



Early Years Foundation Stage Policy

Date of approval: Dec 19

Review by: Dec 21



secure foundations — excellent practice — faith, hope and love



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secure foundations ♦ excellent practice ♦ faith, hope and love

Introduction

At St Luke's CE School we are committed to providing high quality care and education for all children, through our ethos of 'secure foundations, excellent practice, faith, hope and love'. We will ensure that we provide an environment that is safe and healthy where children develop positive attitudes about themselves and others. We will inspire a joy for learning by providing engaging and interesting lessons and environmental enhancements that develop the whole child, thus providing every child with the secure foundations with which to be successful citizens with a desire for life-long learning.

Aims and Principles

We are fully committed to the themes and principles of the Early Years Foundation Stage Framework (EYFS) as it "promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life." (Foundation Stage, Statutory Guidance, 2017, p.5)

The EYFS seeks 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

The EYFS is based upon four overarching principles; these principles shape the practice in our Reception Class.

These are:

- **A Unique Child** - every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- **Positive Relationships** - children learn to be strong and independent through positive relationships.
- **Enabling Environments** - 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.
- **Learning and Development** - children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

The Early Years Curriculum

There are three main areas of learning and development. These are the **characteristics of effective learning**, the **prime** areas and the **specific** areas.



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Characteristics of Effective Learning

The characteristics of effective learning are the ways in which the child engages with other people and their environment. They underpin learning and development across all areas and support the child to remain an effective and motivated learner.

Characteristics of Effective Learning	Aspects
Playing and Exploring	Finding out and exploring Playing with what they know Being willing to 'have a go'
Active Learning	Being involved and concentration Keeping trying Enjoying achieving what they set out to do
Creating and Thinking Critically	Having their own ideas Making links Choosing ways to do things

Prime Areas

The prime areas begin to develop quickly in response to relationships and experiences and run through, and support learning, in all other areas. The prime areas are fundamental throughout the EYFS.

Prime Areas	Aspects
Communication and Language	Listening and Attention
	Understanding
	Speaking
Physical Development	Moving and Handling
	Health and Self Care
Personal, Social and Emotional Development	Making Relationships
	Self-Confidence and Self-Awareness
	Managing Feelings and Behaviour

Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.



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Specific Areas

The specific areas include essential skills and knowledge. They grow out of the prime areas and provide important contexts for learning.

Specific Areas	Aspects
Literacy	Reading
	Writing
Maths	Number
	Shape, Space and Measurement
Understanding the World	People and Communities
	The World
	Technology
Expressive Arts and Design	Exploring and Using Media and Materials
	Being Imaginative

Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest

Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measure

Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment

Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through variety of activities in art, music, movement, dance, role-play, and design and technology.

Each area of learning is broken down into age bands that span the development of a child from birth to age 5. Each band describes what a child should be able to do at that age and so is used as a measure of attainment and progress throughout the year. Most children enter the early years working securely in the 30-50 month age band or beginning to work within the 40-60 month age band. However, children all develop at different rates and effective baseline assessment is essential.

Teaching, Learning and Assessment

The individual child is at the heart of all teaching, learning and assessment at St Luke's School and we follow a process of observing, assessing and planning to maintain the progress of all children.

Assessment – EExBA 2 Simple Tapestry

Baseline assessment is carried out using EExBA online assessment, which is informed by carefully planned assessment activities and tasks set up by the teacher over a child's first 6 weeks in the class.

On-going formative assessment is a core element of effective early years practice. At St Luke's School, we observe children as they interact in their play and pre-planned activities. Evidence such as annotated photos, child-initiated independent activities, notes from adult-led group work, as well as contributions from parents/carers are all valuable as they contribute to building up a picture of a child's progress and



development. In order to capture as many learning experiences as possible throughout the year, all the staff in the Reception class use '2 Simple' online assessment software to photograph children during key points in their learning. We can then add verbatim quotes, teacher notes, explanations, next steps and match the experience to relevant learning objectives. In this way, we are able to capture multiple learning experiences throughout the day to provide a wide range of evidence to support the judgement of which age band the child is working in, and what their next steps are. In summer 2017, a new online assessment system called Tapestry will be trialed with the aim of using it with the new cohort in 2017/18.

Summative assessment takes termly against the seven areas of learning and development and each child's progress and attainment is tracked. Any children who may need extra support in order to catch-up are identified and interventions are put in place.

In the Summer term, children are assessed against the Early Learning Goal descriptors. These descriptors determine whether a child is at the expected age-appropriate level of development, whether they have exceeded it, or whether they are still emerging in that age-band and will need further support in Year 1. Exemplary evidence is included in a Learning Profile that shows the development of each child across all areas of the curriculum throughout the year. It is a way of collecting all the evidence from a range of sources and presenting it in one place. It is regularly available for parents to look through and contribute to.

Planning

Planning in the early years is based around the seven areas of learning using the statutory framework for the Early Years Foundation Stage. Medium term and weekly plans ensure a broad and balanced curriculum is delivered and is matched to the individual needs, next steps and interests of the children, whilst ensuring comprehensive progression towards the Early Learning Goals. Planning is reviewed regularly to ensure activities include cross-curricular links in both the indoor and outdoor environments and are engaging, challenging and relevant.

Teaching

Teaching in the early years often looks different to teaching in the rest of the school. Ofsted defines the elements of early years practice that make up teaching as:

"A broad term which covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities: communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges."

Play provides the natural, imaginative and motivating contexts for children to learn about themselves, one another and the world around them. A single moment of sustained play can give children many developmental experiences, covering multiple areas of learning and reinforcing the characteristics of effective learning. At St Luke's School we ensure there is a balance of adult-led and child-initiated activities available to the children each day, which are delivered in a variety of ways and which have a clear focus on the learning outcomes for the children. In this way, we are able to directly teach or practice a skill or concept to a small group or whole class and also place ourselves in a position to move children's learning forwards when they are engaged in an activity of their choice; by facilitating, encouraging, questioning and challenging.

Our early years classroom has defined areas of learning with clearly labelled resources to ensure children can access them easily. Each classroom is set up in a way to provide children with experiences and activities in all



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of the seven areas of learning. The classroom has a writing area, maths area, creative area, book corner, role play area, construction/small world area, outdoor area and carpeted teaching space with an interactive whiteboard. A variety of activities are planned for and set up in the different areas each day. The adults move to whichever area their focus for the session/day is.

The outdoor area is an important part of the classroom with many children choosing to learn outside for much of the day. We ensure that the range of activities outside reflects the different curriculum areas and choose the activities carefully to make the most of the outdoor environment.

Role of Staff

As we have a high adult to child ratio in the early years, there is no named key worker for each child; instead, the class teacher takes overall responsibility for the learning, development and wellbeing of each child.

Their role is to help ensure that every child's care is tailored to meet their individual needs. All adults within the Early Years setting actively seek to form positive respectful relationships with the children in their care. The formation of healthy relationships between adults and children is essential in enabling children's well-being now and their future successes. There are rare occasions when the regular teachers cannot be in the class and we aim to be consistent in who covers these absences, using familiar staff from within the school in the first instance.

Parent Partnerships

We believe that parents and carers are a child's first educator and therefore work very closely to ensure they are involved in what we do at school. At St Luke's School we have an open-door policy, which means that we want parents/carers to feel they can speak to us about their child at any time and feel comfortable coming to us with concerns or questions. Parents/carers are encouraged to bring their child to school at 8.50am and help them settle in the classroom. At this time, the teacher is available to speak to and to pass on any information that may be relevant. Any parents/carers that require a private meeting can arrange a convenient time either in the morning with the teacher, or via phone or email with the school office.

When a family accepts a place at St Luke's School, they are invited to an open morning in July, where the children can explore the Reception classroom with their new teachers and so that parents/carers and begin to become acquainted with the school environment and the staff.

In September, we carry out a home-visit. The purpose of this visit is to introduce ourselves to the family and to discuss any questions or queries the family might have before their child's first day. This visit would not usually take longer than 30 minutes. The children then come to school for the morning session and leave at the start of lunch time for the first week. They then attend school class for the morning and stay for lunch for the second week, before building up to staying full time in the third full week of term. We have found this staggered approach to full-time schooling helps children to settle in quickly and confidently.

Twice a year, the school holds Parent Consultation evenings which are intended to give parents an overview of their child's attainment as well as some targets to work towards. Each meeting is 10 minutes long. In the third term children receive a written report and are able to come to an open evening.

Inclusion & Equal Opportunities

Inclusion

All children and their families are valued at St Luke's School. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Ongoing assessments take into account



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contributions from a range of sources, to ensure that any child with a potential special educational need is identified at the earliest possible opportunity. Early identification of special needs is crucial in enabling staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the school's SENDCo is called upon for further information and advice. Appropriate steps are then taken in accordance with the school's SEND Code of Practice.

SMSC

The first area of learning is Personal, Social and Emotional Development and it is through activities planned in this aspect of the Curriculum that we nurture the confidence and social skills of the pupils. Through topic work, the children learn about their immediate environment and the world. Religious Education is taught in the Early Years through the LDBS programme of study. The needs and beliefs of others are discussed, recognised and valued; ensuring children have a concept of the world beyond their own. Children are encouraged to understand the need for class and school rules and they are guided in making choices based on this knowledge; thus gaining a further understanding of right and wrong. Good behaviour is modelled by all adults and is managed according to the school's Behaviour Policy.

Equal Opportunities

All children have equal access to the early years curriculum and resources, regardless of gender, ability, ethnicity, culture, religion, language, age, special educational needs, disability, and social circumstances. Displays and resources show positive role models of age, gender, race, ethnicity, disability and social circumstance. All staff are aware of the need for the curriculum to reflect diversity and the need to encourage children to be accepting and respectful to their classmates. To encourage cultural awareness there are a number of events held by the school across the year and parents are encouraged to share their culture or celebrate a festival with the children.

Safeguarding

Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. We follow the safeguarding and welfare requirements detailed in the Early Years Foundation Stage Statutory Guidance (2014).

It is important to note that members of staff do not use their mobile phones or personal handset devices in the classroom and are prohibited from taking photographs with their personal handsets. Members of staff do, however, use school iPads and camera to take photographs as evidence to support the regular observation assessment cycle in the EYFS. These photographs are used in children's portfolios, in class displays and on the school website. All parents are asked to state if they give permission for their child's image to be used on the school website through the paperwork in their initial starter packs.

We are a healthy school and our children receive free fruit and milk from a Government scheme and these are available to the children throughout the day. All children eat a free school lunch provided by the government and our staff model good eating habits by eating alongside the children as often as possible.

We take all accidents seriously and always log and phone home immediately if a child bangs their head or has a serious accident. We have cold compresses stored in the staffroom fridge and a comprehensive first aid kit in the classroom and in the medical room.

We encourage all children to start school able to take care of their own personal hygiene including toileting. We will offer support to any children still struggling with this but safeguarding procedures mean that we are unable to do it for them! We acknowledge that young children often have 'accidents' (i.e. wet themselves!)



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and have stocks of spare clothes and underwear. We will help children to change into clean clothes if/when this happens. We ask parents to return anything their child has borrowed.

Fire alarms are held regularly in line with whole school policy and the children are briefed about this in their first few weeks at school. When the fire alarm sounds, the children line up at the classroom door and walk in silence out the main entrance of the school and line up outside the vicarage on Kidderpore Avenue.

We follow whole school procedures for child protection (see separate policy). Ms J Iwanicki is the named Designated Safeguarding Lead and all concerns are discussed with her. We have separate policies for the administration of medicine in school and off-site visits.

Transitions

From Pre-school /Nursery settings

During the summer term prior to a child's entry into the Nursery or Reception classes, the following procedures have been put into place to ensure successful transition:

- St Luke's staff arrange telephone conversations with the nursery or pre-school settings to discuss your child's interests, style of learning and any interventions that they have received. This is to help plan engaging activities for the welcome morning and to be aware of any extra support your child may need in September.
- Children and parents are invited to an open morning in July so that the child can familiarize themselves with their new surroundings and parents can learn about the EYFS. Parents also receive their home-school agreement and starting school paperwork to complete over the summer.
- Children requiring extra support may receive additional visits in their pre-school settings but these will be on an individual basis and pre-planned.
- In the autumn term, staff visit all Reception families in their homes. This is a chance to meet and chat about any worries or concerns before the first day of school.
- Parents will receive information about their child's starting school arrangements and session times before September. It is important to attend the sessions as they have a proven record of helping children settle in and form good relationships quickly.

From Reception Class to Key Stage 1

During the final term in Reception, the Early Years Profile is completed for each child. The Profile provides parents, carers and staff with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels and their readiness for Year 1. It includes observations, independent work, teacher directed work and assessment data.

Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1.



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During the final few weeks of the year, times are arranged for the Reception children to spend some time in the KS1 classroom with the Year 1 children who they will be sharing the classroom with the following year. The children are introduced to the layout of the classroom, begin to learn the new routines and take part in some fun activities.



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Complaints Procedure

If anyone in the school community feels that this policy is not being followed then they should raise the matter first with the Head of School and, if concerns persists, with the Chair of Governors who will facilitate the appropriate action, which may include an investigation. If there is a formal complaint then the school's complaints procedure will be followed.

Copies of this policy will be available in the staff handbook, from the school office and on the school website. This policy has been agreed by the Head of School and the Governing Body.

Head of School signature:

Print name:

Date:

Chair of Governors' signature:

Print name:

Date: