

GREAT CHART PRIMARY SCHOOL

Early Years Foundation Stage POLICY

September 2023



A Great Place to Discover and Learn

Vision Statement

A respectful community where we thrive and achieve our full potential as confident life long learners

Mission Statement

Preparing for life in our ever changing world, by providing opportunities to develop core values and a love of learning

Our core value is Respect

Our termly values: Team work, Ambition, Responsibility, Resilience, Kindness & Independence

EYFS Vision statement 2023

Our EYFS vision is to provide a safe, nurturing and respectful learning environment for all.

We work together to create a rich and purposeful curriculum, promoting a sense of community, independence and a positive attitude towards learning. Giving opportunities to explore and investigate in a language rich creative environment. Encouraging our pupils to be inquisitive, motivated and engaged in their own learning and the outside environment, so they are ready for Year One and new challenges ahead.

Great Chart Primary School EYFS Policy September 2023

INTENT

At Great Chart Primary School we intend that our curriculum educates all the children in knowledge, skills and understanding to be effective, inquisitive, curious, independent learners and influence their wider thinking across all areas of the curriculum. We focus on the Prime and Specific areas of the new EYFS framework : building a sense of team and community where the children can begin to learn how to self-regulate in a safe, supportive and caring environment. Our curriculum reflects the cultural capital and interests of the children where they can explore and learn through play based activities in a language enriched environment. We provide an environment that enables deeper level thinking and learning opportunities for all children making it an inclusive and diverse place to learn. Our core value is Respect and forms part of our school rules. We also have termly values: Team work, Ambition, Responsibility, Resilience, Kindness & Independence

IMPLEMENTATION

FOUNDATION STAGE STAFF

Mrs Davies- EYFS Leader

Miss Bennett- EYFS Teacher, Assistant Inclusion Manager

Mrs Bissett- EYFS Teacher

Miss Thomas - EYFS Teaching Assistant, Paediatric First Aider

Miss Jeffree- EYFS Teaching assistant, Paediatric First Aider

Mrs Holden- EYFS Teaching assistant

At times the Foundation Stage will have visiting student teachers and Nursery Nurse students working in the setting alongside the staff. Other professionals may also work within the setting throughout the year. All parties will have appropriate DBS checks.

At Great Chart Primary School we encourage children to demonstrate their attitudes and behaviours to learning through the Characteristics of Effective Learning. Our curriculum is designed to recognise their prior learning by providing first hand learning experiences and allowing the children to develop interpersonal skills, build resilience and become creative, critical thinkers to enable them to challenge themselves. We ensure the content of the curriculum is taught in a logical progression so that children build on prior learning.

We understand to maintain high standards of quality first teaching we have to invest in our staff by providing high quality CPD to match the current needs of the staff and also to match the needs of our children. Teachers in EYFS create an environment to match the needs and skill levels of our children and use their own teacher assessments and gap analysis to inform their planning and the quality provision. We recognise that reading is a key to all other learning and ensure quality phonic sessions are being taught daily using the whole school approach of Letters and Sounds with children's reading books matching their phonic ability as well as reading aloud to the children, telling stories and rhymes. We encourage parents to read with their child and to recognise the importance of reading to their child on a

daily basis to promote an enjoyment and love of reading. We also recognise that children need a vast range of vocabulary in order to succeed in life. This is taught explicitly through pre teaching sessions, S&L interventions.

At this stage in a child's life learning through play is vital, we use the environment to ensure their needs are met through continuous provision, enhanced provision and following their interests.

Staff teach an objective through; whole class, small group teaching and going into provision to observe children's play and move learning forward at that point. Staff play and interact with the children creating opportunities for new language and vocabulary to be modelled. Formative assessment takes place within every session and helps teachers to identify any children that need more support to achieve the objective and those that need challenging.

Common threads -

Common threads will be taught throughout the EYFS 2021 Framework. Each thread will be incorporated into teacher directed and child initiated activities.

The threads are as follows:

Knowledge and understanding of the world

Science - what makes it live, change and grow?

History - Conflict and invasion, similarity and difference, Cause and consequence, Diversity and discrimination, civilisation and society, chronology and evidence.

Geography - Place, space and scale. Human impact and independence. Culture and diversity.

RE - Christianity, diversity, culture, morality, debate and faith.

Expressive art and design

Music - Listen, learn, create, compose, practise and perform.

Art - knowledge and understanding, generating ideas, experimenting and making, evaluating

DT - Design, Make, Evaluate and the use of technical knowledge.

Fine motor activities-

Handwriting - See whole school policy

Gross motor Skills-

PE - Head (thinking Skills), Heart (social and emotional skills), hands (physical skills).

PSHE - Living in the wider world, relationships, health and well being

ORGANISATION

The Foundation Stage staff work as part of a team and we work as a unit, children from both classes have opportunities to work together during structured and child initiated activities, accessing shared continuous provision. EYFS staff plan and work together to ensure continuity and progression, providing age and stage related activities to suit all our children. Children are also taught within their own class groups, they are taught in a variety of ways; in whole class groups, small group work, pairs and individually. We are dedicated to providing excellent pastoral care and education to those children in our care.

The Foundation Stage is a smooth transition from home to school and offers stability for the younger child. In all classes children are provided with an environment in which they are given opportunities to express themselves using a variety of mediums and suitable material to stimulate and extend imagination and understanding. Through planned play and talking, young children learn about themselves and the world around them, they are given opportunities to socialise, make friends and therefore develop personal, social and emotional skills and develop confidence.

In the Foundation Stage we acknowledge the potential for learning in every activity and situation that arises. Our aim is to provide a secure and stimulating environment in which children flourish and learn to make sense of the real world. We make the children feel valued and give them the confidence to become active learners. Our activities provide first hand experiences through play and discussion, children are encouraged to interact with others, to move about and explore a wide variety of learning situations. There are well-planned areas of provision in the wide range of activities, resources and materials available. Opportunities are provided for sustained activity and continuous provision, as well as spontaneous, self-

chosen activities. It is important to us that children experience success, have fun and enjoy themselves whilst learning.

LEADERSHIP

The leadership of EYFS is the responsibility of the EYFS leader and the Headteacher. The EYFS leader has a clear role and responsibility of overseeing the progress of all children and will gather evidence through regular monitoring activities which will then influence the development of the School Strategic Plan and EYFS Action Plan.

ASSESSMENT

Feedback on any learning is given in line with the EYFS section of the feedback policy. Formative assessment within every session ensures teachers identify children who may need more support and the ones that need more challenge through carefully structured interactions and a change in provision. Summative assessments of the children's learning are made using the new Development Matters ages and stages throughout the year. Early Learning Goals are used to make the end of year judgements. These assessments are fed back to parents at the end of year school reports.

Pupils are assessed when they start Foundation Stage with the statutory baseline assessment. Pupils are continually assessed throughout the Foundation Stage and PPM meetings are held to discuss progress and concerns. At the end of the Foundation Stage the EYFS Profile is completed and reported to parents.

OUTSIDE

We have an outside learning space which children have access to each day. We have an all weather area available so children are protected and there are no barriers to learning. The outside area is an extension of the classrooms and there are a variety of resources to facilitate independent and deep level learning, and improve gross motor skills.

PHOTOGRAPHS/VIDEOS

At the beginning of the year parents/carers are asked to give permission for their child to be photographed/ videoed during their time at school through Arbor. We use these images in the classroom, on displays, in the children's individual records and on the school website. We also use their images on class Dojo.

PARENTS/CARERS AS PARTNERS

We value the involvement of parents in school. Parental involvement with school begins even before children start with an invitation to visit the school and meet their child's teacher. Parent consultation meetings are held in the Autumn and Summer Term at which parents are invited to discuss their child's progress. A report is sent out at the end of the Summer term and parents are invited into school to discuss this report if they wish. Interim Reports are sent at Term 2 and 4. It is important to stress that if parents are concerned in any way about their child they should telephone or call into the school to make an appointment to discuss their concerns with the class teacher. Parents are kept informed of all happenings in the school by a weekly planning sheet which is sent home. Parents are informed via the website, emails, letters, newsletters etc. Parents will be invited to work shops and school activities throughout the year.

SAFEGUARDING CHILDREN

The school takes its child protection responsibilities very seriously. Any concerns, which the school has, will be noted and, if deemed necessary, will be reported to the relevant agency. The safety of the child is always of paramount importance. The full Safeguarding Policy is available in school for parents to read if they wish.

There is a whole-school approach to safeguarding. This means ensuring that safeguarding and child protection are at the forefront of, and underpin all relevant aspects of, process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of children and learners at their core. The full Safeguarding Policy is available in school for parents to read if they wish.

Supervision is carried out on all members of staff who work within the EYFS team on a termly basis.

EQUALITIES and DISABILITIES

All pupils in this school are entitled to a broad, balanced and relevant curriculum regardless of ability, gender, race and social circumstances. Both Gifted, talented and able children and those with Special Educational Needs are considered and the curriculum adapted to suit all levels of ability. We have a full Equal Opportunities policy available at school.

SPECIAL EDUCATIONAL NEEDS

Care is taken to assess the needs of each child. Should a child have any special need the parent will be informed at an early stage. Group and individual help is provided within the school where possible. We have links with various agencies and when necessary their involvement may be required to support certain children. Parents/Carers will always be informed if an outside agency is assisting us to support their child. We have a full Special Educational Needs (S.E.N.D) and Gifted and Talented policy available at school.

HEALTH AND SAFETY

We have a Health and Safety policy which all staff and students are familiar with and we have designated people responsible for first aid in school. We have school staff who have had paediatric first aid training. Children are taught the safe and appropriate use of equipment and materials. Children are taught to be mindful when moving around the school and are aware of safety issues. Risk assessments are undertaken before after school activities take place and before we embark on school outings. A full Health and Safety Policy is available in School.

ALLERGIES

Parents/carers are asked to inform us of any foods their children are allergic to or any foods they do not wish their child to eat. A note of this is kept in the kitchen area and all adults involved are informed.

MEDICAL NEEDS

We keep a note of any medical needs, allergies, children who need inhalers, piriton, epi-pens on the medical board. Health Care Plans are produced when applicable. Everyone is made aware of the individual needs.

FRUIT/ VEG and MILK TIMES

We see Fruit/ Veg and milk time as a social event, a time where the children enjoy a drink of milk, piece of fruit/ veg together. This time of day is the ideal opportunity to develop and enhance the children's social skills and to encourage interaction and conversation with their peers as they sit together.

IMPACT

The EYFS curriculum ensures that the needs of individual children including SEND and disadvantaged, and small groups of children, can be met within the environment of high quality teaching supported by targeted interventions where appropriate. In this way it can be seen to be impacting in a very positive way on pupil outcomes and prepares them for the next phase in school. We teach our children to believe in themselves, belong to the school and wider community and become anything they wish to.

At Great Chart, we value the importance of developing the children's knowledge, together with their skills. As a result of this our pupils achieve well, gaining excellent results which will prepare them to be school ready, We measure the impact of this in a variety of ways;

QUALITY OF TEACHING

Teaching is monitored throughout the year and observations are carried out to ensure teaching is consistent throughout the EYFS. These observations may be formal or in the form of learning walks but are a beneficial way to observe what is happening within the setting in order to promote the children's learning. EYFS Staff are fully aware of our high expectations and that the quality of teaching is consistent across the year group. Staff are also provided with many opportunities to develop their own practice through observing others within other EYFS settings, together with asking for advice and support on more specific matters. In order to ensure our curriculum is progressive all teachers are invited to attend CPD

training. This may take place on our INSET days, in which the whole school attends, or via an outside agency.

PUPIL/ PARENT VOICE

Here at Great Chart we value the children's opinions and actively promote the British Values of liberty and democracy. Through pupil voice we encourage the children's voices to be heard in order to develop our curriculum to represent their own skills and interests. Home Link Books encourage both child and Parental voice, At the end of every topic the children are encouraged to draw what they enjoyed and Parents are able to scribe for them. Parents are also given the opportunity to put forward their thoughts. At every parent's evening, Parents are also given the opportunity to write their thoughts on how they feel their child is progressing.

EVIDENCE OF WORK SCRUTINY

The children's books, floor books and their Profile are an effective way to discover what is being learnt across the Phase. EYFS teachers and subject leaders regularly monitor books across the year group. At the end of the year EYFS meet with Year 1 staff to agree levels. In addition to this, we regularly meet with other schools within our CAT's group to monitor progress within their profiles. In doing this we are able to be secure with our judgements when assessing the children's progress and levels of attainment.

SCHOOL STRATEGIC PLAN

At Great Chart we understand the importance of developing the curriculum in order to encourage the future success of our pupils in the ever changing world. The SSP is developed by all members of staff and shared on our planning and visioning days with everyone, including the governing body. Specific targets are developed by the EYFS Leader as part of their role but everyone takes responsibility to ensure these are met.

MONITORING and REVIEW

It is the responsibility of the EYFS staff to follow this policy. The Senior Leadership Team will carry out monitoring on the EYFS as part of the whole school monitoring system. This policy will be reviewed before the start of each academic year and will evolve to incorporate the views of all staff concerned.