

Baxenden St John's CE Primary School



Early Years Foundation Stage Policy

VISION STATEMENT

Our school helps us to walk together, with Jesus, to be the best that we can be. Through God's love and guidance, we create an ethos of share endeavour, friendship and cooperation to help us flourish academically, emotionally and spiritually.

Early Years Foundation Stage (EYFS) Policy

'Every child deserves the best possible start in life and the support that enables them to fulfil their potential'
(Statutory Framework for the Early Years Foundation Stage 2021)

AIMS

- Our school is a happy place where everyone can **enjoy** coming together and having fun.
- Our school gives children the time and opportunities to **discover** their own spirituality and the nature of God.
- Our school provides the opportunities for children to **learn**, to grow in their understanding and develop their independent thinking.
- Our school supports and guides the children to **achieve** as much as they are able, and to feel proud of themselves.
- Our school **celebrates** the wonder of our creation, the diversity reflected in our local community, and all that is good in the lives of the children and the life of the school.
- Our school nurtures the desire of all children to **create** things and thoughts, which are unique to them and to share them confidently with others.
- Our school seeks to **inspire** children, so they will carry with them a vision of all that is possible, throughout their lives.

SINGLE EQUALITIES

At Baxenden St. John's School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential – irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Baxenden St John's Primary School, children join the Reception class in the year that they turn five. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life.

We endeavour to ensure that children "learn and develop well and kept healthy and safe." We aim to support children in their learning through "teaching and experiences that gives children the broad range of skills that provide the right foundation for good progress through school and in life." (Statutory Framework for the EYFS 2012)

The EYFS is based upon four principles:

- **A Unique Child** – every child is a competent learner from birth who can be resilient, capable, confident and self-assured.
- **Positive Relationships** – children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.
- **Enabling Environments** – the environment plays a key role in supporting and extending children's development and learning.
- **Learning and Development** – children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.

A UNIQUE CHILD

At Baxenden St John's Primary School we recognise that every child is a competent learner who can be resilient, capable, confident and self assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

At our school we value the diversity of individuals within the school and do not discriminate against children because of differences. All children are treated fairly regardless of race, religion or abilities. We aim to give all our children every opportunity to achieve their best. We do this by taking into account of our children's range of life experiences when planning for their learning.

In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds and children from different ethnic groups.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experiences and interests, and develop their self esteem and confidence;
- Using a wide range of teaching strategies based on children's learning needs;
- Providing a safe and supportive learning environment in which the contribution of all children is valued;
- Using resources which reflect the diversity and are free from discrimination and stereotyping;
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitoring children's progress and taking action to provide support as necessary.
- Holding Stay and Play sessions.
- Celebrating the children's achievements with their parents and inviting parents to our weekly celebration assembly.

WELFARE

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (See Whole School Safeguarding & Child Protection Policy and SEN Policy).

"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."

At Baxenden St John's Primary School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2012. We understand that we are required to:

- Promote the welfare and safeguarding of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

POSITIVE RELATIONSHIPS

At Baxenden St John's Primary School we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

We recognise that parents are the children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children.

We do this through:

- Holding an open afternoon and evening, giving parents and carers an opportunity to visit the whole school and chat informally.
- Holding an informative induction meeting for parents prior to their child starting school
- Visit sessions for the child during the half term prior to them starting school.
- 'Teddy Bears Picnic' to introduce children to their Y6 'buddy'.

- Having an open-door policy encouraging the parents to talk to the teacher if there are any concerns – via making an appointment via the office, or on the gate before & after school.
- Parents, carers and childminders can access a half termly planning sheets identifying the focus for each area of learning on the school website.
- Weekly newsletter to inform parents of children's weekly activities.
- Weekly blog on the school website with photographs.
- Encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents twice a year (Autumn & Spring) at which the teacher and the parent discuss the child's progress in private with the teacher. Parents receive a report on their child's attainment and progress at the end of each school year.

All staff involved within the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At our school, the EYFS teacher and other staff within the classroom act as "Key Person" to their own group of children in the EYFS.

ENABLING ENVIRONMENTS

At Baxenden St John's Primary School, we recognise that the environment plays a key role in supporting and extending the children's development. Through observation, we assess the children's interests, stages of development and learning needs before planning challenging, achievable activities to extend the children's learning.

The foundation stage classroom is organised to allow the children to explore and learn securely and safely. There are areas where the children can be active or quiet. The classroom is set up to reflect the areas of learning where children can learn through adult directed activities or child initiated (known as continuous provision activities). Within the areas, children are able to find and locate equipment and resources independently.

The foundation stage classroom has its own enclosed outdoor area. This has a positive effect on the children's development. Being outdoors offers the children further opportunities to explore, use their senses, develop their language skills and be physically active. We also use the extensive school playing field and outdoor classroom (including Forest School) as often as possible. We plan activities both inside and outside the classroom enabling the children to develop in all areas of learning.

Effective planning is the key to making children's learning appropriate, exciting, varied and progressive. Effective learning builds on and extends what children know, can do and are interested in.

LEARNING AND DEVELOPMENT

At Baxenden Primary School we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand they are interconnected. We strive to provide a tailor made, thematic curriculum that engages and inspires our children, providing them with memorable experiences which prepare them for their next stage of learning. There are seven areas of learning and development that must shape educational provision in early year's settings. The children will cover all seven areas of the curriculum through everyday activities. All the areas are important and interconnected. Three areas are particularly crucial for igniting children's curiosity and

enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

- Communication and language
- Physical development
- Personal, social and emotional development.

The specific areas are

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

Through careful assessments and observations, including information provided by parents and other settings, children's development levels are assessed. 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. However, if a child's progress in any prime area gives cause for concern, staff will discuss this with the child's parents and/or carers and agree how to support the child. This may also include a discussion with the Special Educational Needs Co-ordinator (SENCO) in order to access Special Educational Needs support.

Planning and guided children's activities will reflect on the different ways that children learn and reflect these in their practice. At Baxenden we support children in using the three characteristics of effective teaching and learning. These 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; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

THE ROLE OF THE ADULT

We believe that it is vitally important for adults to support children's learning through play.

Learning is personalised by building on the child's interests and involving them fully in reflecting on what they have learned and how they may build on their skills. Adults will:

- Question, respond to questions and engage the child in extended conversations that support sustained shared thinking
- Extend vocabulary, knowledge and skills
- Encourage independence
- Add resources that stimulate, motivate and engage the learner
- Demonstrate/model and work alongside children
- Help children to see links in their learning
- Support, reassure and encourage

- Encourage children to be problem solvers and investigators
- Help children to learn how to negotiate and resolve conflict
- Observe and assess learning
- Record judgments and plan for next steps in learning
- Provide feedback to child / other adult / parents
- Ensure the environment is safe and secure

OBSERVATION, ASSESSMENT AND PLANNING

Practitioners consider the individual needs, interests, and development of each child in their care, and use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development. The specific areas of learning provide children with a broad curriculum and with opportunities to strengthen and apply the prime areas of learning. This is particularly important in developing language and extending vocabulary. The planning within the EYFS is based around half termly themes. These plans are used by the EYFS teacher as a vehicle of interest to deliver the children's next steps in learning and feed into weekly planning. However, the teacher may alter these in response to the needs, achievements and interests of the children. Staff are skilled at observing children to identify their achievements, interests and next steps for learning. These observations and discussions with children then lead the direction of the planning.

The planning objectives within the Foundation Stage are from the EYFS supporting document Development Matters (2020). The planning is based upon the themes with discrete RE, PE, phonics, maths and literacy directed teaching. Our medium-term planning identifies the intended learning for children working towards the Early Learning Goals. The Reception teachers work closely with all adults in the EYFS to plan for progression. All staff are involved in evaluating provision and planning changes or enhancements to support or extend children's learning.

Children in Reception take part in whole class and small group sessions which are tailored to meet their age and stages of development. These group activities include phonics, literacy and maths sessions, as well as daily story and rhyme times. Children also take part in weekly PE, PSHE, RE lessons. Guided Reading is introduced at a time when the children are ready, and children may not start their guided reading group at the same point in the year.

ASSESSMENT AND RECORDING SYSTEMS

Ongoing formative assessment is an integral part of the learning and development process at Baxenden. It involves practitioners knowing children's stages of progress, achievements and interests, in order to shape teaching and learning experiences for each child. Children are observed in all areas of the curriculum and significant observations are recorded showing personal achievements. Assessment at Baxenden does not involve prolonged breaks from interaction with children and does not require excessive paperwork. When assessing whether a child is at the expected level of development, practitioners draw on their knowledge of the child and their own professional judgement against age related expectations.

Statutory Assessments - Children will complete the statutory Reception Baseline Assessment (RBA) within the first 6 weeks of joining Reception, regardless of when they join the class, unless they have been assessed previously. The RBA is an age-appropriate assessment of mathematics and literacy, communication and language, that is delivered in English. It is clearly linked to the learning and development requirements of the EYFS. The purpose of the RBA is to provide an on -entry assessment of pupil attainment to be used as a starting point from which a cohort -level progress measure to the end of key stage 2 (KS2) can be created.

On entry to Reception classes, the teachers and Early Years practitioners use their professional judgement, based on observations of individuals, to record the starting points for the children's level of development. Children are assessed across the seven areas of learning using the Development Matters age and stage of development bands.

In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the Early Years Foundation Stage Profile is completed for each child. Practitioners must indicate whether children are meeting expected levels of development or if they are not yet reaching expected levels (emerging) across the seven areas of learning contained in the curriculum guidance for the Foundation Stage. Each child's level of development is recorded as Emerging or Expected against the 17 Early Learning Goals.

SAFETY AND WELFARE

At Baxenden we recognise that 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 understand that we are legally required to comply with the welfare requirements as stated in section three of the Statutory Framework for EYFS (2021) and have regard to the 'Keeping Children Safe in Education', 'Working Together to Safeguard Children' statutory guidance and the 'Prevent duty guidance for England and Wales'.

We endeavour to meet all these requirements and staff receive annual safeguarding training to ensure their knowledge of the safeguarding requirements are up to date. Our full safeguarding and welfare procedures are outlined in the schools Safeguarding and Health and Safety policies.

TRANSFER AND INDUCTION

The children at Baxenden CE Primary School are invited to two induction days during the summer term prior to starting in the September. These include two activity sessions, which they attend, if appropriate, on their own. The children are split into two groups according to age.

A 'Teddy Bears Picnic' is held in the summer term where the children are introduced to their 'buddy'. These are Year 6 children, who spend lunchtimes with the new children when they start in September. They eat their lunch together and go with them to the playground.

The children start school in the September of the academic year in which they turn 5 years old. The oldest children (September- February) attend for the morning session including lunch and then the younger children (March-August) attend the afternoon session. The following day the groups swap sessions and following these induction days, both groups come together and attend full time. This can change depending on the cohort and needs of the children.

This arrangement allows;

- the children to feel secure in their new environment.
- the practitioners to get to know the children individually and establish good relationships
- the EYFS teacher and EYFS staff to begin to carry out baseline (development matters) assessment.

This arrangement is flexible and as a school we recognise that this arrangement may not suit all children or their families. Where this is evident the school will endeavour to make suitable arrangements with parents to ensure that transition is smooth and the children settle effectively.

Children transfer to Baxenden St John's Primary School from various local nurseries. Most of these nurseries complete Development Matters records and, where available, the EYFS teacher will undertake nursery visits. The information gathered from these visits will be added to the "on entry" development matters results.

SPECIAL EDUCATIONAL NEEDS

It is the EYFS teacher's responsibility to liaise with parents and report to the school's SENCO regarding children who they believe have special educational needs. Where this is appropriate the EYFS teacher will develop individual educational plans for each child named on the register. This information will be shared with the parents and the targets reviewed as appropriate in line with the school's SEN policy.

HOMEWORK

Although homework for the EYFS is not compulsory, activities are sent home to consolidate, reinforce or introduce new skills. Homework is differentiated appropriately to children's individual needs and parents are invited to comment on their child's progress, developing continuity and helping the EYFS teacher to plan future activities accordingly. We also feel this provides a positive home-school link.

The children are introduced to the school's home reading scheme. Again, these reading activities are differentiated on an individual basis, encouraging the children to develop their reading skills appropriately and are linked to the school phonics scheme (Red Rose).

FROM RECEPTION CLASS TO KEY STAGE 1

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile includes on-going observation, all relevant records held by the setting, discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development is assessed against the early learning goals. The profile indicates whether children are meeting expected levels of development, or they are not yet reaching this level and are

assessed as 'emerging'. 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.

The children attend a transition morning to 'meet the teacher' and familiarise themselves with their new classroom in the summer term.

FIRST AID

Hannah Kennedy, EYFS teacher, is first aid trained.

Adele Jackson, TA paediatric first aid trained.

Sarah Perks, TA paediatric first aid trained.

MONITORING & REVIEW

This policy will be reviewed annually. The Governors Curriculum Committee will be informed of any significant changes in the policy for their approval. The policy is available on the school website.

This policy should be read in conjunction with the following school policies:

- Home School Agreement
- Marking and Feedback Policy
- Homework Policy
- Assessment, Recording and Reporting Policy
- Behaviour Policy
- SEN policy
- Safeguarding & Child Protection Policy