



Batheaston Church School **Early Years Foundation Stage Policy**

Our Vision Statement

At **Batheaston Church School** we endeavour to foster a love of learning where interests and talents are nurtured and challenged, empathy is fostered, and friendships formed. A child entering Apple Class will embark on a creative, engaging learning adventure. Our environment is rich in first-hand experiences with time given to explore and imagine. Independence is encouraged and risk-taking is celebrated within safe and secure surroundings.

As a team we are passionate about the education of young children. Activities planned provide a wide range of opportunities to enable children to play, work, collaborate, apply skills learnt, test ideas and narrate their inner imaginings. We aim to build children's academic, social and emotional well-being so that they can thrive both within our walls and the world beyond.

“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.”

Statutory Framework for the Early Years Foundation Stage.

Setting the standards of learning, development, and care for children from birth to five.

New Reform document, March 2021

The EYFS standards seek to provide:

Quality and consistency so that every child makes good progress, and no child gets left behind.

A secure foundation through planning for learning and development of each individual child and assessing and reviewing what they have learned regularly.

Partnership working between practitioners and with parents and/or carers.

Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

Our Learning and development requirements cover:

The **areas of learning and development** which shape activities and experiences for all children.

The **early learning goals (ELG's)** that we must help children to work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five).

Assessment arrangements for measuring progress, which requires us to report to parents and/or carers.

At Batheaston we refer to the **Development Matters**, a non-statutory curriculum guidance for the EYFS, as a support material for the planning and delivery of the EYFS learning. We plan using, a progression model, where skills and knowledge are made up of several component steps.

The EYFS is based on four guiding principles:

The Unique Child – every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.

Positive Relationships – children learn to be strong and independent through **positive relationships**.

Enabling Environment – children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.

Learning and Development – children develop and learn in different ways and at different rates and all areas of learning and development are equally important and inter-connected.

Objectives

- To provide a happy, caring, safe and secure setting for learning which meets the individual needs and interests of all children in our care.
- To deliver an enabling environment which includes a range of continuous and linked provision activities rich in experience and challenge.
- Promote caring and secure professional relationships between children and adults, based on a respectful acknowledgment of the feelings of children and their families.
- Strong, warm and supportive relationships are nurtured and crucial to how the children learn and understand their own feelings and those of others.
- To ensure high quality interactions between adults and children provide a language-rich environment, where opportunities to use and embed new language and vocabulary is actively sought.
- A broad curriculum is at the heart of what we do, so as to provide all children with the best possible chance to achieve and enjoy all areas of learning and development.
- For the children to become aware of moral and social values in line with our school ethos.
- To encourage active learning through first-hand experiences both in indoor and outdoor play, and through both verbal and non-verbal communication.
- To encourage children to become engaged, self-motivated and independent learners with a positive attitude to learning and their sense of self.
- To ensure that physical activity is provided throughout the day, where children gain an all-round development, enabling them to pursue happy, healthy and active lives.
- To value the cultural diversity within our school and community and provide opportunities for the children to make sense of their physical world and community.
- To foster positive home/school links and share a common sense of purpose with parents. The key person is fundamentally the class teachers with a team of practitioners contributing towards the care and learning for the children and their parents.

The Areas of Learning and Development

There are seven areas of learning and development: 3 Prime Areas and 4 Specific Areas. All areas are important and inter-connected:

Prime Areas

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

These three **prime** areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

These four **specific** areas, through which the three prime areas are strengthened and applied.

Characteristics of Effective Learning

At Batheaston Church School we believe that the correlation between the well-being and social and emotional development of children has a significant impact on a child's development of key skills that enable us to become **learners for life**. The *skill* to manage your thinking (engagement), the *will* to learn (motivation) and the *thrill* (excitement) all build upon a child's capacity for future learning.

'In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning 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.

Parents as Partners

We recognise the role that parents have played, and their future role, in educating the children. We therefore value the contribution they make to us as a school community. Our induction program ensures that there are plenty of opportunities for parents to meet us in school. Communication is key to our partnership with parents so weekly newsletters, parent workshops and an open-door policy ensures positive relationships between school, child, and parent.

Assessment

The Statutory Framework calls for two levels of assessment in the EYFS. **Formative assessments** involve noticing what the children do and say through observations. The teacher will assess and decide 'what next' in terms of planning, organization, resources, learning environment and opportunities. The teacher and staff will ensure that they do not take prolonged breaks from working or playing with the children to write up observations. Any significant notes or learning stories will be included in the learning journals for evidence.

The level of development children should be expected to have attained by the end of the EYFS is defined by the **Early Learning Goals (ELG's)**. The ELG's support teachers to make a holistic, best-fit judgment about a child's development in readiness for Year 1. We base these judgments using a range of evidence but mainly we draw upon our extensive knowledge of each child. Below are the 17 ELG's across each area of learning and development:

Communication and Language

- Listening, Attention and Understanding
- Speaking

Personal, Social and Emotional Development

- Self-Regulation
- Managing Self
- Building Relationships

Physical Development

- Gross Motor Skills
- Fine Motor Skills

Literacy

- Comprehension
- Word Reading
- Writing

Mathematics

- Number
- Numerical Patterns

Understanding the World

- Past and Present
- People, Culture and Communities
- The Natural World

Expressive Arts and Design

- Creating with Materials
- Being Imaginative and Expressive

Your child's progress and achievements will be reported to parents alongside a meeting. Included in this report will be a short commentary on the three key characteristics of effective learning. At Batheaston we want to celebrate your child's successes and also provide key information to support their transition to Year 1.

Induction

Induction begins with a parent meeting in May where parents are invited to meet the teacher, head teacher and learn more about the day to day routines of school life. The majority of children entering school have attended a pre-school or nursery setting, therefore most children on entering school are working within the EYFS framework. The teacher will visit pre-school settings in the summer term so as to meet each child in a familiar setting. The children will also attend school for half a day in July, spending time with the teacher in their new classroom.

Induction in the first term consists of the children attending school part-time for 3 weeks, with half the class in the morning and half in the afternoon. This gentle approach to the start of their schooling enables the teacher and pupils to get to know each other within a smaller setting.

Transition from Reception to Year 1

Our aim is to establish a smooth and successful transition from the Early Years Foundation stage setting to year 1. This is facilitated by

- The Year 1 teacher will first spend a morning in the EYFS class to observe the children in a familiar setting.
- The whole class will also visit the Year 1 teacher for a whole morning in their new classroom on 'Shuffle Up Day'.
- SEN children - liaison with outside agencies with regards to any special arrangements or adjustments will be made during the transition period.

- Foundation stage teacher and year 1 teacher will meet before the new term in September to discuss the class and pass on all profile reports with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning.
- Foundation stage teacher will complete a transition pack with vital information regarding identified vulnerable groups, final EYFS ELG's, potential G&T children, advice regarding support for any children who are emerging in any areas of learning and development.
- Foundation stage teacher and year 1 teacher will meet at the end of the first term to discuss the transition. Support will be given for any children who are still working within the EYFS. Targets will be set.
- Parents will meet the new teacher in a 'Tea and Talk' session during the second week of term.

Role of the Foundation Stage Teacher

It is the role of the Foundation teacher, under the guidance of the Head Teacher: -

- To organise the delivery of EYFS Curriculum and to ensure progression and development.
- To monitor planning and quality of delivery within the curriculum.
- To set targets and track progress termly, including children within vulnerable groups i.e., Pupil Premium.
- Use formative and summative assessments to inform final EYFS profile.
- To send profile data to the LA and MAT on time and complete.
- To keep abreast of developments within Early Years through ongoing CPD opportunities.
- To take part in yearly moderation, supported by the BaNE's Early Years Team.
- To attend and host the Bath Hub cluster meetings five times over the year.
- To ensure close links with parents and carers.

Equal Opportunities

All children have an equal entitlement to a good Early Years Curriculum regardless of gender, race, culture, Religion, disability and special or medical needs.

Safeguarding

All staff attend yearly Safeguarding training and are kept up to date with new legislations. It is important to us that all children in school are 'safe' and feel safe. We aim to educate children on boundaries, rules, and limits to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks but need to be taught how to recognize and avoid hazards. We aim to protect the physical and psychological well-being of all children. The teacher also has a Pediatric First Aid certificate which is updated every three years.

Policy set: June 2021

Review: June 2022