



St Bartholomew's CE Primary School

Early Years Foundation Stage (EYFS) Policy

Our Vision:

At St Bartholomew's we provide a gate way of discovery through our diverse curriculum and nurture global disciples who positively impact God's gift to us – the world. Our curriculum enables our learners to recognise their place in the wider world by enabling them to understand their place in Pinchbeck West; the importance and value of where they live. It aims to develop agents of change who are taught to protect the environment, solve problems to ensure society is a better place and take responsibility for their actions to make the future a somewhere far improved from where it is. There is clear focus on developing a rich vocabulary through a text centred approach and providing learners with the opportunity to independently gain powerful knowledge to ensure their future success. Through boundless forgiveness, compassion and a safe learning environment our children can Let their Light Shine (Matthew 5:16). We learn to love responsibly by developing the skills and knowledge needed under God's spiritual counsel, bringing light to all those around us. We are beacons of hope for our communities guided by God's spirit and love.

Community - everyone is treated with dignity through an ethos of respect for all. Care is given to our environments. This spirit permeates our daily lives as we walk side by side together following in God's footsteps.

Hope - every person is guided to fulfil their hopes and aspirations, enabling them to reach their full potential. We place no ceiling on expectations. Our growth mind-set helps us to accept where we are, understand barriers and with hope and faith overcome and succeed.

Wisdom - we give our children exceptional experiences, everlasting knowledge and equip them with the skills needed to make good judgements for the greater good, guided by God's patience and love.

Dignity - we radiate belief which generates self-worth in all who come through our doors. Everyone is reminded daily of their worth and significance in our community.

1 Introduction

- 1.1 The early years foundation stage (EYFS) sets standards for the learning, development and care of your child from birth to 5 years old. Entry into our primary school is at the beginning of the school year in which the children are five (although compulsory schooling does not begin until the start of the term after a child's fifth birthday).
- 1.2 The Foundation Stage is important in its own right and in preparing children for later schooling. It is the Early Learning Goals that set out what is 'expected' of children by the end of the Foundation Stage.
- 1.3 Children joining our school have already learnt a great deal. Many may have been learning in one of the various educational settings that exist in the surrounding areas. The early-years education we offer our children is based on the following principles:
 - it builds on what our children already know and can do
 - it ensures that no child is excluded or disadvantaged

- it offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors;
- it provides a rich and stimulating environment

2 Aims and objectives

2.1 The curriculum of the Foundation Stage underpins all future learning by promoting and developing:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

3 Teaching and learning style

3.1 The features of effective teaching and learning in our school are defined in our policy on teaching and learning. They apply to teaching and learning in the Foundation Stage just as much as they do to the teaching and learning in Key Stage 1 or 2.

3.2 The more general features of good practice in our school that relate to the Foundation Stage are:

- the partnership between teachers and parents/carers that helps our children to feel secure at school, and to develop a sense of well-being and achievement;
- the understanding that teachers have of how children develop and learn, and how this must be reflected in their teaching;
- the range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions, and extend and develop the children's play, talk or other means of communication;
- the carefully planned curriculum that helps children achieve the expected level of development by the end of the Foundation Stage;
- the provision for children to take part in activities that build on and extend their interests, and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning, with appropriate and accessible space, facilities and equipment, both indoors and outdoors;
- the identification, through observations, of children's progress and future learning needs, which are regularly shared with parents and carers;
- the good relationships between our school and the other educational settings in which the children have been learning before joining our school;
- the clear aims of our work, and the regular monitoring of our work to evaluate and improve it;
- the regular identification of training needs for all adults working at the Foundation Stage.

4 Play at the Foundation Stage

4.1 Through play, our children explore and develop the learning experiences that help them make sense of the world. They practise and build up their ideas, learn how to control themselves, and begin to understand the need for rules. They have the opportunity to think creatively both

alongside other children and on their own. They communicate with others as they investigate and solve problems.

5 Inclusion at the Foundation Stage

- 5.1 We believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when we are planning for their learning (see our policy on inclusion).
- 5.2 At Foundation Stage, we set realistic and challenging expectations keyed to the needs of our children, so that all children have the opportunity to achieve the expected level of development by the end of the Foundation Stage year. We help them do this by planning to meet the needs of both boys and girls, of children with special educational needs, of children who are more able, of children with disabilities, of children from all social and cultural backgrounds, of children from different ethnic groups and of those from diverse linguistic backgrounds.
- 5.3 We meet the needs of all our children through:

- planning opportunities that build on and extend the children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a variety of teaching strategies that are based on children's learning needs;
- providing a wide range of opportunities to motivate and support children, and to help them to learn effectively;
- offering a safe and supportive learning environment, in which the contribution of all children is valued;
- employing resources that reflect diversity, and that avoid discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress, and providing support (such as speech therapy), as necessary.

6 The Foundation Stage curriculum

- 6.1 Our curriculum for the Foundation Stage reflects the areas of learning identified in the Educational Programmes. Our children's learning experiences enable them to develop competency and skill across a number of learning areas. 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 the early learning goals. All seven areas of learning and development are important and inter-connected. 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.

Prime areas of learning:

Personal, Social and Emotional Development

Communication and Language

Physical Development

Children are also supported through the four specific areas, through which the three prime areas are strengthened and applied.

The specific areas are:

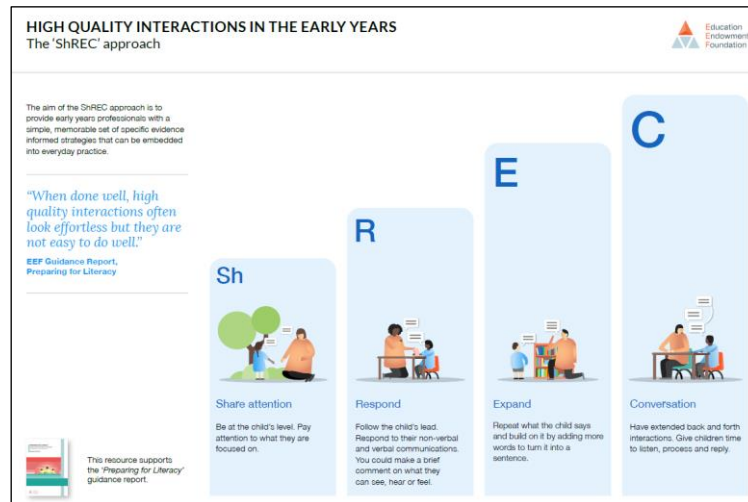
Literacy

Mathematics

Understanding the World

Expressive Arts and Design

- 6.2 Staff use the updated Development Matters and Birth to 5 documents to support their planning for individual children. Our medium-term planning is completed half-terminly and identifies the intended learning, with outcomes, for children working towards the Early Learning Goals and also for those working towards the National curriculum objectives for Key Stage 1.
- 6.3 The school makes full use of the outdoor area. Where and when appropriate, outdoor activities take place all year round.
- 6.4 Staff in the Reception class use the ShREC approach, which provides early years professionals with a simple and memorable set of specific evidence informed strategies that can be embedded into everyday practice.



7 Assessment

- 7.1 The Foundation Stage Profile is the nationally employed assessment tool that enables teachers to summarise their pupils' progress towards the Early Learning Goals. We also include a brief description of the child's characteristics of effective learning. The profile covers each of the seven areas of learning contained in the curriculum for the Foundation Stage. We complete regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes place through discussions, play based learning and observations. This involves both the teacher and other EYFS staff, as appropriate.
- 7.2 The Early Learning Goals: At the end of the academic year, the level of development children should be expected to have attained by the end of Reception is defined by the early learning goals below. These will not be used as a curriculum, they are purely to use as an assessment tool when our children reach the end of their first year in school, to make a holistic, best fit judgement about the child's development and their readiness for Year 1. During the last month of the child's time in Reception, Apple Class staff will look at the following 17 areas and assess as 'achieved' (expected) or 'not achieved' (emerging) for each of the areas. This data will then be reported to the local authority. The 17 early learning goals (ELG) that we will assess against are as follows:

Personal, Social and Emotional Development

ELG: Self-Regulation

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate

- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions

ELG: Managing Self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
- Explain the reasons for rules, know right from wrong and try to behave accordingly
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices

ELG: Building Relationships

Children at the expected level of development will:

- Work and play cooperatively and take turns with others
- Form positive attachments to adults and friendships with peers
- Show sensitivity to their own and to others' needs

Communication and Language

ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions
- Make comments about what they have heard and ask questions to clarify their understanding
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers

ELG: Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher

PHYSICAL DEVELOPMENT

ELG: Gross Motor Skills

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others
- Demonstrate strength, balance and coordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

ELG: Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases
- Use a range of small tools, including scissors, paint brushes and cutlery
- Begin to show accuracy and care when drawing

LITERACY

ELG: Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
- Anticipate – where appropriate – key events in stories
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play

ELG: Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs
- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

ELG: Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others

MATHEMATICS

ELG: Number

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number
- Subitise (recognise quantities without counting) up to 5
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts

ELG: Numerical Patterns

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

Understanding the World

ELG: Past and Present

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- Understand the past through settings, characters and events encountered in books read in class and storytelling

ELG: People, Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps

ELG: The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

Expressive Arts and Design

ELG: Creating with Materials

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- Share their creations, explaining the process they have used
- Make use of props and materials when role playing characters in narratives and stories

ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher
- Sing a range of well-known nursery rhymes and songs
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music

7.3 During the first term in the reception class, the teacher assesses the ability of each child, using assessments and professional judgement. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children. We share the information contained in the Foundation Stage Profile at

our parental consultation meetings. We also complete the government baseline assessment within a child's first 6 weeks of school.

- 7.4 The teacher completes assessments each term and then updates class records. At the end of the final term in reception, we send a summary of these assessments to the LA for analysis. There are 17 summary scales. We also share this information at parental consultation meetings.
- 7.5 The staff use Tapestry to create an online collection of work/progress made throughout the year. These journals contain a wide range of evidence that we share with parents and carers at parental consultation meetings.
- 7.6 Parents and carers receive an annual report that offers brief comments on each child's progress in each area of learning. It highlights the child's strengths and development needs and gives details of the child's general progress. We complete these in June and send them to parents and carers in early July each year.

8 The role of parents and carers

- 8.1 We believe that all parents and carers have an important role to play in the education of their child. We therefore recognise the role that parents and carers have played, and their future role, in educating the children. We do this through:
- talking to parents or carers about their child before their child starts in our school;
 - visits by the teacher to pre-school settings prior to them starting school;
 - home visits from the class teacher and teaching assistant to begin forming bonds with parents;
 - opportunities given to the children to spend time with their teacher before starting school;
 - inviting all parents and carers to an induction session during the term before their child starts school;
 - offering parents and carers regular opportunities to talk about their child's progress in our reception class;
 - encouraging parents and carers to talk to the child's teacher if there are any concerns;
 - having flexible admission arrangements, and allowing time to discuss each child's circumstances;
 - encouraging parents and carers to stay if there are problems with the child's admission;
 - offering a range of activities, throughout the year, that encourage collaboration between child, school and parents/carers;
 - providing various activities that involve parents and carers, i.e. regular communication with home through a home school diary, using Tapestry for communication, inviting parents and carers to curriculum/reading evenings/meetings as well as regular parent events.
- 8.2 There is a formal meeting for parents and carers twice a year, at which the parents/carers discuss the child's progress in private with the teacher. Parents and carers receive a report on their child's attainment and progress at the end of each school year.

9 Resources

- 9.1 We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities/open ended resources in class, as we believe that this encourages independent learning.

10 Safety

- 10.1 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. We have

stringent policies, procedures and documents in place to ensure children's safety. We promote the good health of the children in our care in numerous ways, including the provision of nutritious food, develop the awareness of oral hygiene and following set procedures when children become ill/accident. Please see our separate policies and procedures on Health and Safety, Child Protection and Illness.

11 Monitoring and review

11.1 This policy is monitored by the governing body, and will be reviewed in two years, or earlier if necessary.

Written by: Rachel Cannon

Signed:.....Head Teacher

Date: September 2017

Reviewed: November 2019

Reviewed: November 2021

Reviewed: January 2022

Reviewed: September 2023

Review Date: September 2025