

Early Years Foundation Stage Policy

St Leonard's C.E. Primary School



Approved by:

Full Governing Body

Date:

Last reviewed on:

Next review due by:



St. Leonard's C.E. Primary School Early Years Foundation Stage Policy

St. Leonard's C.E. Primary School (St Leonard's) is a Church of England School. All policies implemented across the school support the creation of a learning culture which celebrates our Christian vision of preparing children for "Life in All its Fullness" and our core values of Love, Respect and Responsibility.

Our catalogue of school policies can be found on our website at '*School Policies and Procedures*' under the '*Information*' tab. You can also find a glossary of terms under '*key information*' which you may find helpful as it explains any educational jargon.

In addition under the '*School*' tab there are further details setting out St Leonard's Ethos, Vision and values and the roles and responsibilities of the Head Teacher, Staff and Governors.

Rationale and principles

1. This policy explains the process and practice which informs the School's compliance with the Statutory Framework for Early Years Foundation Stage (EYFS).
2. At St. Leonard's we engage, challenge and inspire children from the very beginning of their learning journey. St. Leonard's early years education is carefully structured within a well organised, safe and enabling environment, offering children rich and stimulating experiences, building on what they already know and providing opportunities to develop what they need to know next. All children will be valued and feel secure. No child will be excluded or disadvantaged because of their gender, culture, religion, race, family background, disability or special educational needs.

3. We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings, namely:
 - a) Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;
 - b) Children learn to be strong and independent through positive relationships;
 - c) 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/or carers; and
 - d) Children develop and learn in different ways and at different rates.

4. At St. Leonard's we provide a learning environment within a framework of care, consideration and safety. We develop in each child a sense of responsibility towards themselves, others and the environment. Through play based activities and first hand experiences we aim to encourage independence, self-motivation, cooperation, creativity, communication, problem solving and self-discipline. We work to provide a caring, secure environment where the children can learn to the best of their ability and maximise their potential. We work alongside the rest of the school, Reception children integrating with Key Stage 1 for weekly celebration assemblies and the whole of the EYFS joining in for some special visitor assemblies and events such as fetes and sports activities.

The St Leonard's Early Years Curriculum and Pedagogy

5. The EYFS curriculum we provide makes provision for the different starting points from which the children will develop their learning and be relevant to the varying stages of children's development.

6. Three of the seven areas of learning 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:
 - a) Personal, Social and Emotional Development;
 - b) Communication and Language;
 - c) Physical Development

7. Children are also supported through the four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:
 - a) Literacy;
 - b) Mathematics;
 - c) Understanding the World; and
 - d) Expressive Arts and Design

8. The St Leonard's Early Years Curriculum is a long term plan that outlines core texts and rhymes for each term in Nursery and Reception. It also includes indoor and outdoor experiences, visits and visitors, seasonal activities and festivals that are relevant to the children. It also plans for progression in skills and knowledge across the seven areas of learning and the Educational programmes from the statutory framework. It is also based on our observation and knowledge of children's needs, interests, and stages of development across the seven areas of learning. This is to enable children to achieve 'Good Level of Development' at the end of the Reception year.

9. Partnership with parents is a key element in our curriculum, we acknowledge that parents know their children best and are their child's first and continuing educator. We recognise that at

home children have already acquired many skills and much knowledge and we aim to build upon these foundations in partnership.

10. Pedagogy is based upon Barak Rosenshine's Principles of Instruction, with regular reviews of learning to ensure that children 'know more, do more and remember more'. New learning is introduced and modelled to children and opportunities are planned for children to practise this through adult-led activities and child-initiated play. Time spent interacting and playing with children means that adults have the opportunity to assess children's knowledge and understanding regularly. Children's learning is then supported and extended as appropriate. Please see our school 'Teaching and Learning Policy' for more information.
11. Children are provided with a range of rich, meaningful first-hand experiences in which children explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development. We create a stimulating environment to encourage children to free-flow between classrooms and the outdoor area.
12. Planning is in accordance with the EYFS Statutory Framework. Activities may be planned by adults (adult led), set up by adults to encourage child initiated or initiated by children. Adults will observe play and interact to engage children in the learning process, to foster shared sustained thinking and to help them progress.
13. Short-term weekly planning in Nursery and Reception is always based around a core text. The environment plan is also created using feedback from our recent observations of the children's interests, abilities and next steps which remains flexible for unplanned circumstances or children's responses. Evaluations of activities inform future planning. Continuous provision ensures each area of learning is well resourced and equipped for the children to learn, practice, transfer and develop skills. Enhanced environment helps cater for children's interests and next steps.

14. Nursery children have group times in their key person groups and in Reception the children may have whole class, differentiated or key person group times. These group times in Reception include a daily phonics session using 'Letters and Sounds' and Mastery in Mathematics.
15. We plan a balance between children having time and space to engage in their own child-initiated activities and those that are encouraged by the adults. During children's play, early years practitioners interact to stretch and challenge children further.

The Characteristics of Effective Teaching & Learning and Curriculum

16. The Characteristics of Effective Teaching & Learning and all the seven areas of learning and development are important and inter-connected.
17. Characteristics of Effective Teaching & Learning are the ways in which the child engages with other people and their environment – playing and exploring, active learning, and creating and thinking critically – and underpins learning and development across all areas; they support the child to remain an effective and motivated learner. We look for the Characteristics of Learning throughout all observations and encourage children to reflect upon the characteristics that they have shown or need to work towards.

Assessment

18. Children's progress is continually monitored through observation of child initiated and adult led activities and recorded. These observations and examples of work are recorded using an online Learning Journey 'Tapestry'. They are confidential but all parents have their own access and are able to add comments and their own observations of their children's achievements at home. All practitioners and parents/carers are encouraged to contribute to these records.

19. The class teachers, with assistance from key persons, are responsible for producing a written report, including the characteristics of learning, for parents at the end of the academic year. Class teachers will make judgements against each of the 17 Early Learning Goals which will be attached to this report. This is a statutory requirement and results will be sent to Oxfordshire County Council.
20. In the final term in Reception, the Year 1 teachers will meet with the Reception teachers to discuss each child's development against the Early Learning Goals in order to agree a starting point in Year 1 and support a smooth transition. The discussion held helps the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

Learning Journeys

21. St Leonard's Foundation Stage ensures that all children attending the setting have a personal Tapestry Learning Journey which records photos, observations and comments, in line with the Early Years Foundation Stage, to build up a record of each child's achievements during their time with us.

Procedures

22. Each child will have a key person allocated to them who will be responsible for the compilation of that child's Learning Journey, however all staff will add observations for all children.
23. St Leonard's uses an online Learning Journey system called Tapestry, allowing staff and parents to access the information from any computer via a personal, password-protected login.
24. Staff access allows input of new observations and photos or amendment of existing observations and photos. Staff must keep their passwords and pin numbers secure and protect images of children by ensuring only they have access to their Tapestry account and their school

tablet. Staff members are encouraged to leave their tablet at school unless they need to update their Learning Journeys out of school time.

25. Parent access allows input of new observations and photos or the addition of comments on existing observations and photos – parent log-ins do not have the necessary permission to edit existing material.
26. Observations input into the Tapestry system are moderated by a class teacher before being added to the child's Learning Journey.
27. Parents logging into the system are only able to see their own child's Learning Journey.
28. Parents are asked to sign a consent form giving permission for their child's image to appear in other children's Learning Journeys, and to protect images of other children that may appear in any photos contained in their child's Learning Journey.
29. The Learning Journey is started once the child has started Nursery. During the first term, entries will be made more frequently as staff get to know the children.
30. New observational entries to a child's Learning Journey will usually be uploaded within a week of the observation being made.
31. Tapestry is also used as a communication tool between School/Nursery and home. A child's Learning Journey is a document recording their learning and development and parents may add comments on observations or contribute photos, videos or information about activities they have been doing at home.

Security

32. The Tapestry on-line Learning Journey system is hosted on secure dedicated servers based in the UK.
33. Access to information stored on Tapestry can only be gained by unique user id and password.
34. Parents can only see their own child's information and are unable to login to view other children's Learning Journeys.

Safety

35. Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. The school has stringent policies, procedures and documents in place to ensure children's safety and welfare.
36. The Early Years Leader completes the 'Musts Audit' every 6 months to ensure we are complying with the statutory requirements for safeguarding and welfare.
37. All staff are aware of their safeguarding responsibilities and have completed the training, including the 'Prevent' training.
38. Weekly meetings are held where the safeguarding and wellbeing of our children is discussed including any health and safety issues that may have arisen throughout the week.
39. We have trained paediatric first aiders within our Nursery and Reception Classes. All staff are aware of the protocol for any concerns regarding safeguarding and know who to go to with reports of concerns. If children fall asleep they must be checked regularly.
40. We promote the good health of the children in our care in numerous ways, including the provision of nutritious food, teaching the importance of cleaning teeth (area of need identified in our school), following set procedures when children become ill or have an accident.

Equal Opportunities

41. The EYFS is accessible to all regardless of ability, gender, religion, race, family background, disability or special educational needs. We aim to reflect the various different cultures present within our community.

42. There is a school SEND policy that applies equally to the EYFS. There are regular meetings between the EYFS staff and EY-SENCO to discuss children's progress. Where necessary other professionals such as an Educational Psychologist, or a Speech and Language Therapist, may also work with children. A child may receive additional support to meet their educational needs.

Admissions and Transition

43. St Leonard's can currently admit up to 39 pupils per session for the statutory 15 or 30 hours per week into our Nursery Class. Wrap around care is also provided and a lunch session. An offer of a place is always accompanied by an invitation to visit the class, which provides an opportunity to meet the teacher and key person for each child and to begin a positive home/school link. Home visits are also arranged subject to any government restrictions.

44. Oxfordshire County Council controls the allocation of the Reception class places in accordance with the criteria laid out in their preference booklets which are made available at the beginning of each school year. A place in our Nursery class does not guarantee a place in full-time education in Reception. There will be a single main point of entry in September of each academic year and children begin school on a full time basis.

45. During the term before children begin Reception a meeting is held for parents and arrangements are made for children to visit their new class and meet their new teachers. Discussions are held

between their current Nursery teachers and visits are made to their current Nurseries. Home visits are also encouraged during the first week of September.

Other Agencies

46. School staff liaise with various other agencies or professionals who work with young children in the area.
47. Compliant with this policy will be monitored by the named Early Years Leader and the Head Teacher.
48. This policy should be read in conjunction with the following government guidance and internal school policies.

Government guidance:

- *Early Years Statutory Framework (EYFS) September 2021*

[Statutory framework for the early years foundation stage \(publishing.service.gov.uk\)](https://www.gov.uk/government/publications/early-years-statutory-framework)

School policies:

- Child Protection and Safeguarding policy;
- Equality policy;
- Special Educational Needs and Disability (SEND) policy; and
- Teaching and Learning policy

Monitoring and review

Reviewed and ratified at Full Governors Meeting on _____

Signed by Chair of Governors _____

Shared with staff _____