritually through Bible stories, awe and wonder, prayer and reflection which confirm our Christian Values from entry into school.

Assessment
"Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs and to plan activities and support". (Statutory Framework for EYFS 2014).
The Development Matters guidance and Early Learning Goals provide the basis for assessment throughout the Foundation Stage. The statutory Foundation Stage baseline assessment is completed at their entry point to the Foundation and provides teachers with an opportunity to assess each child's starting point. Progress is monitored and tracked consistently through daily and weekly observations and completed activities, termly assessments are recorded on our ScholarPack tracking system. The teachers and teaching assistants make regular assessments of children's learning and these high-quality observations are key to the assessment and planning cycle. These observations are often photographed and uploaded onto Tapestry, which parents can

access.

Next steps are planned in response to these.
There are several summative assessment points throughout the Foundation Stage.

- Baseline on entry in the Foundation Stage
- Half termly phonics and key words assessments
- Half termly writing assessments
- Half termly maths assessments
- A Good Level of Development measure is made at the end of the Foundation Year

Transition from Foundation to Year 1

Being a primary school who all work closely together, to ensure a smooth process, this is helped by:

- Children being encouraged to become independent during the Foundation Year.
- Knowing the teacher in Year 1 through collective worship and story times
- All records being completed and sent on to the next class.
- All staff have analysed the EYFS profile data.
- Consistent practises which continue throughout the school e.g. TWINKL Phonics.
- Year 1 continue to enjoy practical learning experiences, especially through the 'What If..?' Curriculum.

Home Learning

At St Michael's, we understand the impact of high-quality liaison between home and school and strive to ensure that our pupils are keen to learn at every opportunity. For this reason, we believe that the extension of learning out of the classroom is a vital addition to a child's learning. The teacher may suggest ways to help parents support their children at home. Our Tapestry platform is used to inform parents of what we are learning in the classroom and therefore offer ideas to continue learning at home. In addition to this, children are sent home with sheets to practise letter sounds and are given weekly key words to practise. Regular reading is encouraged at home and this should be recorded in a Reading Diary.

British Values

The fundamental British Values of Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance for those with different faiths are embedded in the Early Years Foundation Stage. We actively seek to promote these values through modelling behaviour, challenging stereotypes and ensuring that our children receive a rich and varied curriculum.
When appropriate we demonstrate democracy in action, and support the decisions that children make and ensure they are given opportunities to develop enquiring minds in an atmosphere where questions are valued.
We provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities.
We allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions.

Policy Review

This policy will be reviewed:	Every 2 years
It is due to be reviewed again on:	Summer 2025
It was approved by LGB on:	Summer 2027
Signed by Chair of Governors:	*A Mitchell*