



EYFS Policy

St. Michael's C.E. (VC) First School



Through God we love,
laugh and learn.

Created by: Mrs Farrell (EYFS Phase Leader)

Reviewed: 27.3.20

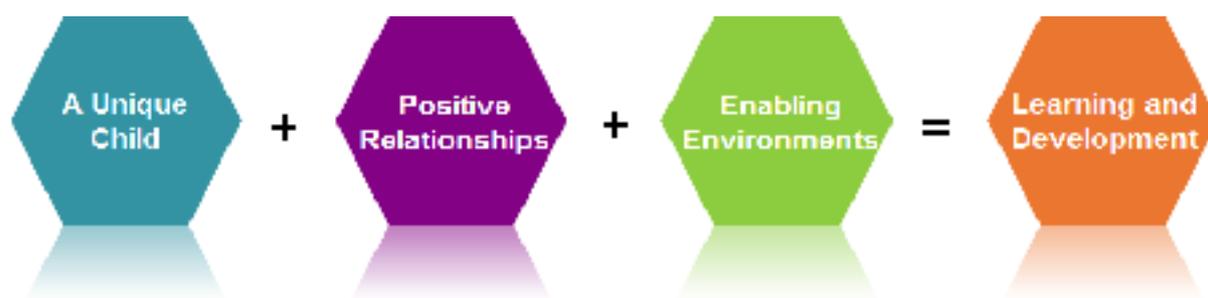
Witnessed by: Mrs Wass (Headteacher)

‘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.’ (EYFS Statutory Framework 2017)

Rationale

At St Michaels CE (VC) First School we aim to provide an exciting, enriching and creative learning environment where all children are encouraged to fulfil their potential giving them the best possible start in their learning journey. We provide a stimulating and safe learning environment both indoors and out where the children actively explore to deepen their learning and understanding. Our Christian ethos is at the heart of everything we do and our nurturing environment inspires our young children to develop their emotional wellbeing through our core values.

Aims of the EYFS



Every child is recognised as a competent learner who can be seen as resilient, capable and confident. We recognise children

Our children develop positive relationships through our 5 school core values which feed into our learning each day. Our links with St Michael’s and St Wulfad’s Church ensure children discuss and embed the Christian values linked to respect and friendship. Positive relationships with parents are key to our EYFS ensuring links are made and sustained through learning café’s, daily interactions and correspondence.

Our children learn in creative, stimulating and well planned areas both indoors and out. They have access to an on-site woodland area for Forest School, outdoor play areas open daily for continuous provision and inside the classrooms. The environments cover each aspect of the EYFSP at all times with a planned focus by the teaching staff to embed current learning and challenge for deep level learning.

At St Michael’s we aim to provide a learning environment that is inviting, imaginative, secure and differentiated to all our children’s needs. We aim to ensure the children learn to their full potential, strive for challenge and enjoy their learning journey. We ensure all staff have secure knowledge of the EYFSP, how to create a learning environment as well as analyse data to alter, plan ahead and provide consistent explorative learning.

We believe our children deserve the best possible start in life both academically and emotionally in order for them to develop their true potential. We recognise that every child is a competent learner who can be resilient, reflective, capable, confident and self-assured. We aim to support each child's welfare, learning and development through the following;

- Foster the Christian ethos and school values to support their emotional development.
- Provide creative and stimulating environments using both the indoors and outdoors to capture curiosity and deep level learning.
- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence.
- Providing a range of first hand experiences to encourage curiosity and greater learning.
- Providing a safe and supportive learning environment in which the contribution of all children is valued.
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills preparing them well for transition in KS1.
- Engaging parents/carers in their child's development through regular learning café's and workshops to support home learning.
- Ensure all children achieve their true potential through a systematic learning approach, differentiated to their needs in a creative environment which encourages independence.

EYFS Curriculum

Our children are exposed to the 17 curriculum areas on a daily basis in our Nursery and Reception classes. We ensure a balance of child initiated and focused learning guided by the teaching staff in continuous provision and many opportunities for challenge to engage in deep level learning.

3 Prime Areas:

- Personal, Social and Emotional development (PSED)
- Communication and language (C&L)
- Physical Development (PD)

4 Specific Areas:

- Literacy
- Mathematics
- Understanding the World (UW)
- Expressive Arts and Design (EAD)

The 3 prime areas are at the core of all our teaching, planning and learning. These skills ensure the children form positive relationships and build confidence to explore and question.

The 4 specific areas take support from the prime where the children engage in activities to extend and challenge their learning for a greater depth and understanding of particular skills.

At St Michael's CE (VC) First School we teach our curriculum through creativity, first hand experiences, child interests and building on children's prior knowledge. Our classroom environments enable the children to practice their skills and be challenged with consistent positive praising and learning behaviour rewards. We pride ourselves on the expertise of our staff who always seek to learn more themselves and plan learning suited to the children's needs.

Planning:

Planning is taken from the EYFSP and development matters statements. All 17 areas are catered for within our Nursery and Reception settings and are accessed through continuous provision both indoors and out as well as through teacher initiated teaching times. Throughout the year topics are taught half termly to capture the children's interests and embed learning. Core stories and themes are followed suited to the children's interests whilst ensuring the EYFS curriculum is covered. A structured teaching timetable is used to ensure consistency, deep level learning and opportunities to consolidate. Literacy follows the Letters and Sounds routine alongside Jolly phonics and the use of cursive handwriting. Maths is planned with the maths coordinator to ensure basic skills are taught that transition up to KS1 smoothly. Trips and other experiences are planned in to capture the children's interests to ensure excitement in learning.

Assessment

In line with the EYFSP (2017 handbook) and ARA (2017) the assessment of each child's learning journey is across all areas of the curriculum on a termly basis as follows;

- Autumn 1 - Teachers carry out a Baseline assessment to assess entry levels against all 17 curriculum areas. This is done through observations, discussions and some guided activities.
- Autumn 2, Spring 2 - Progression data entered onto school tracking system. Cross referencing checked by the EYFS phase leader and quality assurance checks (ARA 2017).
- Summer 2 - Final assessments completed and analysed. Final data cross referenced and quality assured being entered onto school tracking system. This data is then compared against the National and Local averages from the previous years.

Characteristics of Effective Learning:

Playing and exploring, active learning, creating and thinking critically.

A child's COEL feeds into every aspect of learning. As the journey begins a child's COEL is assessed through observation, monitored and progresses through questioning, differentiated activities and learning opportunities.



We use an online learning platform called Tapestry to engage parents in their children's learning, identify learning gaps and assess a child's development. These are snap shot observations taken on a daily basis by all practitioners. Parents also contribute to their child's journal by uploading photos and comments or discussing learning at home with their teacher. This ensures consistency to learning, a focus for all adults and next steps clear.

Safeguarding, Health and Safety

'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.' (EYFS Statutory Framework 2017)

At St Michael's CE (VC) First School are committed to safeguarding and promoting the welfare, both physical and emotional, of every pupil both inside and outside the school and pre-school premises. We understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2017.

We understand that we are required to:

- Promote the welfare 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. **(See whole school Behaviour Policy)**
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so. **(see whole school Safeguarding Policy)**
- Ensure that the premises, furniture and equipment is safe and suitable for purpose (see EYFS risk assessment)
- Ensure that every child receives enjoyable and challenging learning and experiences tailored to meet their needs. **(see whole school Inclusion Policy)**
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.
- Ensure online safety when using communication apps such as Tapestry and Class Dojo **(see online safety policy)**

All our children in Nursery and Reception are provided with daily milk and snack free of charge. These are accessed during the day at specific snack times. The children have access to water all day using their own water bottles, classroom

sinks to wash their hands and cleansed surfaces to eat at. We are a 'nut free' school to ensure allergies are cared for and children with other food allergies are required to fill out a form which we provide to the kitchen ready for meals.

Intimate care:

Within our EYFS settings we have procedures and care plans in place to support children who need extra support in areas such as; dressing/undressing, medical, toileting support, changing table facilities and EHCP's. We understand children develop at different rates and we work well in partnership with families and other agencies to ensure a child's learning and development is supported by all means. Our EYFS unit uses a walkie-talkie communication system if extra adult support is needed when supporting children in these areas and care plans written with parents for children needing toileting support. We actively encourage parents to start helping their children become independent with these tasks as soon as they start in Nursery. Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff and parents work in partnership to give the right support to an individual child.

Pupil Premium

If your child is eligible for pupil premium funding we support this in line with our schools pupil premium action plan. Children have access to funding that provides extra intervention in learning if this is required, resources to support their learning as well as educational trips partially funded to ensure the children can take part in all aspects of the curriculum.

Effective transitions and school readiness

A child's wellbeing through education is pivotal to ensure all children feel happy and safe. It is vital that we support children as they transfer through different stages in their life; especially when entering into our school nursery, reception and year 1. At St Michael's, transition is a whole year process and not just an event that happens during the Summer Term. We aim to gradually prepare children and parents for their next stage in development by helping them to be school ready.

Family Engagement

Throughout the year, we have events, information, discussions and workshops to help parents to be informed about their child's next steps in learning. We aim to build relationships with children, families, other settings and agencies to get to know about children's interests, preferred styles of learning and any additional needs to ensure they have a smooth transition during different transfer points. We also hold termly café's where all family members are welcomed into both Nursery and Reception to engage in learning with their child. This is a great approach to home:school links and always has positive feedback from parents explain how it has helped them to learn themselves how to teach at home and support their child.

We are working with other settings within our cluster to ensure that robust observations and assessments are completed to improve the accuracy of baseline starting points of children arriving into school.

Monitoring and Review:

It is the responsibility of the EYFS Phase leader (Mrs Farrell) to ensure data, environments and the children's safety and happiness is secure at all times. The EYFS leader works closely with the Headteacher (Mrs Wass), the Deputy Headteacher (Miss Whitney), Governors and other agencies to ensure the learning and development of children is up to date, individual needs catered for and the yearly action plan is reviewed.