



ARCHBISHOP RUNCIE CHURCH of ENGLAND (VA) FIRST SCHOOL

Draft Early Years Foundation Stage Policy

“Each one should use whatever gift he has received to serve others, faithfully administering God’s grace in its various forms. If anyone speaks, he should do it as one speaking the very words of

God. If anyone serves, he should do it with the strength God provides, so that in all things God may be praised through Jesus Christ. To him be the glory and the power for ever and ever. Amen.” (1 Peter 4:10-11 NIV)

Introduction

Archbishop Runcie First School is a Church of England Voluntary Aided school which caters for children between the ages of three and nine years, drawing its pupils from a broad spectrum of society. In harmony with the Christian ethos of the school we offer all pupils unconditional welcome, valuing and celebrating their uniqueness as created beings. We offer the opportunity to experience the richness and diversity of God’s creation through the curriculum we offer and as we celebrate their God-given gifts and talents. In this way they are encouraged to explore values and beliefs and to identify with, and empathise with, those of other cultures. We are firm in our belief that *we have all been given different talents, gifts and abilities. God works in different ways through each of us, and we all serve him faithfully as we use our gifts to glorify him. We should invest the gifts that God has blessed us with wisely.*

Rationale

This policy sets out all aspects of the Early Years Foundation Stage curriculum and how it is managed on a daily basis.

Aims

- To provide a secure, safe, caring and stimulating environment.
- To ensure that all children are valued.
- To build on what the child already knows and develop a positive attitude and enjoyment for learning.
- To provide a range of opportunities to learn through direct experience, enquiry, drama and active exploration, in the classroom and outdoors, using a wide variety of equipment and materials.
- To encourage independence and confidence.
- To value the role parents and carers can play to work together in partnership.

Objectives

These aims are to be achieved in accordance with the requirements of the ‘*Statutory framework for the early years foundation stage*’ September 2014 through the following objectives:

- For children to be engaged in the learning process and for their learning to be relevant and purposeful
- Children learn through play, both indoors and outdoors
- To explore, investigate and, make sense of the world around them
- To be challenged in their thinking and helps them to practice and rehearse skills and to be motivated in their learning

- To encourage children to be inquisitive and curious.

Planning

Planning is supported using *Development Matters in the Early Years Foundation Stage, 2012*: This is non-statutory guidance based around four 'Key Themes', three 'Prime areas of Learning' and four 'Specific Areas of Learning'. Although superseded by *Early years outcomes, 2013* we believe the document supports staff to plan experiences that ensures the development of the whole child.

Key Themes:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

Each theme is linked to an important Principle:

A Unique Child - Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

Positive Relationships - Children learn to be strong and independent from a base of loving and secure relationships with parents and/or staff.

Enabling Environments - The environment plays a key role in supporting and extending children's development and learning.

Learning and Development - Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.

The three *Prime Areas* are:

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

The four *Specific Areas* are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

We have a two year rolling programme and plan learning experiences from this and the children's' interests believing they should play an active role in generating ideas for the curriculum. Staff plan weekly based on all prime and specific areas. Activities range from whole class adult directed activities to small groups across the curriculum ensuring breadth and balance. Opportunities are planned for children to carry out child initiated learning.

Assessment

Children entering school are observed during their first weeks to provide baseline information. Children are assessed against the *Early Years Outcomes*. In Reception the EExBA R Assessment is used to ensure an accurate baseline assessment. In Nursery baseline assessments are moderated in the first instance in house and then within the Gosforth Trust whenever possible.

Monitoring of each child takes place through daily observations, discussions, photographs, record keeping and planned assessment. Progress is recorded for

each child in their Learning Journal and a summative assessment is made at the end of each term and recorded on the Newcastle 0-5 Tracker. Children are encouraged to review their learning in their Journals at regular intervals with an adult. Their comments are recorded and added to the Journal.

Cross moderation continues throughout the year with all staff in the Key Stage and the Year 1 teacher. Cross moderation also continues with colleagues within the Gosforth Trust.

At the end of reception year children's final assessment results are recorded on the Early Years Profile and results are sent to the L.A. (Newcastle).

Parental Involvement

We greatly value the contribution and knowledge which parents and carers bring. In order to draw on this as effectively as possible we try to include parents as much as possible through a range of activities.

Parents are encouraged to contribute to their child's Learning Journal with regular opportunities throughout the year to share the book with their child.

Reporting to Parents

All parents are offered consultation appointments in autumn, spring and summer. In reception parents receive an end of year report and a summary of the achievements from the Early Years Profile. The profile data is discussed with the Year 1 teacher so that she/he can continue to help the children to achieve the early learning goals if they have not done so before they can access the K.S.1 curriculum.

Assessment through Observation

Transition

The Early Years team work closely with professionals within school and other settings ensuring the children have the opportunity to visit in the summer term before they are admitted to our school. We have regular dialogue with parents and professionals to ensure we gain a full overview of the child and their needs. We aim to visit each child at home before they start in nursery or reception.

For further information on admissions procedures please see the Admissions Policy.

Equal Opportunities

Staff will endeavour to help all children to reach their full potential irrespective of race, gender, age or ability (see also Equality of Opportunity policy). Each child's needs are considered on an individual basis and for those children that need a higher level of support the SENCo works with the class teacher and support staff to provide an appropriate level of support. Resources are monitored for gender or race stereotyping and selected to ensure a balance of cultural experience.

The role of the Early Years Leader

The Subject Leader will:

- Support colleagues in their planning, assessment and record keeping
- Keep up to date with developments within Early Years pedagogy and disseminate information to colleagues as appropriate
- Monitor progress in teaching and learning (through work scrutiny, lesson observations etc) and advise on resource needs and planning and development
- Analyse pupil work and data in order to set targets

- Take responsibility for organisation, ordering and maintenance of resources
- Prepare, organise and lead INSET and support teaching where necessary
- Be aware of the CPD needs of staff
- Liaise with other schools in the Gosforth Trust, the Advisory Service, Headteacher and EYFS Link Governor
- Lead staff in the review and development of policy and guidelines
- Review and update positional statements.

Conclusion

The way in which we approach learning and teaching has a direct impact on the development of the whole child. The methods we employ and the attitudes we foster are crucial to well-being and therefore to the potential achievement of each child.

This Policy is reviewed annually by the Curriculum Committee and staff, or more frequently if deemed necessary. In addition to this it should be shared with new or temporary staff.

Date	Reviewed/updated	Staff involved
July 2015	New policy developed	BA for consultation with EYFS Staff
February 2016	Reviewed	BA and all new and existing EYFS staff