



Policy Number CHI18

Early Years Foundation Stage Policy

Produced by Childwall Church of England Primary School

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Our Mission Statement

“And the child grew and became strong; He was full of wisdom and God’s blessings were upon Him.” (Luke 2:40)

Our Vision

We strive, with God’s grace, to enable every child to grow academically, socially, morally, spiritually and culturally in the knowledge they are loved by God and are safe and valued within our school community. Our core Christian values are woven throughout our curriculum and wider school ethos to fully prepare each of our children to achieve the highest holistic outcomes.

Our mission statement, “And the child grew and became strong...” (Luke 2:40) embodies our vision and commitment to equip children with the values and tools to enable them to thrive and flourish, embracing both success and challenge, prepared for “life in all its fullness.” (John 10:10)

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Childwall CE Primary School

Early Years Foundation Stage Policy

Within this document, the term Early Years Foundation Stage is used to describe children who are in our Reception classes as we do not have a Nursery.

1. Aims

- 1.1. At Childwall CE Primary School we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning.
- 1.2. We aim to create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent.
- 1.3. We value the individual child and work alongside parents/carers and others to meet their needs and help every child to reach their full potential, both academically and spiritually.
- 1.4. As outlined in the EYFS Framework, every child deserves the best possible start in life and the support that enables them to fulfil their potential because '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.'

2. Key Principles

Here at Childwall CE we adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings.

2.1. Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.

- 2.1.1. At Childwall CE Primary we recognise that children develop in individual ways, at varying rates.
- 2.1.2. We value the diversity of individuals within the school and community and we ensure that all children are treated fairly, regardless of race, gender, religion or abilities.
- 2.1.3. We ensure the use of resources that reflect diversity and are free from discrimination and stereotyping.
- 2.1.4. All our children and their families are valued within our school and, specifically in the Foundation Stage, we set realistic and challenging expectations that meet the needs of our children.
- 2.1.5. 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, children of different ethnic groups and those from diverse linguistic backgrounds.
- 2.1.6. At Childwall CE we also ensure that we meet the legal requirements for safeguarding and promoting children's welfare, health and safety, as set out in the Early Years Foundation Stage Statutory Guidance (2019) and in all our school policies and procedures.
- 2.1.7. As a whole school staff we take part in annual Safeguarding training and ensure all staff and volunteers are aware of policy and procedure. The staff are further paediatric first aid trained.
- 2.1.8. Within our school it is important to us that all our children are 'safe'. We educate children about boundaries, rules and limits and to help them understand why they exist. We provide children with appropriate 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.
- 2.1.9. We aim to protect the physical and psychological well-being of all children, predominantly through a whole school approach of 'Thrive in five'.
- 2.1.10. In order to ensure each child's continued learning journey is developing, all our practitioners continually monitor children's progress and take action to provide support as necessary.

2.2. Children learn to be strong and independent through **positive relationships**

- 2.2.1. At Childwall CE we aim to develop caring, respectful, professional relationships with the children and their families.
- 2.2.2. All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them.

2.2.3. We also recognise that parents/carers are children's first and most enduring educators and we value being partners with them in their child's education.

2.2.4. Throughout the year we offer various opportunities for sharing information such as:

2.2.4.1. Parent/teacher consultation evenings

2.2.4.2. Sending home key targets

2.2.4.3. Sending a report on their child's attainment and progress at the end of their time in the Foundation stage.

2.2.4.4. Homework tasks

2.2.4.5. 'Wow moment' cards

2.2.4.6. Phonics workshops.

2.3. Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers

2.3.1. Within our Foundation Stage our practitioners use information from parents/carers and previous settings, on entry baseline assessments, data, observations, group interests and needs evaluation as the basis for planning and to provide a stimulating environment.

2.3.2. Practitioners observe children to identify their achievements, interests and next steps for learning.

2.3.3. These observations then lead the direction of the planning.

2.3.4. The planning within EYFS is based around different themes, each of which offers experiences in all seven areas of the EYFS curriculum.

2.3.5. These plans are used by the EYFS teachers as a guide for weekly planning; however, the teacher may alter these in response to the needs (achievements/occurrences and interests) of the children.

2.3.6. This will be indicated on weekly planning and will inform future plans.

2.3.7. Across the year, the children learn through quality key texts that lead to an enriched curriculum.

2.3.8. As a team, we also plan using the EYFS profile and the Development Matters document. Our plans are flexible in nature so that we can incorporate any unplanned circumstances occurring from children's responses and activities created with parents and carers at home.

2.3.9. Our Reception classes are organised to allow children to explore and learn securely and safely. There are areas where the children can be curious, be active, be quiet, be creative, be reflective and rest.

2.3.10. The class is set up in learning areas, where children are able to find and locate equipment and resources independently.

2.3.11. The EYFS area has its own enclosed outdoor area and 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 and exuberant.

2.3.12. We plan activities and resources both inside and outside enabling the children to develop in all areas of learning.

2.4. Children **develop and learn** in different ways and at different rates

As part of our practice we:

2.4.1. Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning

2.4.2. Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support

2.4.3. Work in partnership with parents/carers and within the wider context

2.4.4. Plan challenging learning experiences, based on the individual child, informed by observation and assessment

2.4.5. Provide opportunities for children to engage in activities that are adult-initiated and child-initiated, supported by the adult

2.4.6. Provide a secure and safe learning environment indoors and out

2.4.7. We attend weekly Collective Worship so as to promote our Key Christian Values of Compassion, Friendship, Thankfulness and Forgiveness.

2.4.8. Each classroom has a reflection area to encourage quiet thought and time to be at peace with God in their own way.

2.4.9. Work one to one with each child using a quality first teaching approach.

3. The Foundation Stage Curriculum at Childwall CE Primary School

- 3.1. We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve and exceed the early learning goals.
- 3.2. All of the seven areas of learning and development are important and inter-connected.
- 3.3. 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 are the **prime** areas:
 - 3.3.1. **Communication and Language**
 - 3.3.2. **Physical Development**
 - 3.3.3. **Personal, Social and Emotional Development**
- 3.4. Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied. The **specific** areas are:
 - 3.4.1. **Literacy**
 - 3.4.2. **Mathematics**
 - 3.4.3. **Understanding the World**
 - 3.4.4. **Expressive Arts and Design**
- 3.5. Children are provided with a range of rich, meaningful first-hand experiences in which they are encouraged to explore, think creatively and critically and be active.
- 3.6. We work to develop and foster positive attitudes towards learning, confidence, communication and physical development.
- 3.7. Practitioners working with our Early Years children will focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. This will also be balanced towards an equal focus on all areas of learning as the children move through the Early Years at Childwall CE and grow in confidence and ability within the three prime areas.
- 3.8. At our school, children have whole group and small group times which increase as they progress through the EYFS with set times for a daily phonics session using 'Letters and Sounds' and a specific daily guided reading session.
- 3.9. During their time in our Foundation stage, the children are further provided with many opportunities for developing Phonics, Reading, Writing and Maths across the EYFS environment and we aim to help our children achieve a Good Level of Development in all 17 areas by the end of EYFSP.
- 3.10. Skills and knowledge within the curriculum are taught through a quality first teaching method whereby each individual child is taught on a one to one basis.
- 3.11. The curriculum is further delivered using a play-based approach as outlined by the EYFS guidance and gives the children plenty of opportunity for sustained own choice of activities both indoors and in the outdoors.
- 3.12. We are, however, also very aware that 'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities'
- 3.13. We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During children's play, early years practitioners interact to stretch and challenge children further through positive interactions.
- 3.14. In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and reflect these in our practice.
- 3.15. We create a stimulating environment to encourage children at appropriate times to free-flow between inside and out, a practical art area and 3 classrooms.

4. Characteristics of Effective Learning

- 4.1. At Childwall CE Primary School we recognise that "Children's play reflects their wide ranging and varied interests and preoccupations and that it is in their play children learn at their highest level."
- 4.2. Throughout the day it is through play that our children explore and develop learning experiences, which help them make sense of the world.
- 4.3. They are actively encouraged to practise and build up ideas, and learn how to control themselves and understand the need for rules.
- 4.4. They are provided with the opportunity to think creatively alongside other children as well as on their own.
- 4.5. They are encouraged to communicate with others as they investigate and solve problems.

- 4.6. To enable our children to become effective learners, all practitioners plan activities to promote the Characteristics of Effective Learning:
 - 4.6.1. Playing and Exploring – children investigate and experience things, and ‘have a go’
 - 4.6.2. Active Learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
 - 4.6.3. Creating and Thinking Critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

5. **Assessment**

- 5.1. As part of our daily practice, we observe and assess children’s development and learning to inform our future plans.
- 5.2. We record our observations in a variety of ways and we track the progress of every child.
- 5.3. This allows practitioners to identify specific areas for development, thus closing the gap.
- 5.4. It also allows transparency, opportunity for high quality moderation to take place and for the next teacher to see a complete picture of the child’s progress over time.
- 5.5. At Childwall CE Primary School, everyone in the team is encouraged to contribute to daily observations and discussions regarding actions arising from these observations regularly take place.
- 5.6. Significant observations of children’s achievements are collated electronically using Tapestry and all independent work is collected in a child’s personal folder.
- 5.7. In the autumn and spring terms, parents/carers are invited to attend a parents’ evening and a formal written report is provided for parents/carers at the end of the summer term.
- 5.8. Within this written report we provide information on their child’s development against each of the Early Learning Goals and the characteristics of their learning.
- 5.9. The parents/carers are then given the opportunity to discuss these judgements with the Reception teacher in preparation for Year 1 and they are encouraged to make a formal written comment within this report.
- 5.10. The final assessments submitted at the end of the year are used to inform the child’s next class teacher to highlight strengths and development needs.

6. **Safety**

- 6.1. Children’s safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks.
- 6.2. We have stringent policies, procedures and documents in place to ensure children’s safety.
- 6.3. We promote the good health of the children in our care in numerous ways, including the provision of nutritious food, following set procedures when children become ill or have an accident and we encourage regular exercise through our participation in the whole school initiatives, ‘The Daily Mile’ and ‘Rise and Shine’.
- 6.4. Please see our separate policies and procedures on Health and Safety, Child Protection, School Food Policy, First Aid, Administration of Medication and Accessibility Plan.

7. **Inclusion**

- 7.1. We value all our children as individuals at Childwall CE Primary School, irrespective of their ethnicity, culture, religion, home language, background, ability or gender.
- 7.2. We plan a curriculum that meets the needs of the individual child and support them at their own pace so that most of our children achieve and even exceed the Early Learning Goals.
- 7.3. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents/carers and outside agencies. See our separate policies on Equality of Opportunity.

8. **Parents/Carers as Partners and the Wider context**

- 8.1. We strive to create and maintain partnership with parents and carers as we recognise that together we can have a significant impact on a child’s learning.
- 8.2. We welcome and actively encourage parents/carers to participate confidently in their child’s education and care in numerous ways.
- 8.3. The parents/carers are asked to comment weekly in their child’s reading diary and the teacher responds with strategies to aid reading and a breakdown of the skills taught that week.
- 8.4. They are also asked to periodically complete a questionnaire which seeks to find out about experiences that the children have at home and directs questions about learning which then feeds into the class teachers’ overall assessments.

- 8.5. Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times we may need to share information with other professionals to provide the best support possible.
- 8.6. We draw on our links with the community to enrich children's experiences by taking them on outings and inviting members of the community into our setting.
- 8.7. The children also participate weekly in a collective worship which is led by the local clergy.

9. Transitions

- 9.1. Transitions are carefully planned for and time given to ensure continuity of learning.
- 9.2. At any transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings, including nurseries and childminders.
- 9.3. All families are invited to attend an introductory meeting, where they all receive a complete information pack and all aspects of school life, enrolment, staffing etc are explained.
- 9.4. This is followed by a short interview for all parents/carers and their child where they can come in and discuss medical information, allergies, likes and dislikes etc.
- 9.5. Children then attend an introductory 'Stay and Play' session to develop familiarity with the setting and practitioners. They receive an 'All about me' sheet to complete with parents/carers over the summer.
- 9.6. In the final term in EYFS, the Year 1 teachers meet with the Early Years staff and discuss each child's development against the Early Learning Goals in order to support a smooth transition to Year 1. This discussion helps the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children.