



# St Mary's C of E Primary School Chessington

*Live life, love learning, guided by God*



## EYFS Policy 2019

Committee responsible	Pupil Progress
Approval required by	Committee
Statutory or Recommended	Recommended
Frequency of review	Annually
Date approved	June 2019
<b>Date of next review</b>	<b>June 2020</b>
Display on website	Yes
Link with other policies	Behaviour, Equal Opportunities, Safeguarding&Child Protection, SEND

Signed ..... Headteacher

Dated .... / .... / ....

Signed ..... Chair of Governing Body

Dated .... / .... / ....



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## **Introduction**

This policy outlines the provision St Marys Primary School offers to all its pupils aged three to five years. Children within this age range are taught in The Early Years Foundation Stage (EYFS).

The Foundation Stage has its own framework and is therefore treated as a separate Key Stage. Foundation Stage 1 (FS1) or Nursery refers to three to four year olds. Foundation Stage 2 (FS2) or reception refers to four to five year olds.

At St Marys we have agreed to adopt the principles from the Early Years Foundation stage (EYFS) framework.

This policy has been informed by DfE documentation.

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

## **Aims**

At St Mary's we seek to provide:

- **quality and consistency** so that every child makes good progress and no child gets left behind
- **a secure foundation** through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly
- **partnership working** between practitioners and with parents and/or carers
- **equality of opportunity** and anti- discriminatory practice, ensuring that every child is included and supported

Practice within the EYFS at St Marys is guided by four overarching principals:

- 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**



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- 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; and
- **children develop and learn in different ways and at different rates.**

Staff working within EYFS classes should consider the individual needs, interests, and stage of development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.

There are seven areas of learning and development that shape educational programmes in the EYFS. These consist of the three **Prime Areas** (communication & language; physical development; personal, social & emotional development) and four **Specific Areas** (literacy; mathematics; understanding the world; expressive arts & design). All areas of learning and development are important and interconnected. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school. It is expected that the balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas.

Each area of learning and development should be 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 supported by adults. There is an ongoing judgement to be made by staff about the balance between activities led by children, and activities led or guided by adults. Staff should respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

Outdoor play is a very important part of children's development. Across the Foundation Stage we try to encourage free flow between the classrooms and outdoor area. Activities set up outside support all areas of learning.

The outdoor play space is securely fenced and provides a safe play space where children can develop their physical skills and learn to share with others in structured and informal play.

## **Planning**

In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning are:

- **playing and exploring** - children investigate and experience things, and 'have a go'
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Learning themes will be taken from the children's current interests as well as incorporating 'fixed' events such as transition, Christmas, Easter, sports day.

Staff ensure that all children are encouraged to experience all areas of activity during the week, although they may not experience them each day. A mixture of directed and free choice activities are planned and children's choices are carefully monitored to ensure a balanced programme.

## **Assessment & Record Keeping**



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In accordance with the EYFS Framework, regular observations of the children are carried out. These enable staff to monitor both the learning that is taking place and the provision to support each child's learning needs. Early Years value the complete child; therefore, all subjects are treated equally. No child is subjected to testing in the Early Years. Each class teacher keeps an assessment folder and data is recorded both electronically and in the Class Assessment Files.

All children in the EYFS have a Special Book of Learning that provides evidence of a child's time in the Early Years. All parents, carers, staff and children can contribute to these.

## **Admission Arrangements**

Children enter the Early Year Foundation Stage the term after their third birthday, subject to availability. The children can spend a maximum of five terms in Foundation Stage 1 (nursery) depending on their birth date.

Children enter the reception class in September of the school year in which they are five. Places in Foundation Stage 1 and 2 classes are offered in accordance with RBK Local Authority and the school's admissions policies.

At St Marys we operate a system of Home Visits on entry to the school. Each family will be offered a Home Visit for their child before starting school.

Children starting in the nursery class will start in small groups to allow staff to spend time with children when they first start, settle any who are anxious and introduce nursery routines.

When children start in reception class they will attend for the morning only for the first week, followed by one week of staying until after lunch before moving to staying all day in the third week of school. This has been found to be a very effective way of introducing children to the routines and expectations of full time school in a supportive & manageable way.

## **Information for Parents & Carers**

At St Marys we provide parents with an Early Years Information Pack for nursery or reception class as well as a pack of information about the school on entry. These contain all current information for our early year's provision and the school.

Information on emergency contacts and medical conditions is collected for each child and regularly updated in line with our Data Protection Policy.

Parents and carers are encouraged to attend our termly Parent's Evenings, open days, celebration assemblies and special events. Regular Stay & Play sessions are held to demonstrate different areas of learning within the EYFS.

We provide written reports for children leaving Foundation Stage 1 and 2 that inform the parents and carers of their child's progress through the curriculum.

Each class has a parent's notice board where information is displayed. Class newsletters are sent home half termly, and each class contributes weekly to the whole school newsletter.

## **SEND**

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 lack in achievement after the initial settling in period represents initial concern and careful monitoring. Children identified with special educational needs are monitored and initial concerns are discussed with parents, SENCO, and 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.



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Some children with special educational needs may be identified before entry to school, through liaison with other agencies. Information is also exchanged through links with Pre School and parents. Any child identified with special educational needs that are not deemed to be met by the existing curriculum will follow an Individual Support Programme which will specify differentiated provision.

## **Health & Safety**

All reasonable measures are taken to ensure the safety of all children in the Foundation Stage.

Medicines are stored in a suitable cupboard and documentation is signed and approved by parents or carers before the administration of any medicines. No hazardous substances are used within the setting.

All resources are stored in suitable containers and are kept clean and dry. Outdoor apparatus and larger indoor apparatus are inspected regularly for signs of wear and tear. Damaged or broken items are repaired or disposed of safely.

## **Behaviour & Discipline**

Positive behaviour is expected and encouraged in the Foundation Stage as within the rest of school. We operate reward systems and praise good behaviour and attitudes. Age appropriate strategies are used to develop a safe and secure environment for learning. We use a whole school approach to discourage disruptive behaviours. The children are encouraged and praised for following the school rules.

Links to other whole school policies:

Behaviour, Equal Opportunities, Safeguarding & Child Protection, SEND.

Next review: June 2020



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