



ST. NICHOLAS SCHOOL CHILD OKEFORD

A CHURCH OF ENGLAND VOLUNTARY AIDED PRIMARY SCHOOL

MISSION STATEMENT

'Be the best you can be!'

I can do all things through God who strengthens me.

Philippians 4:13

Every voice heard, every day a new chance, everyone exploring opportunities.

Early Years Foundation Stage Policy

POLICY SUMMARY

'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. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.'

(The Statutory Framework for the Early Years Foundation Stage. DfE March 2017)

Policy date: September 2020

Review date: September 2022

Intent:

- At St. Nicholas we aim to provide a safe, challenging, stimulating, and caring learning environment.
- We want our pupils to receive rich first hand learning experiences which help foster a love of learning, independence and creative thinking.
- We aim to provide an engaging, broad and creative curriculum that sets in place firm foundations for future learning and development in KS1.
- We provide opportunities for children to learn through planned, purposeful play in all areas of learning and development; both in our indoor and outdoor space.
- We aim to enable choice and decision-making, fostering independence and self-confidence.
- We want all our pupils, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, to experience a challenging and enjoyable programme of learning and development.
- We understand and follow children's interests; providing opportunities to support, consolidate and deepen learning.
- We understand the integral role parents and carers play in their child's learning and therefore we work in close partnership with them.
- We work alongside our feeder pre-school on site, The Ark, to support transition to school throughout the year, for example, planning activities for both Reception and pre-school children to participate in together. During summer term 2, new school starters make visits to the Reception Class.

Implementation:

- We recognise the important role parents and carers play in educating their children. We do this in various ways, including;
 - ❖ Discussions with them about their child before starting school
 - ❖ Inviting them to an induction meeting before their child starts school
 - ❖ Encouraging parents to attend consultation meetings in the first two terms to discuss their child's progress.
 - ❖ In the summer term we complete the EYFS profile for each child, giving parents a well- rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1.
- All children are unique so we balance teacher led and child led activities to help fully engage the learner.
- We have a child-centred approach to learning with an emphasis on child-initiated play.
- We create a stimulating environment to encourage children to free-flow between inside an out. Age appropriate resources are available inside and out for hands on learning, accessible to the children. These are planned for and reviewed by staff to ensure they match the topics and support children's learning across all areas.

- Activities are planned to support the Characteristics of Effective Learning (Playing and Exploring, Active Learning and Creating and Thinking Critically). These underpin all seven areas of learning. The Prime Areas: Communication and Language; Physical Development; Personal, social and emotional development and the Specific Areas: Literacy, Mathematics, Understanding the world, Expressive Arts and Design. We currently assess against the Development Matters 2017 framework.
- The Class Teacher and Teaching Assistant regularly undertake observations to acknowledge the achievements the children have met, celebrate in their individual learning styles and inform their next steps. We use Tapestry (an online journal to record learning) to document learning by taking notes and photos. Parents are invited to use this tool as well to share learning outside of school. Each child also has their own Learning Journey book within class which work is added to regularly. These are shared with staff for monitoring and assessment purposes and with parents. The children enjoy engaging with these as well.

Impact:

We expect pupils to:

- Make good or better progress from their individual starting points.
- Meet the Early Learning Goals (ELGs) and reach Good Level of Development (GLD).
- Evidence on Tapestry and in learning journeys supports all areas of the EYFS curriculum.
- Observations inform formative assessments which enables the class teacher and teaching assistant to ensure that all children build on their current knowledge and skills at a good pace.
- Summative assessment compares children's attainment to age related expectations using month bands in the Development Matters. This is tracked to ensure rates of progress are at least good for all children, including vulnerable groups such as those with SEND or who are disadvantaged.
- Assessment judgements are moderated both in school and externally with local schools.
- Use of SIMS tracking system on a termly basis to ensure pupils' progress is carefully monitored and next steps identified.
- Teaching and learning in the EYFS is monitored by the head Teacher, SLT, EYFS Lead and link Governor.

Updated: September 2020

Review: September 2022