

St. Paul's C of E Primary School

Documentation Information and Control

Early Years Foundation Stage Policy

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Persons responsible for review: The Governing Body in consultation with the Head Teacher

Reference to other documents: Statutory Framework for the Early Years Foundation Stage 2021
Practice Guidance for the Early Years Foundation Stage
Admissions Policy
Basic Skills Policy
Child Protection Policy
Learning Behaviour Policy
Safeguarding Policy
Teaching and Learning Policy

Early Years Foundation Stage Policy

1. Rationale

- 1.1 St Paul's School was established in 1862 to serve Almighty God and the community by providing, within a biblical Christian ethos, a broad, balanced, and engaging education and learning experience.
- 1.2 St Paul's School is an inclusive school in which each pupil is motivated to acquire both skills for life and a love of learning.
- 1.3 The provision of a secure, caring and stimulating environment enables children to acquire the skills, knowledge and understanding necessary to become confident and independent learners.
- 1.4 In a relaxed happy atmosphere children are able to grow in confidence, self-esteem and respect for others. They are encouraged to develop intellectually, socially, physically and spiritually in line with their age-related expectations, and to flourish in line with their abilities and potential.
- 1.5 The learning environment and experiences provided support the development of children's skills and understanding, motivating them to become creative and inquisitive independent learners.
- 1.6 At St Paul's we shall provide an enjoyable learning experience both indoors and out, recognizing the importance of outdoor provision for young children. We shall provide quality learning experiences through a planned and purposeful curriculum.

2. Purpose

At St Paul's in the Early Years Foundation Stage (EYFS) we shall:

- (1) provide an enjoyable learning experience both indoors and out, recognizing the importance of outdoor provision for young children;
- (2) provide quality learning experiences through a broad and balanced, planned and purposeful curriculum;
- (3) provide a secure, calm atmosphere to foster confidence and independence;
- (4) encourage sensitivity and respect for others, recognising their beliefs and feelings;
- (5) seek to ensure that children learn through practical and physically interactive learning experiences;
- (6) provide a wide range of materials and opportunities to enable and to encourage children to express and represent their ideas and thoughts;
- (7) encourage the development of thinking and reasoning skills through interactive language activities;
- (8) work in partnership with parents and carers and other professionals;
- (9) provide equality of opportunity for all children;
- (10) build a secure foundation for learning by monitoring the development of each individual child through:
 - ongoing observational assessment to inform planning,
 - adopting a flexible approach that responds quickly to a child's learning and development needs, and
 - liaising with parents and others in settings attended by the child.
- (11) identify children with special educational needs at the earliest opportunity to ensure the implementation of appropriate support; and,

(12) work in partnership with parents and other professionals

3. Guidelines

3.1 We shall use the *Statutory Framework for the Early Years Foundation Stage* (2012) and *Practice Guidance for the Early Years Foundation Stage*.

3.2 Our EYFS practice shall be built upon the following four guiding themes, each of which supports the development, learning and care of young children:

- The Unique Child;
- Positive Relationships;
- Enabling Environments; and
- Learning and Development.

3.3 *Learning and Development*

- (a) Quality play experiences, both inside and outdoors, shall be provided through planned and purposeful activities to give each child the opportunity to develop to their full potential.
- (b) The children shall follow the revised Early Years Foundation Stage Framework in which are set *the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life* (DfE, 2012).
- (c) All areas of learning and development shall be interlinked and consist of three prime areas and four specific areas.
- (d) The three prime areas are interconnected and fundamental for awakening children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.
- (e) The four specific areas include essential skills and knowledge for children to participate successfully in society. They provide important

contexts for learning and, through them, the three prime areas are strengthened and applied.

3.4 *The Three Prime areas of Learning*

(a) *Personal, Social and Emotional Development*

Making relationships, self-confidence and self awareness, and managing feelings and behaviour.

Each child shall be helped:

- (1) to develop a positive sense of themselves and others,
- (2) to form positive relationships and develop respect for others,
- (3) to develop social skills and learn how to manage their feelings,
- (4) to understand appropriate behaviour in groups, and
- (5) to have confidence in their own abilities.

(b) *Communication and Language*

Listening and attention, understanding and speaking.

Each child shall be given opportunities:

- (1) to experience a rich language environment,
- (2) to develop their confidence and skills in expressing themselves, and
- (3) to speak and listen in a range of situations.

(c) *Physical Development*

Moving and handling, health and self-care.

Each child shall be provided with opportunities:

- (1) to be active and interactive;
- (2) to develop their co-ordination, control and movement;
- (3) to understand the importance of physical activity, and
- (4) to make healthy food choices.

3.5 *The Four Specific areas of learning*

(a) *Literacy - Reading and Writing*

Each child shall be encouraged to link sounds and letters and to begin to read and write. He or she shall be given access to a wide range of

reading materials (books, poems and other written materials) to ignite his or her interest.

(b) *Mathematics* – Numbers, Shape, Space and Measure

Each child shall be provided with opportunities:

- (1) to develop and improve his or her skills in counting, understanding;
- (2) to use numbers, and to calculate simple addition and subtraction problems; and,
- (3) to describe shapes, space and measures.

(c) *Understanding the World* – People and Communities, the World, and Technology

Each child shall be helped to make sense of the physical world and his or her community through opportunities to explore, observe and find out about people.

(d) *Expressive Arts and Design* – Exploring and Using media and materials, and being imaginative.

Each child shall be provided with opportunities and encouragement:

- (1) to explore and play with a wide range of media and materials, and
- (2) to sharing his or her thoughts, ideas and feelings with the aid of a variety of activities in art, music, movement, dance, role-play and design and technology.

3.6 *The role of the practitioner*

Practitioners will:

- (a) value each and every child regardless of his or her ability, race, gender, age or achievement;
- (b) aid the development of self-esteem and a positive self-image through valuing each child's contribution as an individual;

- (c) actively engage in each child's learning, intervening in and extending his or her play when appropriate, both inside and outdoors;
- (d) provide appropriate support and enrichment through learning opportunities;
- (e) provide a quality learning environment, with a calm and secure atmosphere, both inside and outdoors;
- (f) plan a range of stimulating activities which will be differentiated to meet the individual needs of each child, to extend his or her understanding, and to provide opportunities for assessment;
- (g) develop relationships with parents and carers, acknowledging them as the first educator of their child(ren);
- (h) develop and extend their level of skills to meet changing circumstances; and
- (i) provide the best contexts for purposeful learning through enjoyable activities, both inside and outdoors.

3.7 *Supporting child-initiated learning*

- (a) Child initiated activity is a powerful opportunity for learning.
- (b) Child initiated activity is wholly decided upon by the child, based on their own motivation and remains under their control.
- (c) Child initiated learning shall be guided by expectations within the Early Years setting regarding a responsible use of space, time and resources.
- (d) Practitioners shall maintain their focus on learning and actively use a range of strategies to support and extend learning through engagement with each child. This shall include introducing new words and ideas, the modelling of ways of speaking, posing new problems, encouraging negotiation of conflicts, and explaining or demonstrating approaches.

- (e) Practitioners shall ensure that the learning environment offers a range of stimulating materials, outside and indoors, which each child shall be encouraged to use and combine in their own way to meet their own intentions.

3.8 *Adult led learning*

- (a) Adult led activities shall be planned with the knowledge of each child gained through observation, and shall be designed to support each child's progress in all areas of learning.
- (b) Activities shall be initiated by adults and presented to each child in an open ended way, with elements of imaginative play and active exploration, to increase the interest and motivation of a child.
- (c) The adults shall build upon what a child knows and can do, as well as drawing on interests, and the use of materials or themes in child initiated activities.
- (d) As with child initiated activities, the adults shall actively use a range of effective interaction strategies to support and extend the learning inside and outdoors.

3.9 *Continuous Provision*

- (a) The term 'continuous provision' refers to all the physical areas of the setting, both inside and outdoors, and includes the routines and deployment of the staff.
- (b) In any setting the staff shall create the secure environment needed to foster a child's confidence and development.
- (c) Continuous provision should include learning opportunities across all areas of learning within the EYFS Framework.

- (d) Carefully chosen, well-organised and high quality resources shall always be available for each child to have independent access across every area of learning both inside and outdoors.

3.10 *Enhanced Provision*

Carefully chosen resources, photographs and artefacts shall be added to areas of continuous provision, inside and outdoors, to further develop and extend a theme or topic and in response to a child's interests.

3.11 *Planning, Observation and Assessment*

- (a) All children shall be assessed through systematic observation which shall inform planning.
- (b) Through observing children, and by making notes when necessary, practitioners will be able to make professional judgements about each child's achievements and decide on the next steps of learning.
- (c) All practitioners shall contribute to a system the purpose of which is to capture observations of significant moments of a child's learning and development.
- (d) The observations shall be recorded in a child's Learning Journal, an ongoing record of his or her progress and development.
- (e) Information about a child's progress shall be shared regularly with parents or carers, who shall be encouraged to make contributions to their child's records.
- (f) The local authority assessment system shall be used.
- (g) At the end of the Reception year the EYFS profile shall be used to provide a summary of each child's development.
- (h) The results of the EYFS profile shall be shared with parents and the Local Authority.

3.12 *Parents as Partners*

The practitioners will:

- (a) talk to parents or carers about their child(ren) before he or she starts in the Nursery or Reception class;
- (b) provide letters and newsletters that relay pertinent information, inform parents about the work to be covered during the next half term, and make suggestions for ways in which they can support their child(ren) at home with the use of a home – school link book;
- (c) invite the parents or carers of both nursery and reception pupils to induction meetings during the term before their child(ren) starts school;
- (d) offer parents or carers regular opportunities to talk about their child(ren)'s progress, and allow free access to their child(ren)'s *Learning Journal* for them to leave comments or make contributions;
- (e) encourage parents or carers to talk to staff if they have any concerns or joyful experiences about their child(ren) to share;
- (f) arrange regular consultation meetings for parents or carers to discuss their child(ren)'s progress in confidence with the class teacher;
- (g) Provide a written report for parents on their child's attainment and progress at the end of each school year; and
- (h) arrange activities throughout the year that encourage collaboration between child, school and parents.

3.13 *Welfare Requirements*

St Paul's School shall meet the welfare requirements set out in the *Statutory Framework for the Early Years Foundation Stage* (2012).

4. Review

The governors shall review this policy every three years.