



St Michael's is an inclusive Church of England School centred on distinctive Christian Values.

We create and provide a high quality, caring and loving educational environment where children can learn, grow and develop to their full potential.

Early Years Foundation Stage Policy

1. Introduction

This document is a statement of the aims, principles and strategies for the Early Years Foundation Stage in St Michael's Church of England First School.

It was developed during the Spring term 2015 through a process of consultation with all staff and the appointed governors for the Early years Foundation Stage.

It was approved by the Governing Body on ...1st Dec 2015.....

1.1 This document reflects the values, philosophy, aims and objectives of learning and teaching in the Early Years Foundation Stage at St Michael's Church of England First School

'Children must have access to a rich learning environment which provides them with the opportunities and conditions in which to flourish in all aspects of their development. It should provide balance across the areas of learning. Integral to this is an ethos which respects each child as an individual and which values children's efforts, interests and purposes as instrumental to successful learning.'

Early Years Foundation Stage Handbook: statutory framework for EYrs FS.

1.2 The Early Years Foundation Stage (EYFS) is the statutory framework published in 2012 by the Department for Education that sets the standards for the development, learning and care of children from birth to five.

2. Aims for the Early Years Foundation Stage

2.1 At St Michael's Church of England First School we seek to provide:

- Consistent, quality provision so that every child makes good progress.
- A secure foundation through learning and development opportunities which are planned around the needs and interest of each individual child and are assessed and reviewed regularly.
- Partnership working between practitioners and parents/carers.
- Equality of opportunity and anti-discriminatory practice, which ensures that every child is included and supported.



3. Overarching Principles

3.1 At St Michael's Church of England First School we adhere to the four guiding principles which shape our practice in Early Years Foundation Stage. These are:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;
- Children learn to be strong and independent through positive relationships;
- 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;
- Children develop and learn in different ways and at different rates.

4. Early Years Foundation Stage Curriculum

4.1 The Early Years Foundation Stage curriculum is organised into learning and development requirements which comprise:

- The seven areas of learning and development and the educational programmes.
- The early learning goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the Reception year;
- The assessment requirements (when and how we assess children's achievements, and when and how we discuss children's progress with parents and/or carers).

4.2 The EYFS Profile summarises and describes children's attainment at the end of the EYFS. It is based on ongoing observation and assessment in the three prime and four specific areas of learning, and the three learning characteristics, set out below:

The prime areas of learning:

- communication and language
- physical development
- personal, social and emotional development

The specific areas of learning:

- literacy
- mathematics
- understanding the world
- expressive arts and design

The learning characteristics:

- playing and exploring
- active learning
- creating and thinking critically

The characteristics of effective learning describe factors which play a central role in a child's learning and in becoming an effective learner. The characteristics run through and underpin all seven areas of learning and development.

5. How we plan for the Early Years Foundation Stage

In the Early Years Foundation stage we follow the interest of the child as the basis for our planning alongside the RE theme for Early years.

Planning is developed weekly for both Nursery and Reception children within the Early Years Foundation Stage. It is adapted to suit specific needs and interests.

6. On-going observational assessment or Monitoring, Assessment and Record keeping

6.1 Assessments will be based primarily on observations of daily activities and events.

- Practitioners should note in particular the learning which a child demonstrates spontaneously, independently and consistently in a range of contexts.
- Accurate assessment will take account of a range of perspectives including those of the child, parents and carers and other adults who have significant interactions with the child. Learning Journals which go between home and school will be used for this purpose.
- Sustained and Shared thinking observations will also support the assessment of the child in Early years.
- Observational notes and evidence (including but not exclusively photographic) will be recorded in a Learning Journey.

6.2 A variety of assessment strategies are utilised to level a child's development with reference to the Development Matters non-statutory guidance throughout the Early Years Foundation stage.

6.3 The EYFS Profile summarises and describes children's attainment at the end of the EYFS or end of Reception. It is based on ongoing observation and assessment in the three prime and four specific areas of learning, and the three learning characteristics. For each Early Learning Goal, practitioners must judge whether a child is meeting the level of development expected at the end of the Reception Year (expected), exceeding this level (exceeding), or not yet reaching this level (emerging). The completed EYFS Profile will include a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This will support future curriculum planning and will provide the Year 1 teacher with important information about each child's approach to learning.

6.4 Where the EYFS development matters bands or EYFS Profile are used to describe a child's stage of development it is agreed good practice that practitioners engage in some form of moderation during the year to ensure consistency and accuracy of judgements.

6.5 Entry to Nursery baseline

Children are expected to enter Nursery working within the 30 - 50 month band in Development Matters (although attention should be paid to the individual child's date of birth).

6.6. Entry to and End of Reception baseline

Children are expected to enter Reception working within the 40 - 60 month band in Development Matters. The formative assessment of children will continue on from the assessment in Nursery however from Sept 2015 children entering Reception will be subject to summative assessment using a formal Baseline assessment chosen by and administered by the school. At the end of Reception, using the same assessment, children will be assessed again to measure their progress.

6.7 EYFS Profile

The primary purpose of the EYFS Profile is to provide a reliable, valid and accurate assessment of individual children at the end of the EYFS. The primary uses of EYFS Profile data are as follows;

- To inform parents about their child's development against the ELGs and the characteristics of their learning.
- To support a smooth transition to Key Stage 1 by informing the professional dialogue between EYFS and Key Stage 1 teachers.
- To help Year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

7. Reports/reporting to parents/carers

7.1 Parent evenings take place during the school year in line with the rest of the school apart from Easter starters who have a summer term parents meeting. Reports are then distributed to both Nursery and Reception parents in the summer term which, for Reception pupils, include their Foundation Stage Profile results.

All pupils in the Early Years Foundation Stage who join Nursery are included in parents evening consultations and reporting arrangements.

In addition, staff or parents/carers are able to approach each other for additional consultations as necessary.

8. The Learning Environment

8.1 Each school and setting needs to define the learning environment and everything that happens there in order to create an ideal context for the education of young children.

8.2 At St Michael's Church of England First School we believe that the combination of ethos, relationships, environment and opportunities create an intricate context for learning. Together they influence and shape children's personal, social and emotional development, attitudes and approaches to learning. This has a profound effect on the quality and effectiveness of each child's education.

- **ethos** - the well-being and learning of all children in our care is of paramount importance.
- **relationships** - Each child must be assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs and to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.
- **personal, social and emotional development** - This area of learning incorporates attitudes, skills and understanding and is a pre-condition for children's success in all

other learning. The child's personal, social, emotional, moral and spiritual development is targeted and good attitudes towards all aspects of school life are promoted. We cater for this through regular shared times, such as circle time, Seal, discussions and music sessions, worship, drama, singing and storytelling.

- **continuous curriculum** - our early years curriculum is child led
- **play** - Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults.

9. Strategies for Learning and Teaching

St Michael's Church of England School's policy on teaching and learning defines the features of effective learning and teaching in our school. These features apply to teaching and learning in the Early Years Foundation Stage just as much as they do in Key Stages 1 and 2.

10. Specialist teaching in Early Years Foundation Stage

Children within Reception receive specialist teaching in Music and PE.

11. Worship in the Foundation Stage

Worship at St. Michael's C of E First School is at the centre of the life of our school, and in being so placed supports children in developing spiritually, intellectually, emotionally and socially to their fullest potential, helping to prepare children for the opportunities, responsibilities and challenges of the 21st Century. Our Collective Worship is a shared experience by the whole school or in Key Stage groups. We aim to consider the needs of the individual as well as the collective group. As a Church of England School, we endeavour to instil in the children Christian values by showing that we care for every child. We work as a family and base our behaviour management on forgiveness and love.

12. Religious Education

St Michael's C of E First school follows the Diocesan Agreed syllabus for Religious Education and RE is taught as a separate subject, however clear links to topic webs and the Church Year are developed. Much value is placed on the preparation, inspirational delivery and continual assessment of Religious Education from Early Years to Year 4! As with all other lessons, much emphasis is placed on continual assessment - through speaking and listening opportunities and floorbook evidence so that children progress at their own level with their knowledge and understanding of Religion. Significant Christian celebrations and those of other faiths are taught and a wide variety of creative lessons, including drama, enable all children to access a rich diet of Religion, promoting the understanding of cultural diversity.

13. Inclusion in Early Years Foundation Stage

13.1 The children in Early Years foundation stage are carefully monitored to ensure that they make the best possible progress. Early intervention is important, and children are highlighted very quickly if it is felt that they may benefit from the Inclusion Toolkit provided by the LA (Local Authority). Parents are regularly kept informed of their child's progress and are encouraged to support and help their child's learning.

13.2 For children with SEND within the Early Years, our setting will develop additional relationships with other professionals. Communication between all professionals and the child's parent is developed so that a clear picture is gained of the child's learning and development. Regular communication and more formal meetings will be arranged to discuss the learning and development (see Inclusion policy) Children will be assessed using the Development Matters bands.

14. Equal opportunities in Early Years Foundation Stage

14.1 St Michael's promotes equality of opportunity for all children including support for children with special educational needs. The Early Years Foundation Stage will operate in accordance with St Michael's current Equality and Diversity policy.

15. Homework in Early Years Foundation Stage

- **Phonics** - Children are taught phonics regularly in Early Years at an appropriate level either through Phase Phonics or Read Write Inc.
- **Reading** - Children will be encouraged to choose and access real books within the Early Years independently and with parents. When ready, children will access Reading scheme words or reading books.
- **Learning Journals** - All children will have a Learning Journal which will go between home and school to record each child's exciting experiences at home and to aid communication between home and school.
- **Curriculum or Early Years themes** - will describe the learning intentions and activities planned to relate to the children's work and learning for the half term.

16. Parents/Carers as Partners

16.1 St Michael's Church of England First School values the important and essential contribution parents make to the learning and development of their children. A parent's perspective and knowledge will be used to assist in creating an accurate picture of children as the first educators with significant interactions with their child.

16.2 Early Years parents are encouraged to take an active part in their child's education. A home/school learning journal is always set up with every child to enable parents/ carers to participate in their child's learning. Parents are invited to attend Parents Evenings (including our spring term target setting parents evening), open days, curriculum evenings or subject specific information meetings and other whole school family events. Parents, family and friends are invited to join us in Early years on a termly basis for a themed 'Pop In' day to work alongside their child and enjoy the variety of learning activities in our unit.

16.3 In order to be able to take a full and appropriate part in their child's education in the Early Years Foundation Stage parents/carers and staff need to be aware of valuing one another as partners with our children and listen to and support each other in our aim to provide the best early years education.

17. Absence

17.1 We seek parent's co-operation in not organising annual holidays during term time. It is vital even at this early stage of a child's education that they are in school every day to maximise learning. We understand the difficulties some families encounter but we would like to encourage discussion of these issues with us. A list of relevant holidays, including closures for Staff Training Days is on the school website and available from the school office.

18. Transition

18.1 St Michael's Church of England First School adheres to a timetable that will support transition at any time between the ages of 3 and 5 years. A commitment has been made by St Michaels to undertake activities to support all Early Years Foundation Stage children at times of transition from a variety of settings. St Michael's is committed to finding out information for all children transferring to school nursery or reception where possible. We promote good communication and links with all other settings and parents/carers to benefit the transition of our children.

19. Safeguarding

'Children learn best when they are healthy, safe and secure.' (EYFS Framework)

Early Years requirements are covered within our existing whole school policies.

20. The Early Years Foundation Stage Team

20.1 Regular staff appraisals are carried out with performance management targets, to identify training needs and secure opportunities for continued professional development. Support should be given to improve qualification levels.

20.2 All staff will be offered opportunities for supervision i.e. opportunities to discuss issues or receive coaching.

20.3 At least one person who has a current paediatric first aid certificate must be on the premises at all times when children are present, and must accompany children on outings. All permanent staff in Early Years have first aid training.

20.4 Each member of Early Years Foundation Stage Team will be used as a key worker to children within the setting and ensure that they will help meet the children's individual needs, familiarise them with the setting and offer a settled relationship for the child and parents.

20.5 A governor is in place as Lead Governor for the Early Years Foundation Stage with responsibility for liaison with the Early Years Co-ordinator and leading Buddy visits within key stage alongside other governors allocated to the key stage.

21. Staffing

21.1 Please refer to Staffing Structure information for staff currently within Early Years Foundation Stage.

21.2 At St Michael's Church of England First School we put high priority on adult to children ratios. All children in Nursery education will have at least one member of staff for every 13 children. At least one member of staff must be a school teacher as defined by Section 122 of the Education Act 2002 and the Education (School Teachers' Qualifications) (England) Regulations 2003.

21.3 At St Michael's, Reception classes are subject to infant class size legislation. The School Standards and Framework Act 1998 (as amended by the Education Act 2002) limits the size of infant classes to 30 pupils per school teacher. 'School teachers' do not include teaching assistants, higher level teaching assistants or other support staff. Consequently, in a normal



teaching session, St Michael’s will employ sufficient school teachers to enable it to teach its Reception classes in groups of no more than 30 per school teacher.

21.4 Should St Michael’s have to mix their reception classes with groups of younger children, we will determine ratios within mixed groups, guided by all relevant ratio requirements and by the needs of individual children within the group. In exercising this discretion, the school must comply with the statutory requirements relating to the education of children of compulsory school age and infant class sizes.

22. Food and Nutrition

22.1 At St Michael’s EYFS children will be encouraged to have a school lunch. Where children or parents choose to bring a packed lunch we will refer to the school’s Packed Lunch Policy.

22.2 Before a child is admitted, the EYFS setting must also obtain information about any special dietary requirements, preferences and food allergies that the child has, and any special health requirements. Fresh drinking water must be available and accessible at all times. Providers must record and act on information from parents and carers about a child’s dietary needs. There are suitable facilities for hygienic preparation of food and staff involved in preparation and handling of food will have received training in food hygiene.

Chair of Governor Committee...2....

Signed:P Bryan.....

Print Name: ...PETER BRYAN.....

Date:.....1.12.15.....

Head teacher

Signed:G Johnston.....

Print name:.....GAVIN JOHNSTON.....

Date:1.12.15.....

REVIEW DATEAut 2016.....