

Early Years Foundation Stage policy

ST MICHAELS PRIMARY SCHOOL



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1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- Close partnership working between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

This policy is based on requirements set out in the [2017 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

3. Structure of the EYFS

At St Michaels one form entry school we have 30 Reception Places. We offer 30 hours provision which can include Wrap around care. We have a 52 place Nursery.

See Admissions Policy and Charging policy and Wrap Policy for information on cost.

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2017 statutory framework of the EYFS.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language

- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

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

4.1 Planning and Characteristics of effective learning

The EYFS Framework identifies three characteristics of effective learning. The Nursery and Reception teachers plan activities within with these characteristics in mind:

- **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.

Parents are provided with information on their child’s skills and abilities in relation to the three characteristics of effective learning on parents evenings and through a written report at the end of the year. Through discussions with the Reception teacher, Year 1 teachers are also provided with information regarding each child’s stage of development and their needs during transition.

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff use ‘In the Moment Planning’ to take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children’s activities, practitioners reflect on the different ways that children learn and include these in their practice.

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child’s emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

5. Assessment

At St Michael’s Primary School, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development (secure)
- Exceeding expected levels or, (exceeding)
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. In nursery, parents are invited to 'stay and play' sessions where they are provided with opportunity to discuss their child's progress and observe them within the setting. St. Michael's nursery parents also receive an end of year summary with a well-rounded picture of their child's knowledge, understanding and abilities.

In Reception we offer two parents evenings a year and the EYFS profile at the end of the year helps to provide parents and/or carers with an attainment summary against the Early Learning Goals. At St. Michael's we ensure that every child's learning and care is tailored to meet their needs and the teaching staff support parents and/or carers in guiding their child's development at home. Teaching staff also help families to engage with more specialist support, if appropriate.

7. Transition

Starting Nursery

Children who are starting St. Michael's nursery have the opportunity to visit the nursery before they start in September. In September the children have phased entry over three days.

Nursery to Reception

Nursery and Reception teachers work closely together throughout the year and take part in joint moderations. This ensures Reception teachers develop a good understanding of Nursery children's abilities and needs before they move up. During the Summer term, the Reception staff also spend time with the nursery in the nursery. In addition to this, during the end of the summer term the children who will be starting Reception in the September, including those children from other settings, spend two visiting sessions in the Reception environment which provides them with the opportunity to get to know the environment and routines in Reception.

When the children start Reception in September there is a three day phased entry to enable the staff to embed routines and help settle the children. Reception to Year 1

Reception children make use of the whole school facilities such as the hall, ICT suite and the main playgrounds to ensure the children are confident and well prepared for moving around the main school building. Playing out with the older at lunchtime also prepares them for mixing with older children. During Spring term, Reception also attend whole school assemblies twice per week. In the final Summer term, the Reception classes visit the Year 1 classrooms and take part in activities with a Year 1 teacher. This helps them get to know the environment and routines before September. The children also spend the morning with their new Year 1 teacher during the final 2 weeks of term. Reception teachers also moderate with Year 1 teachers during the year which helps inform the teachers of the children's abilities and needs before they move up.

At the end of each school year, teachers meet to share information on each child with their new class teacher including their knowledge, understanding, achievements and end of year assessment data. This ensures all teachers have a well-rounded picture of the children prior to the new school year.

8. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

9. Monitoring arrangements

This policy will be reviewed and approved by Emma Clarke-Tomlinson and Alison Drayton every three years.

At every review, the policy will be shared with the governing board.

Appendix 1. List of statutory policies and procedures for the EYFS

This checklist lists the policies and procedures that we must have according the EYFS statutory framework.

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy