



St Anne's Infants' School

Early Years Foundation Stage Policy

Adopted: May 2020

Review date: Dec 2022 Next review Dec 2023

Designated Member of Staff:

Emily Robertson
EYFS Lead

Introduction

This policy has been prepared in accordance with the statutory framework for the Early Years Foundation Stage (EYFS) (effective from 3 April 2017) (Statutory Framework). The school's policies and procedures in relation to EYFS are also reflected elsewhere in the school's general policy framework, including, but not limited to the following policies which can be found on the school's website:

- Safeguarding and Child Protection Policy
- Special Educational Needs and Disabilities Policy
- Administering of Medication Policy
- First Aid Policy
- Positive Relationships and Behaviour
- Policy Complaints Procedure

At St Anne's Infants' we use the term EYFS to refer to the time from when a child enters Nursery or Reception, to the age of five. This early development and learning is a distinct phase in each child's education and should provide an essential and firm foundation for their future school life.

"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.” Statutory Framework for the Early Years Foundation Stage, Department for Education, 3 March 2017

This policy has been written with due regard to our obligations under the public sector equality duty.

1. Principles and Aims

In EYFS at St Anne’s Infants’ School, we seek to provide each pupil with the best possible start to their educational journey; equipping them with the foundation skills they will need to thrive in their next step of learning.

The EYFS sets the standards that all early years’ providers must meet to ensure that children learn and develop well and are kept healthy and safe. The EYFS specifies requirements for learning and development and for safeguarding and promoting their welfare.

The EYFS aims to provide:

- quality and consistency in all early years’ settings
- a secure foundation through learning and development for all children for good progress through school and life
- partnerships between different practitioners and between parents or carers
- equality of opportunity for all children to ensure all children are included and supported.

We adhere to the Statutory Framework and the four guiding principles which shape practice in EYFS settings:

1. Every child is unique – consistently learning, resilient, capable, confident and self-assured;
2. Children learning to be strong and independent through positive relationships;
3. Children learn and develop well in enabling environments – experiences respond to individual needs and there is a strong partnership between practitioners and partners and/or carers; and
4. Children develop and learn in different ways and at different rates – the framework covers education and care of children in early years provision including SEND pupils.

At St Anne’s Infants’ we aim to nurture the holistic development of each pupil by:

- Promoting equality of opportunity and anti-discriminatory practice to provide a safe, secure and caring environment, where children feel happy and valued.
- Building positive relationships with pupils and their families.
- Developing pupils’ speaking and communication skills through stories, play and a language rich environment.
- Providing quality, play-based learning experiences which use the interests and curiosities of pupils in order to foster motivation to explore and learn.
- Recognising that all children are individuals and accurately assessing and responding to the needs of each pupil, supporting and challenging as necessary
- Providing a broad, balanced, relevant and creative curriculum.
- Encouraging children to develop their independence, self-belief and growth mindset.
- Providing opportunities for children to practise the technique of enquiry.
- Preparing them for the next stage in their education.

2. EYFS Curriculum

St Anne's Infants', the EYFS curriculum has been developed in line with the Statutory Framework of the EYFS and the four guiding principles of best practice within Early Years settings:

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

Our curriculum enables children to learn and develop their skills and understanding across the seven areas of learning specified in 'Development Matters in the EYFS':

Prime Areas - The following three areas are crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive.

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

Specific Areas

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

The EYFS also includes the Characteristics of Effective Learning;

- Playing and Exploring – Children investigate and experience the world around them. They are willing to try new experiences.
- Active Learning – Children concentrate and keep trying if they experience difficulties. They are proud of what they achieve.
- Creating and Thinking Critically – Children have and develop their own ideas, make links between different experiences and develop strategies for solving problems.

Children in EYFS at St Anne's Infants' understand and recognise these characteristics in themselves through our three dinosaur characters: Tryatops, Explorasaurus and Thinkadon. The characteristics are also developed through our school values where we encourage children to be Self-believers, Team-players, Adventurous, Resilient and Successful.

Throughout the EYFS, we plan learning experiences and opportunities for children to work towards the Early Learning Goals and prepare them for the National Curriculum. We ensure that there is a balance of adult-led activities and opportunities for them to direct their own learning through independent exploration of the learning environment. The role of the adult is to continually model, demonstrate and question what the children are doing, either through participation in the children's game or encouraging the children to participate in a task with the adult. At St Anne's Infants' we recognise the importance of play in early child development. Through play, children build confidence, develop curiosity and resilience, learn to communicate and co-operate with others and

discover how to solve problems. Planned and purposeful play activities are a key strategy for introducing and consolidating all areas of learning.

'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities'.

Statutory Framework for the Early Years Foundation

Stage, Department for Education, 3 March 2017

3. Observation, Planning and Assessment

At St Anne's Infants', children engage in enquiry-based learning. In EYFS, children are presented with an enquiry question, such as 'How has the world changed?', which forms the theme of learning and provision throughout that term. Our enquiry topics are chosen based on the children's interests and the skills and knowledge appropriate for their developmental level. Enquiry questions are designed to be flexible and open-ended to allow for children to lead the learning in the direction in which they are interested.

On-going formative assessment is at the heart of effective Early Years practice. At St Anne's Infants' we pride ourselves on our knowledge of our children and their individual next steps. All staff contribute to our on-going assessments which then inform our weekly planning. Objective-Led Planning is used to address the identified gaps in the pupils' understanding through the provision and by linking skills to those children's individual interests.

Summative assessment of phonics is recorded termly to plan the appropriate subsequent teaching and to identify children who may need additional support. Summative assessment of Prime Areas, Literacy and Maths takes place three times a year.

EYFS Profile

At the end of Reception the EYFS Profile must be completed for each child. This provides a well-rounded picture of your child and their readiness for year 1. This reflects the ongoing observation we carry out, the records we hold and the discussions we have had over the course of the EYFS. Your child's development will be assessed against the Early Learning Goals. The levels are assessed as:

- emerging
- expected
- exceeding.

4. Inclusion and Equality

We firmly believe that every child is unique and that we plan a curriculum that meets the needs of the individual child. We aim to support them to achieve and where possible exceed the Early Learning Goals. We want every child to be able to take advantage of the opportunities that this setting provides.

We look to identify additional needs and provide additional support as early as possible so that the child gets the support they need following our whole-school approach to equality and inclusion. We work closely with outside agencies to ensure that specialist provision within our setting meets the specific needs of our pupils. For those children for whom it is appropriate, an Individual Education Plan is put in place to set short-term objectives and identify what support is required. Teachers and parents will then meet termly to discuss the progress made and agree new targets.

5. Parents as partners and the wider context of working together

At St Anne's Infants' we value the positive relationships that we build with families. We recognise that sharing information between home and school on a regular basis can have a significant impact upon a pupil's learning and development.

In EYFS, children's learning is shared through our online learning journal, Tapestry. Pictures and observations of children's on-going learning and achievements are shared with parents on a weekly basis through Tapestry. Parents/carers can, in turn, share the accomplishments their child has made outside of school. Teachers are therefore able to regularly inform parents/carers of their child's current abilities, share children's next steps and communicate with parents/carers on how they can support their child with their next step in learning.

Further support for parents/carers is available on our school website via the video resource centre, where we post videos on how we teach phonics, reading, maths skills and handwriting. Beyond this, positive relationships with families are maintained through reading record books, twice annual parents' evenings and informal meetings or phone calls with parents/carers as required.

We also work with a number of other organisations and services within our community to support our EYFS practice this helps us meet the needs of the children in our care.

6. Safeguarding and welfare

As a provider of the EYFS our duties in relation to safeguarding and welfare of children are of paramount importance. We have created a welcoming environment that is both safe and stimulating allowing our pupils to learn and grow in confidence.

We have a safeguarding policy framework here at St Anne's Infants' that is referenced at the beginning of this document and these contain stringent policies, procedures and documents that ensure children's safety, including but not limited to safeguarding children, suitability of adults who have contact with children, promoting good health, managing behaviour and maintaining records. Our staff are trained on our policies and procedures and have up-to-date training on matters relating to safeguarding and child protection.

The Designated Safeguarding Lead at St Anne's Infants' School is the Head teacher .

7. First aid

At St Anne's we have trained first aiders and access to first aid kit appropriate for use with the age range of children within the setting. An online log is used to record all accidents and first aid treatments and this system is also used to inform parents, via email, of an accident or injury on the same day as the treatment is given. For head bumps, parents are informed face-to-face at the end of the school day. Our first aid policy can be found on the St Anne's Infants' School website.

8. Induction and Transitions

At St Anne's Infants, we recognise the importance of building relationships with children and families to ensure that pupils are happy, settled and ready for learning. As such, our induction process into both our Nursery and Reception classes ensure plenty of opportunities for children to spend time with their new class teachers, their new classmates and in their new classrooms. In Nursery, stay and play sessions are held in July and, in September, home visits to each family are conducted by Nursery staff to build relationships and learn more about each individual child. In Reception, multiple stay and play events allow for parents and children to explore their new school environment and speak to the Reception teachers. We use these first conversations and meetings with the children to inform how we divide the children into classes and these classes may still change within the first few weeks of school as we see how the children interact with each other in the class. For both Nursery and Reception, a settling-in period in September, with a steadily increasing timetable, gives children an opportunity to get used to their new learning environment and the daily routine. Here at St Anne's we know how difficult it can be to change settings and we ensure that transitions are carefully planned to ensure a continuity of learning by working closely with other settings as well as parents and carers.

As the children complete their Reception year, we are preparing them for the next phase of their education. With plenty of time spent with their new teacher and extensive conversation between staff and with parents, we ensure that children have a happy and successful transition into Year 1.

9. Behaviour management

At St Anne's Infants' we manage behaviour in an appropriate and consistent way, in accordance with our whole school positive relationships and behaviour policy. We recognise our role in enabling children to become responsible, respectful and empowered members of the community. Our nurturing and consistent approach supports children in developing the skills and knowledge necessary to make positive and appropriate behaviour choices which assist them in forming positive relationships and learning effectively.

10. Complaints

St Anne's Infants' School has a standard complaints procedure. We encourage parents to take any complaints or concerns to a staff member or the headteacher, and the school will do everything in

its power to help resolve conflict or complaints swiftly and effectively. For details of the full complaints procedure see our school complaints policy on the school website.

11. Monitoring and review

It is the responsibility of EYFS staff and all relevant staff involved with EYFS to follow the principles stated in this policy and any linked policy. There is also a linked Governor responsible for the EYFS, details can be found on our Governors page on the St Anne's website.

The senior leadership team will carry out monitoring of the EYFS as part of the whole school monitoring schedule. We will evaluate its effectiveness by taking into account feedback from all relevant parties involved within the EYFS setting and anything which has come to light during observations in the setting. We also carry out curriculum reviews and take account of any national reviews and reports in this area.

This policy is reviewed annually.

Signed by:

_____ **The chair of governors** **Date:**

_____ **Headteacher** **Date:**