

## Alverthorpe St Pauls CE (VA) School 3-11yrs Early Years Foundation Stage (EYFS) Policy



### **Rationale**

At Alverthorpe St Pauls CE School we greatly value the important role that the EYFS plays in laying secure foundations for future learning and development. However, we also believe that the EYFS is important in its own right, and plays an integral role in preparing children for life and not simply the next stage in their education. In the EYFS, children learn best through carefully planned, developmentally appropriate, play-based activities. Through play, children explore and make sense of their world. They practice new skills, build and construct their understanding, and have the opportunity to think creatively. They communicate with others as they investigate and solve problems, discuss and negotiate plans, and learn about the how to manage their behaviour. They become independent learners and thinkers.

## **Aims**

At Alverthorpe St Pauls CE School we aim:

- To provide a safe, secure and stimulating learning environment, which meets individual needs and interests of the children, and in which creativity is valued.
- To develop warm and secure relationships between children and adults.
- To provide a high quality curriculum in line with the Early Years Foundation Stage document, 'Development Matters in the EYFS' (Early Education, 2014).
- To encourage all children to become self-motivated and independent learners with a positive attitude to learning and self-discipline.
- For children to become aware of moral and social values, and for children to value the cultural diversity within our school and community.
- To foster strong home-school links and share a common sense of purpose with parents.

## **Safeguarding**

- The Alverthorpe St Pauls CE EYFS Department follows the safeguarding policy which applies to the rest of the school.

## **Broad and Balanced Curriculum**

The EYFS curriculum is organised into seven areas of learning, three prime areas and four specific areas:

Three Prime Areas

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

Four Specific Areas

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

At Alverthorpe St Pauls CE School, we believe that learning is holistic and none of the areas of learning can be delivered in isolation. Therefore we aim to provide a broad and balanced curriculum, which will enable each child to fulfil their potential, via a balance of adult-led and child-initiated activities. We believe their immediate environment is the springboard to the rest of their learning, so we create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through play. We aim to make it a place where children feel secure and confident, and are challenged to develop and exceed in their own learning. Equal opportunities for learning are planned across the inside and outside environments, through high quality book based provision. We believe this approach allows the children to make clear links within their learning and stimulates their language development.

## **Continuous provision areas**

| <b>Indoor</b>  | <b>Outdoor</b>  |
|--|---|
| <ul style="list-style-type: none"><li>• Role Play</li><li>• Mark Making</li><li>• Malleable</li><li>• Mathematics</li><li>• Reflection</li><li>• Reading</li><li>• Small world</li><li>• Sand/water</li><li>• Music</li><li>• Construction (including natural materials)</li><li>• Painting</li><li>• Model Making</li><li>• ICT</li><li>• Fine motor/finger gym</li><li>• Diversity</li><li>• Cutting</li></ul> | <ul style="list-style-type: none"><li>• Construction</li><li>• Stage</li><li>• Mud kitchen</li><li>• Water</li><li>• Mark making</li><li>• Maths</li><li>• Gross motor skills</li><li>• House</li><li>• Reflection/reading area</li><li>• Builders yard</li></ul> |

## **Planning, observation and progress**

To plan for breadth and balance in the curriculum documentation includes long, medium and short term planning. The long term planning provides a structure which helps to ensure all areas of Learning and Development and the principles in the EYFS are covered.

All assessment in Alverthorpe St Pauls CE School is on-going: we collect evidence throughout the year and use the descriptors listed in the document 'Development Matters in the Early Years Foundation Stage' to enable us to monitor and assess children's progress continuously throughout the year and best plan for the future learning and development of the children in our care.

### **Prime Area Progress**

At Alverthorpe St Pauls CE School, each individual child in nursery and reception has a prime area next step, which is tracked by their key worker via target Tracker. The children move through the ages and stages of 'Development Matters in the Early Years Foundation Stage' when they achieve their next step.

The children all have a keyworker and at the start of each day the keyworker groups meet together and start the 'plan, do and review' cycle. The children 'plan' by talking to each other the area of provision they would like to choose to go in to complete their next step. Keyworker boards are used and the children place their name in that area. The children also have to say what they are going to do in that area to complete their next step and follow the success criteria of that area of provision. Then the children access the provision in the 'do' time and they 'review' their

progress against their next step by showing work produced. They will discuss as a group to see if they have followed the success criteria and children may offer suggestions as to what their friends could do to achieve their next step.

### **Literacy Progress**

At Alverthorpe St Pauls CE School, we believe the systematic approach of Letters & Sounds is a high quality basis for teaching phonics. Children learn how to use the letter sounds to read and write words and they begin to secure a foundation for reading and writing.

All classes within EYFS have a range of appropriate fiction and non-fiction books throughout the year, with our favourite Author being Julia Donaldson. In Reception the Oxford Reading Tree series is introduced, which continues as they move through the school. Teachers match the scheme to the reading needs of each child. Children in Reception will be given a reading record along with a suitable book which will be completed and signed by a responsible adult (parent, guardian, grandparent etc.). This will continue throughout their school journey. Children often bring in WOW cards related to home reading and writing, which are read out in front of the entire class. Children are expected to respect the achievements of others, by listening attentively during this time.

### **Mathematical progress**

At Alverthorpe St Pauls CE School, we recognise the value of our daily routine in the development of mathematical concepts and encourage the children to help with the organisation of key parts of their day. For example, the children delight in counting the cups for snack, deciding how many are needed. In conjunction with this spontaneous learning opportunities, both indoor and outdoor, are provided to promote and develop mathematical understanding through stories, songs, rhymes and finger games, sand and water, construction on a large and small scale. Systematic core number teaching happens on a daily basis, giving children the opportunity for counting and one to one correspondence. The children also begin to write numbers, number sentences and can mentally recall doubles and halves to 10.

### **Understanding the world and expressive arts and design progress**

At Alverthorpe St Pauls CE School, we believe children should be in control of some aspects of their learning. The children learn the skill of democracy when voting for the projects they want to learn about. Once decided, each key worker plans activities that suit the needs of all the children within their group, whilst covering the Understanding the World and Expressive Arts and Design curriculum statements from 'Development Matters in the EYFS'. The children evaluate their learning once the project is finished, showing the new information they know and the skills that have learnt.

## **Parental involvement**

Education of children of all ages relies on a partnership between home and school. This is particularly important for the Foundation Stage child. We ask all parents to:

- Work in partnership with the school
- Attend the 6 'FEET' sessions in the summer before their child attends our school
- Attend parent-teacher consultation meetings
- Attend other curriculum workshops such as about phonics or reading
- Work with their children at home on relevant learning activities or homework initiated by the school
- Provide input relating to their child's learning and development via the shine cards to give the school a more rounded view of each child's skills and achievements
- Attend termly stay and play sessions

## **Transition**

At Alverthorpe St Pauls CE School we place high importance upon quality transition between Nursery and Reception, both within our school and from outside agencies. We provide 6 'FEET' sessions for all new children to our nursery and reception. These sessions allow both adults and children to become familiar with the setting, routines and adults within our school. We also visit all the settings in which the children currently attend, to ensure a good transition of documentation and information about the whole child. This has a very positive impact on the confidence of the children when they start school in September. Similarly, feedback from our parents shows they find these 'FEET' sessions integral to a positive start at Alverthorpe St Pauls CE School.

## **SEND and Inclusion**

At Alverthorpe St Pauls CE School we believe that all our children matter. We give our children every opportunity to achieve their potential by taking account of our children's range of life experiences when planning for their learning. In the EYFS we set realistic and challenging expectations that meet the needs of our children, so that most achieve the Early Learning Goals by the end of the Foundation Stage.

We are aware that some children may not progress at the expected rate as outlined in the document 'Development Matters in the EYFS'. We identify those children who do not meet these developmental milestones through a range of methods, including:

- Information from parents
- Information/records from Playgroups/Nurseries/Pre-Schools
- Information from outside agencies
- On-going teacher observations
- Annual school reports

Those children who may need additional help to meet the Early Learning Goals are largely supported in the EYFS through in-class strategies that are implemented by the class teacher or TA. These may include:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence
- Using a wide range of teaching strategies based on children's learning needs
- Providing extra time/ 1:1 activities/ intervention groups with the class teacher or teaching assistant that focus on key areas for development such as speech development.
- Providing a safe and supportive learning environment in which the contribution of all children is valued
- Using resources and activities which meet as many of the seven areas of learning as possible: this allows children with different learning styles to engage to their fullest potential
- Monitoring children's progress and taking action to provide support as necessary. This involves speech therapy for some of our children.

### **Exceeding and Gifted and Talented children**

In the EYFS at Alverthorpe St Pauls CE School, we aim to stretch and challenge all children so that they can reach their full potential. By building close relationships with the children, practitioners are able to understand in depth a child's strengths and areas of knowledge. These can then be monitored through our assessment procedures and extended upon. We challenge children to exceed across the curriculum in a variety of ways, these include:

- Planning for or encouraging an extension activity, either adult-led or child initiated, to meet the needs of child
- Using specific questioning when teaching, to ensure a deeper level of thinking is reached.
- Working with parents and sending home extra work or activities which can be completed to further extend and challenge.
- Giving children the opportunity to reflect on, evaluate and be critical of their own learning.

DATE OF POLICY: November 2017

REVIEW OF POLICY: November 2018