



Stanley St. Andrew's Church of England Primary School

Early Years Foundation Stage Policy

As a church school we believe that every person, every child and every adult is unique and special with God given gifts and talents which is our job to nurture and cherish.

1. Introduction

1.1 The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. The children at our school begin attending full time at the start of the Autumn term. This policy follows the curriculum guidelines from the EYFS, Birth to Five Matters 2021. Where this policy refers to Early Years children, these are our pupils in the Reception Year.

1.2 At St. Andrew's we provide high quality care and education in the Foundation Stage. We strive to ensure all our children feel secure, valued and happy. We develop an inclusive, challenging learning environment and have high expectations of all. We build calm, respectful relationships and aim to provide positive role models, working in partnerships with parents. Underpinning our curriculum provision is the belief that education should be enjoyable and that children will flourish in an atmosphere of success and shared achievements. We plan learning experiences that are relevant, stimulating and fun. We also promote and value child-led learning.

2. Aims

2.1 The curriculum of the foundation stage underpins all future learning by promoting and developing:

- Personal, Social and Emotional well-being
- Positive attitudes and dispositions towards learning
- Social skills
- Attention skills and persistence
- Language and Communication skills
- Reading and Writing
- Mathematics skills
- Knowledge and Understanding of the World
- Physical development
- Creative development
- Life skills
- Computing skills

2.2 The EYFS is based upon these principles:

- A Unique Child
- Enabling Environments
- Positive Relationships

3. Teaching and Learning Style

3.1 There is a balance of whole group, small group, paired and individual activities. Children are given time and space to explore, practice and consolidate skills with growing independence. We strive to make our lessons and activities appeal to their natural curiosity and interests. We offer a range of 'hands-on' experiences and play-led opportunities for learning. We encourage the children to communicate and talk about their learning and to develop independence and self-management through choosing and deciding how they learn.

3.2 Play – Through play our children explore and develop the learning experiences that help them to make sense of the world. Play can offer a secure emotional learning space and opportunities for social interaction. It is also great fun and fosters a feeling of enjoyment which we hope will stay with our children for the rest of their lives. We plan for many play activities, both indoors and outdoors, as we know it is a key way for children to learn and develop. Sometimes play is spontaneous and at other times it is more structured and adult-led. We recognise the value of play for extending children's language and communication skills. It gives them opportunities to be creative, imaginative and to take safe and controllable risks in safe, controlled environments.

4. Inclusion

4.1 We believe that all our children matter and give them every opportunity to achieve their potential. We do this by taking account of our children's range of life experiences when we are planning for their learning. We believe each child is individual and unique and so, we offer every opportunity to achieve their potential. We look at a child as a whole child therefore, we take into account each child's range of experiences and prior learning when we are planning our curriculum throughout the year.

4.2 Throughout the Foundation Stage we set S.M.A.R.T targets, so that children can meet our expectations and achieve the Early Learning Goals. Throughout this key stage the school forms partnerships with parents/grandparents to ensure that information around the children is shared in a confidential and constructive manner to ensure a holistic development. As part of our planning process we consider each child as an individual and encompass their needs to ensure each child makes progress throughout the key stage. Some children progress beyond this point.

4.3

5. Assessment

5.1 Assessing children through observation gives us an insight into their development, attitudes and interest. We plot their achievements, review progress and plan for next steps. We build up a picture of the whole child by compiling observations, notes and photographs covering each area of the 16 learning and development stages. We use Tapestry to record

observations which is directly shared with parents when they are published. Formal assessment is taken three times a year and recorded on RMIntegris. We also keep examples of work for each child as evidence towards reading, writing, maths and knowledge and understanding of the world.

5.2 Within the first six weeks we conduct the on-entry baseline assessment as soon as the children are settled. We then receive a report for each child with statements of what the baseline assessment found. As a school we also complete observations to assess the whole child. We conduct visits to children's settling before September to gather evidence and information about each child to aid the transition. This allows us to appropriately tailor teaching and learning to enable all children access. We regularly record pupil progress and report this information to parents/grandparents. These reports can take different forms such as, observations recorded on Tapestry or verbal feedback amongst many more. In the final term of reception a Summative Assessment is made against the Early Learning Goals (ELGs) which is sent to the LA for analysis across the county and later the country. As well as this, the school will analyse the data collected regarding individuals and the cohort. Parents/grandparents receive an end of year report celebrating children's successes and areas of development. School uses the Foundation Stage Data Book to analyse progress of both individuals and trends within the cohort.

6. Parents/grandparents

6.1 We believe that all parents/grandparents have a crucial role to play in the education of their child. We recognise their contributions and appreciate their knowledge of their own child. We encourage information to be shared between home and school either verbally, Tapestry or in their home school diary to ensure the best care and education for each individual child.

6.2 Open-door arrangements: We have an array of communication methods these are class email, Tapestry comments, home school diary, phone call conversation, meetings and verbally on an evening. We ensure that parents/grandparents are aware of all of the different means of communication we have as a school to ensure all relevant information is shared and we can work together to develop each and every child. The open-door policy allows Parks staff to create and maintain fantastic relationships with families.

7. Health and Safety

7.1 We provide a safe and secure environment for all our children. Every care is taken to ensure the provision of safe and appropriate equipment and resources. Our site is secure which enables us to provide safe learning environments both indoors and out. Any trips off-site are well planned, and risk assessed in advance to the trip going ahead.

Policy Review

A named member of the school's governing body is briefed to oversee the teaching of the EYFS and meets regularly with the EYFS Lead to review progress.

This policy was reviewed in November 2022 by Debbie Gresswell, EYFS Lead.

This policy will next be reviewed in November 2025 in accordance with our policy review schedule.

We will review this policy earlier than the scheduled review date should there be any change in guidance or legislation related to this policy or if we feel that an earlier review is necessary.