

'Love God, Love others' and 'let your light shine'



Early Years Foundation Stage Policy

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Signature of Executive Headteacher:

Signature of Chair of Governors:

As outlined in Development Matters in the Early Years Foundation Stage:

'No job is more important than working with children in the early years.'

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of their reception year. At blue Coat C.E. Infant School we *believe young children learn values from their personal relationships, everyday interactions and the examples set by parents, other adults and teachers.*

As a Church school we have a responsibility to base our values on the wisdom and understanding of the Christian faith and the gospel values founded by Jesus.

As a multicultural school we celebrate the core values we share in common with other faiths and cultures.

'Love God, Love others' and 'Let your Light Shine'

Curriculum Intention

The Blue Coat CE Federation of schools work closely together to provide a seamless blend of education which develops the whole child throughout their primary education journey. As a federation of inclusive Christian schools, we value and respect **all** and endeavour to embrace and celebrate our diverse community fostering positive partnerships and collaborations. We pride ourselves on our outstanding practice and distinct Christian identity.

Our vision is to provide an aspirational, nurturing environment to enable pupils to have the confidence and opportunity to make outstanding progress and the capacity to shine brightly in all that they do. We are committed to offering a fully inclusive and nurturing education for our pupils, ensuring that children of all levels and abilities are supported and challenged to achieve and feel successful and proud. We place a high priority of ensuring all pupils are integrated into mainstream classrooms with a high standard of focused expertise and staff from our specific federation inclusion team.

Our curriculum has been devised using the growing knowledge of cognitive theory and meta-cognition research and its impact on pupil outcomes. Our knowledge-based, values-led curriculum is designed using subject based units and is sequenced progressively so that new knowledge and skills build on what has come before. We ensure that the knowledge we teach is spaced, with regular retrieval practice so children can apply the key content and skills in varying contexts and build secure schemas of understanding based on their prior knowledge. Therefore, actively forging links between concepts and schemas over time.

Teachers carefully plan and teach engaging lessons in an effective sequence of learning, always mindful that they are:

- providing suitable learning challenges which build on prior knowledge;
- increasingly developing the children's fluency and mastery of key skills;
- responding to pupils' individual and diverse needs;
- overcoming any potential barriers to learning.
- Demonstrate a high standard of pedagogical practice.

Our aspirational academic learning is underpinned by a strong emphasis on personal development and social skills. Our pupils learn responsibility and develop a secure sense of self and value their ability to make a positive contribution to society. It is our aim that by the time children leave our schools to embark on the next stage of their education, they are fully

equipped with secure academic skills and knowledge and have developed the personal attributes needed to enable them to become successful citizens and live remarkable lives.

Our curriculum is designed to develop the characteristics of effective learning:

- Creating and thinking critically – pupils have and develop their own ideas, make links between ideas, and develop strategies for doing things
- Active learning – pupils keep on trying if they encounter difficulties, and enjoy their achievements
- Playing and exploring – pupils investigate and experience things, and ‘have a go’.

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Implementation:

At blue Coat C.E Infant School we follow the Early Years Foundation Stage framework. This is made up of **four overriding principles** which our early year’s education is based upon:

- **Unique Child** – Every child is unique child who is constantly learning and can be resilient, capable, confident and self-assured.
- **Positive Relationships** – Children learn to be strong and independent through positive relationships.
- **Enabling Environments** – Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.
- **Learning and Development** – Children develop and learn in different ways. The framework covers the education and care of all children in early year’s provision, including children with special educational needs and disabilities.

Age-related expectations combine the acquisition of knowledge and development of skills to create a purposeful and exciting learning journey for every child. The curriculum programme of study has high expectations to combine transferable skills, demonstrate a breadth of vocabulary and develop strong, meaningful links.

Areas of Learning:

The framework sets out the three prime areas of learning that underpin everything in the early years:

- **Communication and language** - The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial.
- **Physical development** - Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy.
- **Personal, social and emotional development** - PSED is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.

The four specific areas help children to strengthen and apply the prime areas:

- **Literacy** - It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together.
- **Mathematics** - Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.
- **Understanding the world** - Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them
- **Expressive arts and design** - The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.

All of these areas of learning are connected together. The characteristics of effective teaching and learning weave through them all. That is because children in the early years are becoming more powerful learners and thinkers. These characteristics develop as they learn to do new things, acquire

The Learning Environment

At Blue Coat C.E. infant School, we recognise the learning environment plays a key role in supporting and extending the children's development. The nursery and reception classrooms, which incorporate the indoor and outdoor areas are well organised to allow children to explore and learn securely and safely. There are areas where the children can be active and can be quiet. The environments are set up into learning areas where children are able to find and locate resources and equipment independently. Our learning environments operate a free flow system whereby the children can choose which area of the environment they would like to explore. This is around the adult led activities that take place throughout the day at various times.

Planning

The delivery of our ambitious curriculum uses an integrated thematic approach where the 17 areas of learning and development are integrated into a theme if appropriate but also taught discretely where this might be more suitable to the circumstances. Throughout the year, we have special days which have a clear focus, for example; Science Day, World Book Day and Multicultural Days.

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas.

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 a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

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

Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Children who have a secure understanding of a skill must be given then opportunity to embed this to a range of situations.

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.

As part of our best practice we:

- provide communication and Language opportunities in rich multisensory contexts
- work in partnership with our community enrich learning
- raise aspirations and helps them see a purpose to learning
- Identify when a child is not doing something is also important so that it can be acted upon
- adapt planning bases on day-to-day assessment
- promote and support children's *emotional security and development of their character*.
- are excellent role models for behaviour
- create a culture to learn from mistakes and continue to persevere
- engage in dialogue with children and model language well.
- share reading/whole group of stories, non-fiction and poetry
- encourage children to sing songs, nursery rhymes and musical games
- maximise out learning environment by using the outdoor provision and the forest school
- use interventions to demonstrate rapid, effective support

Mental health and self-regulation

Self –regulation underpins children's abilities to act socially with peers and adults, participate productively in learning activities, hold conversations and adapt successfully to new or challenging situations. Staff respond to children's personal and physical needs as well as promoting independence.

We promote a good mental health and the ability to self-regulate by:

teaching children the *language of feelings*, helping them to appropriately develop their *emotional literacy*.

Setting up systems that enable the children to display how they are feeling. Each session (am/pm) children move their photos to demonstrate how they are feeling (this acted on my adults in a subtle way.

Providing Interventions that support children socially (Wellcomm)

We have worry monsters in classrooms and use social stories to discuss any issues that arise.

Working with parents

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

We communicate with parents in many ways:

- Initial visits are made to the parents' homes during the welcome period.
- Parents are asked to support with the baseline assessment by assessing their child's ability with some I can statements.
- We provide a soft start to the day. All parents can talk to the staff about their child before they start school and at the end of the day.
- Half termly projects to go home. Parents can self-assess their child's engagement and assess against the ELG. Parents are given a breakdown of what the children will be learning in school each half-term and how they can support at home.
- All parents can email or telephone staff with any queries.
- Parents are told during termly parents evening where their children are in terms of age related expectations for each of the prime areas and Literacy and Maths.
- Parents are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents with a well-rounded picture of their child's knowledge, understanding and abilities.
- We invite all parents to a three workshops throughout the year and stay and play sessions each term, including early reading sessions and early mathematics.
- At the end of the EYFS profile is also used to inform parents about their child's development through a school report that breaks down each of the ELGs . We also provides a short narrative describing how the child demonstrates the 3 characteristics of effective learning.
- Parents are invited to make comments on their child's report at the end of the year.

Behaviour

Teachers have clear rules and limits. They acts as role models to children. Children are expected to know the rules:

- Be safe
- Be kind
- Be ready to learn

Inclusion

Practitioners need to be alert to the general diversity of children's interests, needs and backgrounds in order to accurately assess their attainment. This includes children with a special educational need or disability (SEND), who may demonstrate their attainment in different ways. Children whose home language is not English should have opportunities to engage in activities in the security of their home language. Children from different cultural backgrounds will demonstrate their attainment not only through what they have been taught but also when activities such as role play, cookery, celebrations, visits or events are linked to their cultural experience.

We continue to plan activities that promote an understanding of people, families and communities beyond their own. We do this in an age-appropriate way, which includes routinely challenging stereotypical behaviours and respecting differences.

Health and Safety

A first-aid box is located in the EYFS Unit. Only medicine prescribed to a child by a doctor, dentist, nurse or pharmacist will be administered. The school's Administering Medication Policy outlines the procedures for administering medicines. The EYFS teacher will report any accident or injury involving a child to their parents on the day it occurs, and any first-aid treatment administered to a child will also be reported to their parents. Accidents and injuries will be.

Impact

At Blue Coat C.E. Infant School, ongoing assessment is an integral part of the learning and development processes. Assessment starts with careful observations which are then used to inform planning. Learning and teaching is effective when children feel a sense of belonging, curiosity and competence showing resilience and tenacity.

These observations are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers.

We use learning journals across the EYFS, supplemented with exercise books in Reception, which evidence to the children and their families the successes of the children throughout their time in Early Years.

Every member of staff uses **ongoing observational assessment** to identify children's starting points and plan experiences which ensure progress. This information is tracked using the App Target Tracker. We also analyse data of groups and individuals to celebrate our strengths and set our next priorities.

Teachers must ensure that all data is accurate and up-to-date by the end of the assessment week. Phonic assessments to take place each half term along with Wellcomm screening for children who are underachieving in communication and language.

At the end of the EYFS, staff complete the EYFS profile for each child. Each child's level of development is recorded against the seven areas of learning and development using a 'best fit model'. These lead onto the child acquiring the early learning goal in each area.

Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

Teachers use a best fit approach and assessment must be based holistic view for each child. The profile reflects ongoing observations and discussions and then shared with parents and/or carers.

Within EYFS, we carry out regular in house moderation sessions to ensure that we are consistent and accurate with our judgements. Where possible, we aim to also attend external moderations to further validate our judgements and share best practice with others. We then use data to compare the school's performance in relation to school, local and national expectations and create our Federation Improvement Plan (FIP).

Blue Coat Infant School robustly evaluates its setting and strives to continuously improve its provision. We spend time looking at and evaluating how children are learning. We use a range of methods to provide clear triangulation: talking to children, looking at their work, observing their learning experiences through Drop-ins, Book Looks or Lesson Observations.

Transition

The children at Blue Coat Infant School experience a smooth transition between Nursery, Reception and year 1. Effective communication and collaboration between staff and parents ensure the children leave the EYFS with a solid foundation of learning of which to build upon.

We maintain effective transition by:

- Having a carefully planned handover that discusses the children's needs, ability and attainment. As well as their stages of development and their likes and interests.
- providing opportunities to meet their new teacher and spend the morning with them.
- sharing data with the new class teachers.
- having moderation and discussions with new teachers

Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

Monitoring arrangements

This policy will be reviewed and approved by Mrs. Miller our EYFS every two-years.

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

List of statutory policies and procedures for the EYFS

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