



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: 24.6.21

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 2021)

Intent

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. Our curriculum is designed to recognise children's prior learning from previous settings and their experiences at home, provide first hand learning experiences, whilst allowing the children to build resilience, ambition and integrity. Every child is recognised as a unique individual and we celebrate and welcome differences within our school community.

We intend to:

- Work in partnership with parents/carers through the use of our online learning journal, workshops and café's.
- Provide quality and consistency in learning to ensure all our children make good progress.
- Ensure a secure foundation through careful planning linked to children's interests, focusing on the individual child and reviewing progress regularly
- Providing equal opportunities for all our children and in anti-discriminatory practice.

At St Michael's your child's learning and development will be shaped through educational experiences and programmes, carefully planned linked to your child's interests and approaches to learning. We follow the EYFS profile looking at 7 areas of the curriculum, broken down into 17 sub areas. By the end of reception our intent is to have taught your child all the skills they need to transition into year 1 confidently and at your child's pace.

In Nursery, the planning is linked to the Development Matters statements which guide our practitioners on key skills for our children to learn. By Reception, we continue this in our planning and then teach skills working towards the end of year Early Learning Goals. We recognise at St Michael's that all children learn differently and we approach your child's educational journey focused on this to ensure their time is happy, exciting and safe.

Implement

Following the EYFS curriculum which came into effect in September 2021, 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.

When children join our Reception class we use the Baseline assessment within the first 6 weeks of settling in to assess where each child is working at, this then helps to plan next steps and approaches to learning for each individual child. Throughout the year the children are assessed against the EYFSP termly to ensure progress is being made and gaps in learning are identified to bridge and close through intervention.

A vital aspect in your child's learning and development is the use of Continuous Provision. This means that children are using and developing taught skills throughout the year on a daily basis in play and guided activities. Continuous Provision practise and principles begin in EYFS and support children to develop key life skills such as independence, innovation, creativity, enquiry, analysis and problem solving. During the school day, children will have an opportunity to work independently, work collaboratively with their friends and with members of staff. Daily guided activities are also planned to cover different areas of the EYFS curriculum and allow children to develop their next steps in learning. Through observation and discussion, areas of need and next steps are identified for all children to ensure good progress is made.

A key quality in our Early Years is positive partnerships with our parents and carers. We begin this by holding a new to reception evening meeting in the Summer term before your child begins at our school. In Nursery, our staff will plan a home visit to meet you in your home setting and get to know your child in an environment familiar to them. We also plan in play and stay sessions for both Nursery and Reception prior to a child starting school. We use an online journal called Tapestry to capture wow moments and exciting learning to share home but have a greater focus on gathering home learning on it too. We invite parents to share activities from home with us and the children then share these with their peers. Continuing our partnership, we offer workshops focused on curriculum needs identified as the year progresses and a more informal approach to this is our Family Cafés. We pride ourselves in our parental engagement by inviting parents and grandparents in termly to engage in learning with their child and learn new skills to support home learning.

We implement our exciting curriculum by finding hooks to learning and planning trips and visitors into school to enhance a topic area. These moments last a life time in your child's memory and their learning linked to this then much stronger.

We have extensive grounds here at St Michaels and use this in our weekly planning of activities. The children have access to an outdoor area for free-flow learning and also engage in weekly Forest School sessions.

Impact

Our children leave the EYFS at St Michaels feeling confident, curious, explorative and excited to learn more. We lay the foundations for learning in all National Curriculum subjects and teach the children skills to use across the curriculum. Through experiences and teacher knowledge the children will leave Reception with a secure understanding of skills in all 7 areas and model our Christian Values daily in their presence. By building a strong parent relationship throughout the year this brings engagement by parents/carers for future years and skills at home to support future learning.

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 2021)

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 2021.

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. Ways we transition;

- Summer term visits to nurseries to meet the children and talk to the key workers.
- Summer term play and stay sessions at St Michaels, inviting parents and their children to come along and see their classroom, play and meet their teachers.
- Parent evening meeting – A chance for parents/carers to find out about their child's upcoming year in Reception and ask questions.
- Year 1 transition morning – the children in Reception will meet their new teacher in Summer term ready to move up in the next academic year.

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.