**St Clement’s C. of E. Primary School**

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**Early Years Foundation Stage Policy**

**Approved by the Full Governing Body:**

**Due for review:**

***Growing Together To Let Our Light Shine***

**John 3:18** ***'Little children, let us not love in word or talk but in deed and in truth.'***

 **Mission Statement:**

**We encourage and inspire children to aim high and challenge themselves in everything they do.**

***As a compassionate, Christian school, we are strong in our faith. We believe in love and forgiveness and are thankful for the opportunities we have to live and learn in our community.***

**Our Christian Values Reflected In This Policy**

**Faith**

**Hope**

**Love**

**Respect**

**Thankfulness**

**Forgiveness**

**Compassion**

**DDA STATEMENT**

At St. Clement’s we will aim to:

* **Promote equality of opportunity between disabled people and others.**
* **Eliminate discrimination that is unlawful under the Act.**
* **Eliminate harassment of disabled pupils that is related to their disabilities.**
* **Promote positive attitudes towards disabled people.**
* **Encourage participation by disabled people in public life.**
* **Take account of a disabled person’s disabilities, even when that involves treating a disabled person more favourably than another person.**

**Rights Respecting School Link to Articles: 2,3,5, 6, 13, 16, 18, 23, 24, 28.,29,30,31**

**Contents**

1. Aims 3

2. Legislation 3

3. Structure of the EYFS 4

4. Curriculum 4

5. Assessment 6

6. Parents as Partners 6

7. Admissions and Induction 7

8. Safeguarding and Welfare 8

9.Monitoring and Review ………………………………………………………………………………………………………………………………….9

Appendix 1. List of statutory policies and procedures for the EYFS 10

Appendix 2- Learning Journey Policy ………………………………………………………………………………………………………………11

Appendix 3 Key Person Role Guidance (as outlined by EY2P 2021)………………………………………………………………….12

**Introduction**

Early Years education is the foundation upon which young children build the rest of their schooling. It is a holistic education that encompasses all learning and development.

This policy outlines the purpose, nature and management of the Early Years Foundation Stage (EYFS) at St.Clements C of E Primary School.

In the policy the term ‘setting’ refers to the Early Years educational provision at St.Clements Primary which includes both Nursery and Reception classes. In the policy the term ‘practitioner’ refers to the members of staff working with children within the setting.

# 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
* A close working partnership between staff and 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 [statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2021](https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/).

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# 3. Structure of the EYFS

The EYFS at St.Clements’ C of E Primary school comprises of one 26 full-time place nursery (age 3-4) and one 30 place full time reception (age 4-5) class. Children are taught in their separate year group classrooms. Both classes share a large outdoor play area. Some practitioners are assigned to a single class and some work across both.

# 4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

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

Characteristics of Effective Learning

The EYFS also includes the characteristics of effective teaching and learning. The Nursery and

Reception teachers plan activities within the Nursery and Reception classrooms with these in mind.

They highlight the importance of a child’s attitude to learning and their ability to play, explore and

think critically about the world around them.

The three characteristics 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

**Creating and Thinking Critically** – children have and develop their own ideas, make links

between ideas, and develop strategies for doing things.

**4.1 Planning**

Practitioners 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 (nursery class) are expected to focus strongly on the 3 prime areas.

In the EYFS the majority of our teaching and learning is planned through a half termly thematic or topic based approach with linked quality key texts used in literacy lessons. Each class learns through 6 different topics which allow for progression of knowledge and skills through the EYFS. Topics are heavily weighted towards one particular strand within “Understanding the World” and have a focus on developing knowledge and skills within the distinct subjects of history, geography and science (there may be overlap in some topic areas). Teaching discrete subject areas helps to prepare children for knowledge and skills they will need as they progress through school. Within this context, children begin to learn how to be “historians”,” geographers” and “scientists”. The topics are flexible to ensure we also follow the children’s interests. Staff plan half termly experience days that introduce, enhance or consolidate learning and skills related to the current topic. We aim to promote learning further through occasional visits and by having visitors into school e.g. police officer and midwife as people who help us or a visit to the beach to enhance learning about the seaside. Regular outings in the local area are planned to enhance learning further e.g. a trip to the fruit and vegetable shop, post office or local café.

A long term plan highlights the progression and sequence of content and skills in all other areas. White Rose Schemes of Work are used for planning in maths. The scheme supports children in gaining a greater depth of number concepts. The Letters and Sounds programme is followed for phonics teaching to ensure consistency across both classes. The Write Stuff approach to teaching language and writing is used for the majority of literacy planning. EYFS also follows whole school schemes of work for RE (Blackburn Diocese) and PSED (Heartsmart).

A weekly overview plan is created which includes daily plans for whole class teaching, carpet and small group teaching times. Opportunities for outdoor lessons are highlighted on planning. Indoor and outdoor enhancements and weekly rainbow challenges in reception within the continuous provision, are also included on the weekly planning format. Practitioners ensure that weekly objectives feed directly and seamlessly into whole class, adult led sessions and child initiated indoor and outdoor opportunities. Planning highlights where children are in their learning journey. Activities are planned indoors and outdoors to allow children to explore, learn, practise, apply and deepen their understanding of skills.

All practitioners are involved in the planning process through weekly meetings. Planning is designed to be as flexible and responsive as possible so that practitioners can adapt sequences of lessons to suit the needs of the children in the groups they teach. Practitioners 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.

**4.3 The Learning Environment**

The EYFS classroom is organised to allow children to explore and learn securely and safely. There are specific areas where the children can be active, be quiet, creative etc. A high quality learning environment enables children to access a range of both guided and open ended activities.

Children have access to both inside and outside area across the day; this has a positive effect on the children’s development. Both reception and nursery classes have their own undercover outdoor classroom area as well as access to a large outdoor area. Being outdoors offers opportunities for doing things in different ways and in different scales than when indoors. The children can explore, use their senses and be physically active and exuberant. All areas of the curriculum can be explored outside. Teaching and learning is planned for outside and in all weathers.

**5. Assessment and Record Keeping**

At St Clements’ EYFS 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. Staff also take into account observations shared by parents and/or carers.

Learning Journeys record children’s progress over both academic years in all Areas of Learning and Development of the EYFS framework. The online assessment tool Target Tracker is used to record photographic and videoed evidence of learning and observations (see separate Learning Journey Policy, appendix 2).

Baseline assessment is carried out using the EYFS Profile during the children’s first six weeks upon entering nursery. Judgments made on children’s development in the Profile are based on practitioners’ evidence of children’s behaviour observed independently and consistently in their self-initiated activities across all Areas of Learning and Development. Individual progress is rigorously tracked throughout the foundation stage. Assessment data is entered into Target Tracker where it can be monitored closely and updated every term (half termly in maths and literacy).

In EYFS, language development is also assessed and tracked using WELLCOMM, a toolkit designed to identify children who might be experiencing delays with speech and language. Nursery children (and children new to reception) are assessed within the first few weeks of starting school, or as soon as they have settled (EAL children may be assessed later). Those requiring further intervention are tracked and assessed throughout the school year until they achieve the required language level for their age.

Within the first 6 weeks thata child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

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
* Not yet reaching expected levels (‘emerging’)

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](https://www.gov.uk/government/publications/development-matters--2)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

**6. Parents as Partners**

At St.Clements we recognise the importance of establishing positive relationships with parents, as highlighted by the EYFS framework. We understand that an effective partnership between school and home will have a positive impact on children’s learning and development. We value the role of parents as children’s primary educators. We encourage parents to share their unique knowledge of their child, providing further insight into the child as an individual (e.g. characteristics, interests, experiences, likes, dislikes). This supports practitioners in establishing interesting and stimulating learning experiences, responding to children’s needs and interests. Parents and carers encouraged to access their child’s online learning journey where they can keep up to date with their child’s progress and achievements in school.

Class dojo is an online tool which will also keep parents and carers informed of rewards that children have received during the school day. Dojo also enables staff to inform parents and carers about activities and incidental things that have happened in the classroom through photos and videos. Staff can send group messages via Dojo to alert parents and carers about events that are happening e.g. experience days, trips etc.

Parents are kept informed of what is happening in the setting through class newsletters, reading records and informal chatting at the beginning and end of the day. Whole school newsletters are available on a weekly basis.

Parents are given opportunities during the year to attend sessions to gain information and advice on how to support their child at home in key areas of reading, writing, phonics and mathematics. Transition workshops are carried out in the Autumn term in nursery where parent/carers are supported in understanding the importance of key skills for school readiness.

Parents are invited to attend parents’ evenings during the course of the academic year. The first of these takes place during the Autumn term to allow practitioners and parents to discuss how children have settled into the setting. Another parent’s evening takes place during the Spring term where practitioners will feedback on children’s learning and development progress.

Parents are also invited to get involved with school life. There are opportunities for them to help with activities such as educational visits.

The setting has a friendly, open-doors ethos and practitioners are available to talk to parents at the beginning and end of the day. Parents are always welcomed into school and encouraged to discuss any concerns they might have.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child’s development at home. The key person also helps families to engage with more specialist support, if appropriate. (See appendix 3)

**7. Admissions and Induction**

St Clements C of E Primary School provides full-time Early Years education for children in the Nursery and Reception Years. In Nursery this is for children who enter school from September of the academic year in which they will turn four years old. We endeavour wherever possible to make the induction and transition period as positive and smooth as possible.

Before they start in the setting, all new nursery children and their families are invited to join “Little Learners at St.Clements” sessions. Initial sessions start for 3/4 weeks in March and are continued again June running on a once weekly basis for about 5 weeks. The purpose of this is to allow children and their families to time and space to get to know the school setting, play, socialise and make friends, meet school staff and have informal conversations. Any issues or concerns that parents and carers have can also be addressed at this point. The children will also have the opportunity to visit the nursery setting informally during the Summer term. A transition toy and bank of transition activities are provided for each child after completion of these sessions to allow parent/carers to work with their children during the Summer break to support school readiness. Work is continued using these toys during the Autumn term providing a vital link between home and school.

A lunch time visit is offered at the end of the Summer term for parents and carers to attend with their child and become familiar with the routines and kinds of foods on offer.

The school works closely as much as possible with local PVI feeder settings to gather information. The nursery teacher aims to visit each child in their pre-school setting during the Summer term. The school also requests permission from parent/carers to ascertain children’s two-year check assessments from providers so that accurate information is collected and concerns can be identified and addressed quickly.

During the first week of the Autumn term home visits are offered. The purpose of these initial visits is for the children to meet their new practitioner (or key worker) and for practitioners to have informal conversations about the individual child and their needs and interests. General information about school will be shared during this visit.

In the first weeks of the Autumn term, new nursery children will be invited to attend a “Rhyme Time” session and pre-entry visit. Parents will attend along with their child. During the pre-entry visit the nursery teacher will provide an information session for parents where matters such as routines, expectations, the curriculum, uniform and medical issues will be discussed. Paperwork will be given out and parents and carers will be supported in completing this at the meeting so that all important information can be gathered and processed quickly. ‘All About Me’ induction packs will also be given out to parents as another way to support practitioners’ knowledge and understanding of each individual child.

New nursery children are inducted over several weeks. Most children typically start school part time initially and build up to attending full time over the period of three weeks. However, the length of induction may vary between individual children depending on their needs and ability to cope. These decisions are made with close consultation with parents. New Reception children are offered opportunities to visit the school during the Summer and Autumn terms and parent/teacher meetings are arranged. Every effort is made to make children feel safe, secure and happy. Established routines, a calm atmosphere and encouraging talk are some of the strategies practitioners use to maintain children’s positive feelings about school.

**8. Safeguarding & Welfare**

Keeping Safe - 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. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards. The outdoor environment is particularly effective as a way of promoting risk taking and safety for young children. Activities and opportunities are carefully planned for outside with this in mind.

Half termly risk assessments of the wider environment and resources are carried out. In addition to this, staff work on a rota basis to undertake daily checks of the indoor and outdoor environment and equipment such as sockets and wires and rubbish in the outdoor area. The bathroom and toilet areas are checked regularly throughout the day to ensure they are safe and fit for use. All daily and bathroom checks are recorded.

Good Health - All children are provided with a healthy snack each day as well as being given the choice of milk. They have access to water at all times. We promote good oral health, as well as good health in general, in the early years by insert your approach here, for example by talking to children about:

• The effects of eating too many sweet things

• The importance of brushing your teeth

We follow statutory guidance for safety around supervised tooth brushing.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

Intimate Care - “Intimate” care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child’s age and stage of development, they may need some support, for example dressing and changing underwear following an accident.

Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child. No intimate care is to be given without parent or carers consent and they will be asked to provide that permission when their child joins Nursery or Reception at St.Clements. Any intimate care given is recorded and logged.

We follow whole school procedures for child protection (see separate policy). Staff are aware of reporting procedures through our C-POMs system.

Accident and first aid procedures are followed in accordance with whole school procedures.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

**9. Monitoring and Review**

It is the responsibility of the EYFS staff to follow this policy. The EYFS lead will ensure that the policy is implemented and will carry out monitoring throughout the year. The Senior Leadership Team will carry out monitoring on the EYFS as part of the whole school monitoring system.

The policy will be reviewed annually by the EYFS lead. At every review, the policy will be shared and approved by the governing board.

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

| 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 |

**APPENDIX 2**

 **EYFS:** Learning Journey Policy

*“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. .....Practitioners must consider the individual needs, interests, and stage of development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development”.*

 ***EYFS Statutory Framework Sept 2020***

**Aim of the learning journey**

To capture a child’s journey of learning as they progress through the Early Years Foundation Stage toward the Early Learning Goal and beyond. A document which records, the uniqueness of each child’s learning and development across the seven areas of learning and the Characteristics of Effective Learning.

**Process/organisation**

* Target Tracker, electronic app, will be used across the phase to capture child-initiated learning.
* Target Tracker learning journeys will focus on the collation of chronological observations. These will be collated for all children from baseline, across all aspects of learning.
* Whole team approach to recording observations, including parents who may use “Cheque Books”.
* **The process should not be time-consuming or take away opportunities for quality child-adult interactions in the learning environment.**

**Quality of observations**

* Practitioners to focus on recording **‘significant’** observations to inform future planning.

Observations to include:

* Name of observer, child’s name and date
* Balance of indoor and outdoor learning
* Context of learning (type of activity)
* Use of resources/activities
* Interactions with others
* Quotes of direct speech, as appropriate
* Holistic links to learning, aspects and Characteristics of Effective Learning
* Identified next steps (as appropriate )
* Practitioners to ensure included work is appropriately annotated.
* Observations to include evidence across all aspects at baseline and each half term, within a holistic approach.

**Accurate EYFS Data Set**

* Collated evidence, predominately child-initiated, alongside practitioner knowledge to be used to secure periodic accurate best-fit judgments across EYFS.
* Practitioners to engage in regular moderation**,** in-house/inter-school.

**APPENDIX 3 Key Person Role Guidance (as outlined by EY2P 2021)**

**The Importance of the Key Person Role**

*Each child must be assigned a key person. Providers must inform parent and/or carers of the name of the Key*  *Person, and explain their role, when a child starts attending a setting.* ***EYFS Statutory Framework 2020***

*Young children in the early years need consistent, warm and responsive care from the adults they spend time with. Consistency matters for all children, and especially for the youngest. The key person approach is a powerful way of ensuring that each child can be known, cared for and treasured by a special person. It’s also an important way of ensuring that parents feel confident and know who to talk to if they have any concerns or important information to share.* *An effective key person approach builds on* ***attachment*** *theory*.

Dr Julian Grenier

***Attachment*** *is a process rather than something that happens overnight.* Juliet Mickelburgh

**Links to Learning.**

**Key Guiding Principles:** Positive Relationships / Unique Child

 **Seven Key Features of Effective Practice**: **(2)** High-quality care

The **child’s experience must always be central** to the thinking of every practitioner □ Babies, toddlers and young children thrive when they are **loved and well cared** for **□ High-quality care is consistent**. □ Every practitioner needs to enjoy s**pending time** with young children □ Effective practitioners are **responsive** to children and babies. They notice when a baby looks towards them and gurgles and respond with pleasure □ Practitioners understand that toddlers are learning to be **independent,** so they will sometimes get frustrated □ Practitioners know that starting school, and all the other **transitions** in the early years, are big steps for small children. *Development Matters 2020, page 5*

**PSE Educational Programme:** Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

**Achievement at the end of EYFS, Early Learning Goals:**

**Managing Self:** Children at the expected level of development will: □ Be confident to try new activities and show independence, resilience and perseverance in the face of challenge □ Explain the reasons for rules, know right from wrong and try to behave accordingly □ Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

**The Role of the Key Person in Practice**

Each Key Person needs to communicate with each child’s parents before the child starts school / new class to: □ establish self as the named Key Person and what that role means □ share school / class practice and policies (curriculum, daily routine...) □ gather key information about the child around care and learning □ develop partnership between home and school.

**Organisation: □** All children across EYFS to bepart of a named Key Person group. **□** Groups to be reflect context of cohort, enabling children to learn from one another. □ Practitioner knowledge of children and families to inform groupings e.g. *a Key Person who has: already built a positive relationship with a family / specialist skills to support personalised care/learning needs of an individual child.* **Daily routine:** *□* Each Key Person to support children to access the daily routine.□ Reception groups to meet at least once a day to focus on development of skills across Prime Areas of Learning. □ Nursery groups to meet regularly throughout the day; at the beginning of the year this will include all group times

**Tailored Learning and Care to Meet Individual Needs**

For all children, practitioners in the role of the Key Person need to:

* Communicate frequently with parents / carers about the individual care and learning needs of each child; ensuring continuity of care and learning, thus supporting the child’s emotional well-being.

* Ensure personalised care routines are securely in place at all times, even when absent.

* Talk to each child about: □ their food/drink likes and dislikes □ their body needs e.g. *rest, warm clothing, hat on a sunny day ...* Promote health awareness.

* Observe the child to identify how they: □ interactive with others □ participate in the daily routine □ learn through their play □ express their emotions. *\* This is crucial as children transition into school / new class.*

* Tune into each individual child, developing positive interactions around care and learning needs.

* Be attentive, letting the child know their next steps in learning are being supported.

* Be a role model, modelling personalised language and skills.

* Support, encourage and use specific praise to celebrate learning; as children begin to develop independence within self-care routines and identified key skills across the curriculum.

* Identify each child’s strengths in learning and begin to build a picture of their next stage of development.

**Help the child become familiar within the setting**

For all children, practitioners in the role of the Key Person need to:

* Welcome the child and his/her family into the setting each day.

* Recognise each child’s interests and use as a distracting strategy when required.

* Support transitions during the day / new events / particular times of year.

* Tune in sensitively to the child, being aware of cultural/learning differences.

* Support the child to explore the learning environment and join in activities/routines.

* Value the child’s interests and decision he/she makes.

* Talk with the child about their feelings/behaviour, supporting emotional responses.

* Support the child to link openly and confidently with others (adults and peers). Recognise and enjoy success with each child.

**Build a Relationship with the Child’s Family and Support Learning**

For all children, practitioners in the role of the Key Person need to:

* Support parents with child’s home learning to: □ develop an understanding of early years pedagogy and child development □ support identified next steps in learning. Tune into barriers to learning and sensitively support as required.

* Sensitively work in partnership with parents/carers with children with identified SEND; supporting access to school SENCO and relevant services from other agencies.

* Celebrate child’s learning/achievements.