



CHRISTIAN MALFORD
Church of England Primary School

Challenge Motivate Succeed

CHRISTIAN MALFORD, SEAGRY AND SOMERFORDS' WALTER POWELL PRIMARY SCHOOLS

Early Years Foundation Stage Policy

Approved: 19th November 2018

Due for review: November 2021

Vision statement

A Christian values-led education that provides opportunities to enjoy 'life in all its fullness' through inspirational staff leading personalised learning, and encouraging aspirational pupils who have respect for themselves, others and their environment

“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 provide 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”,
Department for Education, 2012**

In our schools and pre-schools, we are committed to providing a high quality Early Years education, which gives children a secure and confident start to their school life and nurtures a lifelong love of learning. All schools and pre-schools have their own individualities and characters; we are committed to retain these. The pre-schools and schools are fully committed to the purpose and aims of the Early Years Foundation Stage Framework. We recognise the importance of being Faith Schools and therefore embed the teachings from the bible into our policies, values and everyday practice.

Staffing and Organisation

All children in pre-school and Reception have the use of large classrooms and dedicated outdoor areas. In the Reception classrooms there is a teacher, supported by teaching assistants based on the needs of the children. The pre-schools are staffed with managers or Room Leaders with appropriately trained additional staff. All the pre-schools operate on an 8:1 ratio for three and four year olds and a 4:1 ratio for two year olds.

Staff are organised to support the children in a balance of adult led and child initiated experiences throughout the day. Many sessions include free-flow access to the outdoor area. Staff are aware of their pupils’ individual learning characteristics and are flexible in order to respond to unplanned events that the children are interested in.

Learning Environment

We aim to create an attractive, welcoming and stimulating learning environment, both inside and outside, which will encourage children to explore, investigate and learn through first-hand experiences. Quality learning opportunities are provided for the children as the learning flows freely between the indoors and outdoors. Resources are clearly labelled and easily accessible, enabling the children to use them with a high level of independence. Staff regularly monitor and evaluate the effectiveness of the learning environment and make adaptations as necessary.

Planning

The Early Learning Goals are the knowledge, skills and understanding which young children should have acquired by the time they reach the age of five.

There are three prime areas of learning:

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

In addition, there are four core areas of learning:

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

Our planning is focused on the children's interests, needs and their stages of development. We aim to deliver the curriculum through purposeful play - providing the children with a wealth of new experiences and opportunities, building upon what they already know.

Long Term Planning

Our long term planning demonstrates how our continuous provision meets the EYFS requirements. It ensures the learning objectives are covered and highlights any key events to be included.

Medium Term Planning

In all Reception classes and pre-school rooms we deliver a creative curriculum. In all Reception classrooms and Seagry Pre-school this links to the school topic.

When Reception is part of mixed year group classes, topics are linked to the Key Stage 1 curriculum; however, activities and learning experiences are adapted to reflect the children's interests.

Medium term planning shows the key learning experiences for each area of the curriculum. Again, staff use this flexibly to develop personalised learning experiences.

Short Term Planning

Our short term planning identifies specific learning objectives taken from the EYFS curriculum and the Development Matters document, published by the British Association of Early Childhood Education. It includes differentiated adult led experiences as well as opportunities for independent learning inside and outside. It allows for flexibility and spontaneity in response to both the children's needs and interests and ongoing teacher assessment.

Effective Teaching and Learning

Developmental play underpins all areas of learning. Through a range of both child initiated and adult led activities, the children are supported to think creatively and imaginatively and are actively encouraged to be independent, confident learners. They are inspired to strive and reach their full potential.

Most activities are practical in nature and based on first-hand experiences, wherever possible. The children are supported to develop problem-solving skills through open-ended tasks and are given opportunities to share their thinking with others.

At all times, we support children to become well-rounded, considerate, thoughtful, happy individuals.

Observation and Assessment

We use a range of strategies to gather information about the children's learning and development and use this information to ensure that our planning meets the needs of all learners. During child initiated activities, practitioners make 'snapshot' observations. Notes about guided activities are also recorded.

Each child has an online or paper Learning Journey and all observations are gathered here along with examples of work, photographs and any parental contributions. Where an inline Learning Journey is maintained parents are invited to log into their child's Learning Journey and are encouraged to add learning experiences from home. With paper based Learning Journeys parents are encouraged to bring examples of learning experiences from home to be included.

The Reception teachers and pre-school staff use the knowledge gained about each child through observations and assessment to make judgements in all areas of learning. These 'best fit' judgements are based on descriptors set out in the 'Development Matters' document and EYFS curriculum. The judgements are updated three times a year. The pre-school managers or room leaders regularly meet with the Reception teachers to moderate each others' judgements. This information is closely monitored to ensure that all children are making good progress through Pupil Progress Meetings with the Head of School and Executive Principal.

In the Summer term, teachers consider the 17 Early Learning Goals in the EYFS Profile to decide whether each child is working at the expected levels, exceeding the levels or are emerging towards the levels. Judgements against the ELGs are based on ongoing observations, all relevant records and relevant information from parents and carers. The results of the Profile are shared with parents and carers, and there are opportunities for them to meet their child's class teacher to discuss this information.

At the end of the year, Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. A transition meeting is held to ensure that the Year 1 teacher is fully aware of the individual child's learning styles and abilities. This helps to create a smooth transition and assists with the planning of activities in Year 1.

The EYFS profile results are reported to the Local Authority who monitor and moderate the judgements made.

In the pre-schools Funded Two Year Old and EY Pupil Premium progress and attainment data is shared with the Local Authority, The Rise Children's Centre and the Early Years Advisory Teacher. The data is shared in order to monitor progress and the impact of the additional funding available for these children. Pre-school pupil data is also shared with transitioning settings when children move from the pre-schools and with other professionals, with parental permission, when the pupil has additional needs.

Transition from Preschool to Reception

The pre-school managers and room leaders of the pre-schools within our schools work together with the Reception teachers throughout the year to ensure transition is a year round process. As a result pre-school children are involved in welly walks, music, Nativity plays and reading stories with their Reception peers all year round.

Where children are coming to school from other pre-schools and nurseries we work closely with those settings to ensure that the children make a smooth transition to school. We have contact with them throughout the year and invite them to visit us on a regular basis. In the summer term, we organise opportunities for the new starter children to visit. Staff make visits to other settings to talk to pre-school staff and play and observe the children who will be joining the Reception class. If appropriate, staff will visit the children in their own home. This can help children with additional needs or particularly anxious children familiarise themselves with the staff in their own surroundings.

We hold a transition meeting for new parents in the Summer term, where we outline daily routines and expectations.

Parent Partnerships

We value the contribution that our parents and carers make to their child's learning and take every opportunity to work in collaboration with them. We regularly produce a newsletter to inform parents of what their child will be learning and how they can support them at home. We hold Parents' Consultations twice each year and in the Summer term we send home detailed reports. We value contributions from home and parents can do this through the online learning journal. The Reception children regularly take reading books and other resources home to share. We have an open door policy and welcome parents into the classroom before and after school to share concerns or successes.

Information for Parents and Carers

We provide a pack for new parents and carers that includes information about our daily routines, the types of activities provided, staffing and food and drink.

Policy review

The review cycle for this policy is every three years.

This policy was approved by the Local Board on 19th November 2018 and is due for review by November 2021.

Signed:

Chair of Local Board