

This policy should be read and understood in conjunction with the following policies:

- Teaching, Learning and Curriculum Policy
- Child Protection Policy
- Home Learning Policy
- SEND Policy
- Admissions Policy
- Online Safety Policy
- Behaviour for Learning Policy
- Statutory Framework for Early Years Foundation Stage 2020
- Health and Safety Policy

Principles:

At Christ Church Primary School we recognise the importance of quality learning experiences in the Early Years Foundation Stage (EYFS) and understand these learning experiences lay the foundations for every child's life-long learning journey. We want all children in our care to feel safe, secure, stimulated and happy to enable them to explore, achieve and enjoy their early years education.

Aims:

The aim of Foundation Stage is to secure the best outcomes for every child ensuring all children make progress.

Our children are active learners and have many opportunities to develop, consolidate and deepen knowledge, understanding and skills across **all** areas of the EYFS curriculum. Through talk and interactions, first hand experiences, quality play-based provision, child initiated opportunities, enabling environments and carefully planned learning activities we ensure that we provide a quality learning experience for our children.

The Foundation Stage curriculum is planned and designed to meet the needs of the children in our care. We provide learning opportunities, both indoor and outdoor based on assessments of what our children know, understand and do, as well as taking account of their interests and dispositions to learn. Adults monitor progress through careful observation and respond appropriately to children, informed by our knowledge of how children develop and learn.

The Foundation Stage Team will ensure the children are kept healthy and safe in school and that they acquire the knowledge and skills they need for the start of Key Stage One.

In Foundation Stage we:

- Provide a safe and nurturing environment where all children feel included, secure and valued.
- Actively develop positive partnerships with parents and carers based on mutual respect and shared interest in the child.
- Value all early learning experiences in and out of the school environment (for example home, pre-school, childcare).

- Celebrate each child's achievements and endorse a concept of continuity and progression in learning by acknowledging each individual's starting point.
- Create a culture of value, respect, diversity and inclusion.
- Ensure the learning environment is enabling, stimulating and well organised.
- Encourage all children to develop positive relationships with their peers and adults.
- Make a positive contribution to children's early learning development.
- Develop skills to facilitate learning in key areas such as: listening, speaking, concentration, persistence, learning to work together and develop positive relationships with others.
- Support **all** children to develop across **all** areas of the EYFS curriculum in preparation for their next phase of learning.

Admissions:

Our admissions procedure is managed and administered by the Local Authority. An admission application is made direct to the Local Authority. A copy of our Admissions Policy is available from our website or from the Local Authority. At present children are admitted during the academic year in which they are 5 years old. The Local Authority operates a cut-off date by which applications must be received for admission for the following academic year. Pupils are able to attend school full-time, from September, after an initial part-time settling in period.

Induction and transitions:

Starting school is a very important time for both the child and their family, and we arrange carefully planned induction opportunities to ensure that the transition is useful and thorough.

- There are welcome meetings for parents/carers which are intended to inform parents/carers about the induction process. This includes explaining the transition into school, learning in Foundation Stage and providing useful information about their classes and school in general. We also discuss how parents can prepare their child for starting school.
- The children are offered opportunities to visit the school in the summer term, both with and without their parents to help them become familiar with the surroundings and routines of school.
- Foundation Stage staff contact your child's pre-school and talk to key workers.
- There is a home or school meeting for parents/carers on an individual basis for the Foundation Stage staff to find out more about each child and for the parents to clarify information and ask questions
- There is an opportunity to join the Christ Church Group, which is arranged by parents/carers (if there are volunteers willing to take on this role) This is run outside of school and provides opportunities to meet and make new friends at a variety of play locations both during the summer term and over the summer holidays.
- At the end of the EYFS teachers hold a transition meeting with the Year 1 teachers to ensure that Year 1 teachers have a well-rounded picture of the children as they start Key Stage One.
- During Term 6 the children take part in transition activities within their current class and with their new teacher. There is a Transition Day where the children spend the day in their Year One classroom with their new teacher and an opportunity for parents to meet the new teacher after school.

Parents and Carers as partners:

We believe that parents and teachers should work together in an atmosphere of mutual respect within which children can have security and confidence. We recognise that children's attitudes and dispositions to learning are influenced by both their school and home environments. We endeavor to develop a close working relationship between home and school, involving parents in their children's development as much as possible. Some of the ways we encourage this are by:

- providing comprehensive induction opportunities as detailed above
- implementing an 'open door policy' so that parents/carers and teachers have the chance to chat informally at the beginning or end of the school day
- involving parents and carers as helpers for regular classroom activities and for special events such as visits to the local area
- inviting parents and carers to formal consultations 3 times a year
- providing a written report given to parents in term 4 and an opportunity to discuss final EYFSP (Early Years Foundation Stage Profile) judgements in July (a copy of this is sent to parents)
- providing support and advice for parents
- sending home regular Foundation Team and Curriculum Newsletters
- Inviting parents to contribute to their child's learning journal throughout the year to help inform our EYFSP judgements.

Unique Child:

At Christ Church we recognise that every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured. We know that children develop in individual ways and at varying rates. We observe *how* each child learns, to gain an understanding of their individual learning dispositions. We use questioning, praise and encouragement to develop a positive attitude to learning and high self-esteem. During their first year at school, the children are introduced to some of the school's philosophy for learning: Effective Life-long Learning Inventory (ELLI). Adults will begin to introduce some of the learning principles through the ELLI 'Learning Friends' during the year.

Characteristics of Effective Learning:

The Characteristics of Effective Learning in the EYFS underpin all areas of learning and development across all areas and support the child to remain an effective and motivated learner. The ways in which the child engages with others and their environment through these learning characteristics is interconnected with the prime and specific areas of learning outlined below. The characteristics of effective learning are briefly described as:

- **Playing and Exploring- engagement**
Finding out and exploring
Playing with what they know
Being willing to 'have a go'
- **Active Learning- motivation**
Being involved and concentrating
Keeping trying
Enjoying achieving what they set out to do
- **Creating and Thinking Critically- thinking**
Having their own ideas
Making links
Choosing ways to do things

Areas of Learning:

The EYFS Curriculum is made up of seven areas of learning:

Prime areas;

The prime areas begin to develop quickly in response to relationships and experiences these support a child's learning in all other areas. The prime areas continue to be fundamental throughout the EYFS.

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

Specific areas of learning;

The specific areas include essential skills and knowledge. They are underpinned by the prime areas, and provide important contexts for learning

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

We recognise that all areas of learning are important and adults implement the curriculum through carefully planned adult led activities and as learning opportunities arise within child-initiated activities. Every interaction with children is a learning opportunity.

The EYFS classes have their own outdoor area used all year round in all weathers. Being outdoors encourages learning in different ways. It offers the children different sensory experiences, opportunities to be creative and explore on a larger scale as well as opportunities to be more physically active and develop gross motor skills.

Curriculum and Planning

In foundation teachers create a child-led curriculum designed with the interests and needs of the children at the heart of it. Curriculum planning will ensure there are regular opportunities for developing, consolidating and deepening knowledge, understanding and skills across **all** areas. The EYFS curriculum allows for the revisiting of previous teaching and learning, so that children are able to firmly embed what they have learned. Topics will be planned around a book, author or theme to place reading at the heart of our curriculum. Teachers will plan for direct teaching and the provision around interests expressed by the children. This information will come from the needs that arise and observations of how the children engage with provision. The child-led curriculum will develop their skills as learners. The EYFS team will undertake an annual evaluation of practice and outcomes. This will take into account the whole school improvement plan. An annual action plan will then be agreed for EYFS.

Observations and Assessments:

Each child is assessed against the Foundation Stage Profile during the first few weeks of term 1 as a baseline. We will also take part in a statutory baseline assessment from 2021. We value all the observations and assessments we complete throughout the school year, and our aim is to observe and

respond appropriately, whilst taking account of next steps in each child's development and learning. We actively engage in the valuable process of moderation to share our observations and ensure our practice is accurate. Observation and assessment takes place through:

- regular observations of children in the seven areas of learning
- formative and summative assessment tasks, the outcomes of which are used to celebrate each child's success in their learning and to plan appropriate next learning opportunities
- assessment against all areas of learning using our own assessment system (based on the Foundation Stage Profile) are carried out 3 times a year.

Throughout the year evidence for each child is collected into individual learning profiles. We store both physical and electronic evidence for each child in Learning Journals. The adults' knowledge of the children and these profiles are then used as the basis for assessment against the EYFSP, reporting to parents and for transition. We record observations in physical learning journals and through on-line learning journals. All adults who work with the children can contribute to these including parents.

Inclusion:

Continual informal and formal assessments undertaken by staff provide opportunities to identify any special educational needs a child may have. As children all develop differently, it is recognised that a significant delay in social, emotional or cognitive development following the initial settling in period represents initial concern and careful monitoring. Children identified with any initial concerns are closely monitored and these concerns are discussed with parents and the Inclusion team at Christ Church Primary School. Where appropriate, advice may be sought from other agencies e.g. Speech and Language Therapy Service. In the Foundation Stage we give all children the opportunity to achieve their best by taking account of their range of life experiences, and abilities when planning for their learning.

Child Protection:

We follow safeguarding and welfare requirements detailed in-statutory guidance Keeping Children Safe in Education and we adhere to the school safeguarding policy .

Health and Safety:

We follow and adhere to the whole school Health & Safety Policy.