

ST ANDREWS CE PRIMARY SCHOOL



EYFS Policy

Adopted: July 2015

Review date: September 2016

St Andrews CE Primary School

EYFS POLICY

OUR MISSION STATEMENT

At St Andrews Church of England Primary School we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We believe that all children should be able to achieve their full potential academically, socially and emotionally. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential. At St Andrews we believe that in Faith, Hope and Love we can achieve greater things.

The Foundation Stage comprises of 1 Nursery class (1 morning and 1 afternoon session) and 2 Reception classes.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings. These are:

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

The Foundation Stage effects a smooth transition from school to home. Our aim is to provide a secure and stimulating environment in which children flourish and learn the foundations for learning. We give children the confidence to become active independent learners. Activities provide first hand experiences through play and children are encouraged to interact with others and explore a wide variety of learning situations. Opportunities are provided for sustained activity and continuous provision, as well as spontaneous, self-chosen activities. It is important to us that children experience success, have fun and enjoy themselves whilst learning.

EYFS AREAS OF LEARNING

The Early Years Foundation Stage comprises of seven areas of learning that are all important and inter-connected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas are the **prime** areas:

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

Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied.

The **specific** areas are:

Specific Areas

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

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult-focus, adult-led and child initiated activities. Through play and practical experiences children learn about the world and their place in it. We set realistic yet challenging expectations that meet the needs of our children.

PERSONAL SOCIAL AND EMOTIONAL DEVELOPMENT

Children are encouraged to learn to work, share, take turns and co-operate with others. They are encouraged to be independent and make choices for themselves. They are also encouraged to develop aspects of personal, social, moral and spiritual development including the development of personal values and an understanding of themselves and of others.

PHYSICAL DEVELOPMENT

Physical development is implicit in all areas of the Early Years Programme. Teaching concentrates on developing the children's physical control, mobility, awareness of space and manipulative skills in indoor and outdoor environments. Positive attitudes are encouraged towards a healthy and active way of life, and towards healthy choices in food.

COMMUNICATION and LANGUAGE

This covers all aspects of language development and provides the foundation for literacy skills. Children's developing competence in speaking and listening is focused on. We aim to extend and enrich the children's vocabulary through story time, rhymes, role-play and group discussions. Children are encouraged to share their own experiences through speaking and acting out events in imaginative play and talking about their own ideas. They are encouraged to take part in class activities such as working with puppets, participating in music sessions and saying rhymes and singing songs together.

LITERACY

We have a variety of resources for the children to use to help them develop early literacy skills. Children are encouraged to use the mark-making areas indoors and outdoors independently but they also take part in teacher-led activities. These activities include whole class shared reading, phonics sessions and small group guided reading and writing. The pre-writing work encourages correct pencil control, left/right orientation and letter formation.

MATHEMATICS

We aim for children to achieve mathematical understanding and a firm foundation for numeracy through practical activities and using and understanding language in the development of simple mathematical ideas. Pre-number work is covered through nursery rhymes and number activities. Children are given the opportunity to learn about number, shape, space, position, pattern and measurement. Towards the end of the Foundation stage children are given opportunities to learn about simple calculations.

UNDERSTANDING THE WORLD

All children are given opportunities to solve problems, investigate, make decisions and experiment. They will learn about living things, their environment, the world around them and the people who are important in their lives. Children are also given opportunities to develop computing skills and to work with and use modern technology.

EXPRESSIVE ARTS and DESIGN

We provide opportunities for all children to explore and share their thoughts, ideas and feelings through a variety of art, design, technology, music, drama, movement, dance and imaginative play activities. Children are given opportunities to make paintings, drawings, collages, models and use basic musical instruments. They also have the opportunity to take part in weekly drumming sessions. Children also learn new songs and rhymes and enjoy singing them with each other. Colour recognition is taught, naming colours, mixing paints, sorting and matching. Through various times during the year children are given the opportunity to participate in school productions and assemblies.

OUTSIDE

We have an outside learning space which children have access to each day. We have all weather clothing and footwear available so children are protected and there are no barriers to learning. The outside area is an extension of the classrooms and there is a variety of resources to facilitate learning. In this area EYFS staff provide planned activities for children as well as giving opportunities for them to make their own choices.

EYFS Provisions

In accordance with the EYFS framework, each child is assigned a key person. Their role is to help ensure that each child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents. Parents will be informed of the key person for their child.

The Foundation Stage staff work as part of a team. The EYFS staff plan and work together to ensure continuity and progression, providing age and stage related activities to suit all our children. Children are also taught within their own class groups, they are taught in a variety of ways; in whole class groups, small group work, pairs and individually.

ASSESSMENT and OBSERVATION

As part of our daily practice we observe and assess children's development and learning to inform our future plans. We record our observations in a variety of ways. Significant

observations of children's achievements are collated in their own personal learning journey, which are shared with parents. Within the final term, we provide parents with a report based on their child's development against each of the Early Learning Goals and the characteristics of their learning. Parents are then given the opportunity to discuss these judgements with the teacher in preparation for Year 1.

PARENTS/CARERS AS PARTNERS

We value the involvement of parents in school. Parental involvement with school begins even before children start Nursery with a home visit to ensure staff meet with children in a familiar environment. Parents are then invited with their child to visit the school and meet their child's teacher on transition day. In autumn term parents are invited to meet the teacher to discuss expectations in reception. Parent's consultation meetings are held in the autumn and spring term at which parents are invited to discuss their child's progress. A report is sent out at the end of the summer term and parents are invited into school to discuss this report if they wish. Parents are kept informed via notices on the windows, a designated parent's board and by regular newsletters. Parents are invited to various assemblies, functions and workshops throughout the year.

PHOTOGRAPHS/VIDEOS

At the beginning of the year parents/carers are asked to give permission for their child to be photographed/videoed during their time at school. We use these images in the classroom, on displays, in the children's individual record books and on the school website.

HEALTH AND SAFETY

We have a Health and Safety policy which all staff and students are familiar with and we have designated people responsible for first aid in school. Children are taught the safe and appropriate use of equipment and materials and risk assessments for the early years are monitored and adhered to by all staff. A full Health and Safety Policy is available in School.

ALLERGIES

Parents/carers are asked to inform us of any foods their children are allergic to or any foods they do not wish their child to eat. All dietary information is kept in children's blue folders and a note of this is kept in the kitchen area and all adults involved are informed.

MEDICAL NEEDS

Any medical needs and allergies are kept on display in the classroom so everyone is aware of the child's individual needs.

MONITORING and REVIEW

It is the responsibility of the EYFS staff to follow this policy. The Senior Leadership Team will carry out monitoring on the EYFS as part of the whole school monitoring system. This policy will be reviewed before the start of each academic year.

C McCalliog Early Years Foundation Stage Phase Leader

July 2015

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