



# **St. Breward Primary School**

## **Early Years Foundation Stage Policy**

**Last updated:** July 2018

**Next review:** July 2019

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. Our Early Years Foundation Stage accommodates children from the age of 3 to 5 years. The first few years of a child's education is a vital learning experience. Here children can test their knowledge in a new location and begin to trial and adapt their learning in new situations and experiences. This period allows the child to prepare themselves to later learning.

### **Aims**

At St. Breward primary school we aim to give each child a positive and meaningful start to their school life, in which they can establish solid foundations on which to develop into independent lifelong learners. Our high expectations allows each child to develop socially, physically, intellectually and emotionally.

Our aims are:

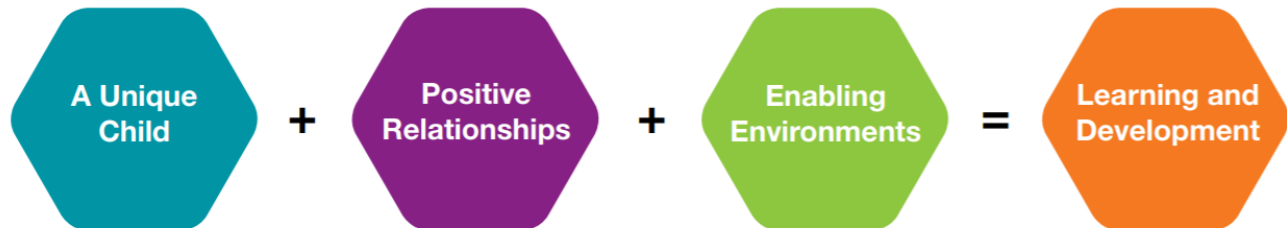
- To offer exciting first-hand experiences that give children the opportunity to consolidate, explore and test their skills, knowledge and understanding alongside their existing experiences.
- To develop their independence within a secure and friendly atmosphere.
- To encourage children to build strong relationships through the development of social skills such as cooperation and sharing.
- To help each child to recognise their own strengths and achievements through experiencing success and by developing the confidence to work towards personal goals.
- To develop each child's knowledge, skills and understanding in all areas of learning.
- To create a positive attitude to learning, to encourage curiosity and the desire to question.
- To establish and maintain effective relationships with parents, carers and other providers.
- To accurately use formative and summative assessments to inform future planning, building on the child's prior learning.
- To provide a positive learning environment displaying children's learning and engaging resources.
- To ensure that additional needs are identified early and addressed.

- To provide a safe and secure learning environment.

## The Curriculum

The EYFS is based upon four key principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development



### A Unique Child

*"Every child is unique who is constantly learning can be resilient, capable, confident and self-assured"* (DfE, 2018). We ensure that we continually observe each child's personal development and learning. We assess their progress and plan for their next steps. Additional support is provided if necessary to ensure that they are supported in the best way possible. We value and respect all children and families in our setting.

### Positive relationships

*"Children learn to be strong and independent through positive relationships"* (DfE, 2018). We believe that building positive relationships is vitally important. Our staff quickly builds positive and effective relationships both with the children and with their families. We ensure that we are supportive and caring towards every child, as well as giving them clear boundaries and routines in our class. We are also sensitive and responsive to every child's needs, feelings and interests.

### Enabling environments

*"Children learn and develop well in enabling environments"* (DfE, 2018). We ensure that our learning environment is rich and stimulating. We ensure that children's learning is displayed on the walls, alongside other resources relevant to their learning. Our classroom is kept clean and tidy, and the children are encouraged to look after the classroom also. We have a wide variety of resources available for the children to use. We also ensure that children are given rich learning opportunities for both child-initiated and adult-led activities.

## **Learning and development**

All staff are aware of the importance of utilising and providing appropriate resources and a happy, safe environment for the child. Lessons are planned carefully to ensure children are given a wide range of opportunities to progress and attain first hand experiences. Practical resources and experiences are provided as frequently as possible. The Early Years Foundation Stage is a government document which allows children to develop the following areas:

- Personal, Social, Emotional Development
- Communication & Language
- Physical Development

These are called the 'Prime areas'. They are fundamental, work together, and move through to support development in all other areas.

- Literacy
- Maths
- Understanding The World
- Expressive Arts & Design

These are called the 'specific areas'. They are essential skills and knowledge for children to participate successfully in society.

At the end of the Reception year, we assess each child against each of the areas of development. We mark them as either Emerging, Expected or Exceeding.

## **Characteristics of Effective Learning**

The EYFS also includes the characteristics of effective learning. These characteristics highlight the importance of a child's attitude to their learning and their ability to play, explore and think critically about the world around them. The three characteristics are:

### **Playing and Exploring**

- Finding out and exploring.
- Playing with what they know.
- Being willing to 'have a go'.

### **Active Learning**

- Being involved and concentrating.
- Keeping trying.
- Enjoying achieving what they set out to do.

### **Creating and Thinking Critically**

- Having their own ideas.

- Making links.
- Choosing ways to do things.

## **Inclusion**

We recognise and respect the abilities and strengths of our children at all levels of development and the wealth of knowledge and experience that they bring from their differing backgrounds and cultures.

We take into account children's range of life experiences when planning for their learning and we set realistic and challenging expectations that meet the needs of all children. We aim to build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence by using a wide range of teaching strategies based on children's individual learning needs.

We ensure that our resources reflect diversity and are free from discrimination and stereotyping. We learn about a wide variety of cultures and religions. Where a specific need is suspected we liaise with the Special Educational Needs co-ordinator and (if necessary) seek advice from outside agencies.

For more information, please see our whole school policy on Inclusion.

## **Play**

Our setting allows children to play in purposeful and rewarding way. Through play children explore and develop upon their learning experiences, and allows them to make sense of the world. They are given the opportunity to think creatively alongside other children or independently. They develop their social skills as they can communicate with others to investigate and solve problems. Children can display their emotions in a controlled and safe environment. Play gives our children the opportunity to pursue their own interests, inspire those around them and consolidate their understanding and skills. Our timetable ensures that there is a balanced mixture of both child-initiated and adult-led activities.

## **Assessment**

We regularly observe our children to help us understand and support their individual well-being and development. We want to really get to know all our children as a unique people with their individual skills, interests, and ideas. The more we understand about our children, the better we can support their learning. These observations will be used to inform our planning and will be shown on the child's 'Learning Journal'.

We currently use 'Tapestry' which is an online learning journey of children's development. Parents can access their child's learning journey and can view it at any time they wish. When

a new child enters Nursery/Reception, we set the child up with an account, and provide parents with a secure username and password. This will enable them to view their child's learning journey and see everything that they have been up to. Parents receive an e-mail every time a new observation has been uploaded. Observations can include; pictures, videos or quotes of what the child has said. Alongside their observation, we have: linked the observation to 'Development Matters', stated the characteristic of effective learning and have also noted their well-being and how engaged they were in the activity.

Parents can also add their own observations to Tapestry from home. At St. Breward, we strongly believe that working together supports children and gives them the best learning opportunities. Therefore, we value parents input into these learning journals and love to hear about events, activities, or achievements which have happened at home.

Any work that the children produce will be filed in their books or in their 'busy bee learning book'. The 'busy bee learning book' is a paper learning journal, where their physical work is stored. These stay in school, but parents and the children are welcome to view them, and any other pieces of work they produce, at any time.

Each term we hold parent consultations to discuss their child's progress, individual achievements and next steps. At the end of the year, parents receive a full report stating where they are in their learning. This information is also passed onto the Local Authority as part of a statutory requirement.

## **Parents as Partners**

Parents are children's most important educators in their child's earliest years, and they continue to play a major role in their children's learning when they enter the early years setting. Parents are welcomed and encouraged to share information about their child, to ask questions and to discuss their child's learning with the teachers. They are encouraged to come on class trips with us, and to come into the classroom to view their child's learning.

## **Staffing**

**Class Teacher:**

Miss Goodman

**Teaching Assistant:**

Mrs. Colman (Full time)

Mrs. Prout (Thursday afternoon)

### **Admissions**

Children aged between 3 and 5 are able to apply for admission to the Nursery. Children who are 3 can attend the nursery at the beginning of the term after their third birthday.

*Birthdays between 1<sup>st</sup> September and 31<sup>st</sup> December - attend beginning of summer term in April.*

*Birthdays between 1<sup>st</sup> April and 31<sup>st</sup> August - attend beginning of new school term in September.*

Children are eligible for full time education during the year in which their 5<sup>th</sup> birthday commences. Children born between 1<sup>st</sup> September and end of February can attend full time in September. Children born between 1<sup>st</sup> March and 31<sup>st</sup> August can attend part-time in September and then transfer to full time the following January.

Prior to stating at St. Breward, we recommend a visit with their child. Staff are available at all times to talk about concerns they may have.

When applying for a position at the nursery, the following points will be taken into account.

1. Availability of spaces with regard to staff/child ratios.
2. When applications were received (extra weight is given to those who have been on the waiting list the longest.)
3. Children who are siblings of those already attending St. Breward Primary School.

We greatly welcome any child of any background to apply for our nursery.

### **Arrivals and Departures**

Parents/carers are required to bring their nursery/reception aged children into the classroom in the morning to allow for an effective transition. Parents/carers of nursery children have the opportunity to stay with their child until 9:00am (or longer if necessary) to help them settle.

Children will be dismissed to a child's trusted adult at the end of the school day at 3:00pm (or before lunchtime for some Nursery children). If a child is being collected by another trusted adult, staff need to be notified of any changes. Staff will not be handed over to

anyone other than their trusted adult unless they have been notified by the child's parents/carers. If a child remains uncollected, appropriate procedures will be put into action. For more information see 'Arrivals and Departures Policy.'

## **Behaviour**

Positive behaviour will be reinforced in a variety of ways including, verbal praise, stickers and certificates.

Every Friday, a child is chosen as 'Star of the week'. This could be for some excellent learning, good behaviour or any other positive reason. These children receive a special certificate in our celebration assembly.

Undesirable behaviour will also be addressed. If a child displays undesirable behaviour, we clearly speak to them about their choices and ensure that they understand the actions of their behaviour. If they continue to show negative behaviour we ask them to sit on the 'thinking tree' for 5 minutes to think about their actions.

We strongly believe that having good communication with parents/carers is vital. Therefore, at the end of the day we will ensure to give you an update on how your child has been throughout the day.

## **Use of images and names (Data Protection)**

The safety and wellbeing of the children within our care is of the utmost importance. We will ensure that all children's information remains confidential and securely stored. Staff may share information regarding a child's welfare if necessary.

We take pictures of the children attending our setting for a number of reasons e.g. for their online learning journey and (where permission has been obtained) the local media.

We also encourage the children to take pictures themselves, as this promotes confidence, independence and allows the children to meet their Technology Early Learning Goal *"To select and use technology for a particular purpose."*

Only class ipads and cameras are used to take pictures. Staff, students and other people visiting our school are not permitted to use their personal devices to take pictures.

Permissions for taking pictures of the children are sought from the legal guardian for each individual child. For more information please refer to our policy on the **use of images of children**.

## **Developing Independence**

Where possible we encourage children to become independent learners. We encourage children to:

- Put on/take off their coat and hang it up on their peg.
- Fasten their zip or buttons.
- Put their shoes on their correct feet.
- Dress/undress (P.E).
- Wash and dry their hands.
- Tidy up after themselves.
- Serving themselves e.g. spreading butter on toast, pouring their own drinks.

Ideally, children entering Turtles should be able to use the toilet independently; however we are aware that this may not be possible in certain circumstances. We will respect and give them the upmost care and support when dealing with toileting issues. If a child has an accident or needs assistance, two adults take care of the situation as this complies with our safeguarding policy.