

Cavendish Church of England Primary School



Early Years and Foundation Stage Policy

Signed on behalf of the Governing Body	
Signed: Headteacher	
Date:	Autumn 2022
Date to be Reviewed:	Autumn 2023

Our Vision

In our school our Christian vision shapes all we do.

Challenge, Creativity, Compassion: Create a pure heart in me – Psalm 51:10

Our School Vision Statement reflects this commitment as children and staff are taught to challenge inequality, prejudice, bullying and harm; to respond with compassion and sensitivity to individual need and to respect the rights of all individuals to be safe and nurtured within God's world.

We encourage children to respond creatively to internal and external challenges in life, with compassion for others, including consideration for creation and the planet itself. Thus we show how to live justly and with a pure heart, reflecting the teachings of Jesus and God's love within our school environment.

Intent

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of their Reception Year. In our school, all children join us at the beginning of the school year in which they are five or become five. Most children joining our school have been to a range of pre-school settings within the community, and we continue to build on what our children already know. We aim to ensure that the transition from home to school is a smooth one. Cavendish C of E Primary School is an inclusive school, where we offer a rich and stimulating environment in which the children can explore, play and share to reach their full potential.

Implementation

The Statutory Framework for the Early Years Foundation Stage states that 'Every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up.'

Aims and Objectives

- To provide a happy, caring, safe and secure environment for learning, which meets the individual needs and interests of the children
- 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 and Development Matters
- In partnership with parents and carers to develop moral and social values reflecting both a Christian Framework and British Citizenship with the code of British values
- To encourage active learning through first hand experiences, both in indoor and outdoor play, and through verbal and non-verbal communication.
- To encourage children to become self-motivated and independent learners with a positive attitude to learning and self-discipline
- To value cultural diversity within our school, local community, country and the wider world

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- To foster positive home school links and share a common sense of purpose with parents and carers
- To give children the opportunity of playing and learning within a Christian community
- To provide the welfare and safety of children's physical, social, emotional and mental health.

Curriculum

The curriculum for the Early Years Foundation Stage in our school reflects the areas of learning identified in the Early Learning Goals. There are 17 sections organised into 8 areas.

The eight areas of Learning include:

Communication and Language

Listening, Attention and Understanding
Speaking

Personal, Social and Emotional Development

Self-Regulation
Managing Self
Building Relationships

Physical Development

Gross Motor Skills
Fine Motor Skills

Literacy

Comprehension
Word Reading
Writing

Mathematics

Number
Numerical Patterns

Understanding the World

Past and Present
People Culture and
The Natural World

Expressive Arts and Design

Creating with Materials
Being Imaginative and Expressive

Characteristics of Effective Learning

The Characteristics of Effective Learning and the Prime and Specific Areas of Learning and Development are all inter-connected. Different elements of learning are identified in the EYFS, to make the complex picture of learning clearer. But children's learning is not compartmentalised and many or all of these elements are in action at the same time as children interact with people and things.

The experiences that our children encounter enable them to develop a number of competencies, skills and concepts across several areas of learning. None of the areas can be delivered in isolation from the others; they are equally important and depend upon each other to support a rounded approach to the development of each child. These areas are:

Playing and Exploring
Active Learning
Creative and Critical Thinking.

Our learning in EYFS is embedded in our Topic learning:
Autumn Term – Festivals and Celebrations
Spring Term – Castles and Dragons
Summer Term – Mini-beast and Mini-World and Take One Picture.

Outdoor Curriculum and Enrichment

Our outdoor classroom, is where our EYFS Curriculum offers continuous provision to class-based. This continues into the all of the grounds at Cavendish C of E Primary School.

Children's learning in EYFS is enhanced by the many enrichment opportunities offered at Cavendish C of E Primary School. Children experience a deeper knowledge of the village in which they attend school by going out on our Fresh Air Friday walks in the local vicinity and to meet members of the local population and to visit St Mary's Anglican Church, which supports our growth and understanding in RE. Children take part in a half termly church service and other Christian Celebrations. Children visit Devonshire House, a retirement home, for Collective Worship and singing to the residence at different times in the Anglican Liturgical year. EYFS take part in whole school House Day Activities to learn about other faiths and celebrations. Children enjoy the concerts and plays delivered by the other classes in the school and present their own Nativity Play to parents, carers, families and the older children in the school. Children take part in Sports Day each year and are able to join the many various clubs on offer, for instance Lego, Well-being and Yoga clubs. We enjoy Gainsborough House Museum and the curators also visit us

Teaching and Learning Styles

In the Foundation Stage, Teaching and Learning styles include whole class teaching, small group work, paired and individual work and child led activities which are all supported by on-going observations. The classroom opens out onto an outside enclosed area. Activities are planned for both the inside and outside. The learning environment is divided into a variety of different areas. The children are able to move freely between these areas.

In order to promote good Teaching and Learning in our school, we aim to

- Develop good relationships between home and school, so that children feel secure and develop a sense of well being
- Start from the needs of the child and plan the learning from assessments and observations
- Provide opportunities for the children to learn through first hand experiences, to give clear explanations to make appropriate interventions to extend and develop play, and develop communication skills, both inside and outside the classroom
- Plan a curriculum based on the Early Years Foundation Stage Curriculum that supports the children to achieve the Early Learning Goals
- Provide children with the opportunity to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities.

- Enable children to develop independence and self-management
- Identify the progress and future learning needs of children through on-going assessments
- Have clear aims and success criteria, to monitor and evaluate planning to improve what we do
- Identify training needs of all adults working within the Early Years Foundation Stage
- Ensure each child has a firm understanding of phonics by using the accredited Floppy's Phonics scheme
- Develop children's characteristics of effective learning

Play in the Early Years Foundation Stage

Through play, our children explore and develop learning experiences which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. Children are given the opportunities to explore and discover within a safe and supported environment. Play underpins the delivery of the Early Years Foundation Stage Curriculum. Children are involved with both group, and individual play, some initiated by adults and some by children. Children are able to take risks and make mistakes and learn from them.

Personalised Provision and Tracking of Development

The needs of each child are carefully considered, and a very thorough National Baseline Assessment is completed. Each pupil has a carefully considered programme to support development in the 17 areas of the EYFS curriculum and also to extend the learning of the more able pupils. The development of each child is carefully recorded on tracking system each half term. This is reported to the Head Teacher and governors. Each child's level of development is reported to government annually. National Baseline Assessment takes place and the results of this are held with the DfE.

Inclusion

We value the diversity of individuals within the school and do not allow any form of discrimination. All children at Cavendish C of E Primary School are treated fairly regardless of race, religion or ability. All children and their families are valued within our school. We uphold the protected characteristics and positively model inclusion. The Church of England document, 'Valuing All God's Children' informs our inclusive provision.

We meet the needs of each child through careful planning. This may include SEND, higher ability, additional physical or mental health needs, socio economic, cultural and linguistic needs.

We believe that all children are capable of demonstrating able and gifted behaviour given the correct learning environment and appropriate encouragement.

Impact

Assessment - Recording and reporting

We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the Early Years Foundation Stage is on-going and is an integral part of the learning and development process. The school uses Target Tracker to

support this progress. The observations and assessments are used to identify learning priorities and plan the next stages in the learning experiences for the child. The observations are recorded as part of the Early Years Foundation Stage Profile, and through each child's Learning Journey. In addition to using Develop Matters to show progress, each child is also assessed on the characteristics of effective learner against the EYFS. Parents are able to contribute to and review their child's file at any time.

On-entry Transition

We are keen to ensure each child is secure and confident in our setting. Our EYFS teacher visits each child in their nursery/pre-school setting in the summer term after an offer of a place has been allocated. This can be a home visit if the family would prefer. Formal meetings take place between staff at each setting to discuss the needs of each child. Smooth transition of paperwork and learning journeys enable us to build on the excellent start already made.

Reception to Year One Transition

Reception and Year One teachers have worked together to make the transition from the Early Years Foundation Stage to Key Stage one as smooth as possible at Cavendish C of E Primary School. The EYFS teacher and Year One teacher work closely together to ensure the needs of the children in key areas are met.

- An EYFS profile and end of year report and assessment records are passed on to the Year One teachers
- Reception and Year One teachers meet to discuss the individual needs of each child in the Summer term
- Reception children visit their new Year One class and teacher in Summer term for a variety of activities
- Outdoor learning is planned for the outdoor classroom in Year One

Safeguarding and Child Protection

Safeguarding is the responsibility of all practitioners in EYFS. All practitioners have an annual safeguarding update training, together with annual Prevent training and FGM training. Any concerns are reported to DSL, the head teacher, or one of the two ADSLs who will follow all the correct safeguarding procedures. The school works proactively with families and outside agencies to ensure children are safe, well-supported and can thrive. Online safety and positive relationships are taught from the foundation stage.

Health and Safety

We support all staff being trained in first aid, and the EYFS lead holds a valid Paediatric First Aid certificate. All practitioners are aware of the health and safety procedures such as Fire Drills and Lockdown procedures. The EYFS practitioners also hold a valid food hygiene certificate.

Shared Partnerships with families

We believe that all parents and carers have an important role to play in the education of their child. We develop this through

- Inviting all parents/carers to an Induction meeting during the term before their child starts school

- Time for the children to meet their teacher and take part in typical activities in their classroom
- Parent/carer workshops in the Autumn and in the Spring term and written report in the Summer term
- Termly “Workshare” afternoons in school including phonics workshops
- Providing termly topic leaflets
- Regular dialogue through reading records
- A range of activities through the year to encourage collaboration between child, school & parents and carers
- Asking parents and carers to contribute positively to children’s development through sharing achievements and milestones met at home

Cultural Capital

The children benefit from a well-planned curriculum for PSHE, Collective Worship and enrichment activities to promote a clear understanding for the children that we reside in a modern British culture in Great Britain where we respect all. Our EYFS and whole school curriculum promote a strong identity as British citizens by learning and celebrating not only Christian, but multi-faith celebrations, for instance, Sukkot, Diwali, Bonfire Night, Remembrance Day, Christingle, Christmas, Wesak, Pancake Day, Lent, Easter and hold an annual Easter Egg hunt. Children develop a cultural awareness through engaging with works of art, a wide genre of music and classics to broaden experiences beyond the local area.

Remote Learning

We consider that children in Early Years are learning through their daily experiences and interactions whether in school or at home. Sometimes, however, children may be required to work at home due to external circumstances such as local/national disasters, pandemics or being required to isolate. Detailed support can be seen through the home learning page of our website. In Foundation Stage however, staff acknowledge the need for parents/carers to support remote access to online classrooms and teaching resources. Teaching staff will ensure a balance between on screen and off screen activities each day and weekly coverage will follow the Foundation strands of learning as detailed under the sub heading ‘Curriculum’. Feedback and pastoral support will be provided through Google classrooms, emails, telephone calls and class teacher / parent/carer interactions.

Monitoring and review

It is the responsibility of all the Early Years Foundation Stage staff to follow the principles in this policy. There is a named Governor responsible for the Early Years Foundation stage. This governor will discuss EYFS practice with the practitioners regularly and provide feedback to the whole governing body, raising any issues that require discussion. The Head Teacher and EYFS coordinator will carry out monitoring on the EYFS as part of the whole school monitoring schedule. The Headteacher, Governors, EYFS Coordinator and staff will review this policy regularly. Any amendments will be presented to the Curriculum Governors.