

Whickham Parochial Church of England Primary School



Early Years Foundation Stage

"For I know the plans I have for you ... plans to prosper you and not to harm you, plans to give you hope and a future." — Jeremiah 29:11

Mission Statement

At our Parochial school we aim to provide a stimulating and caring environment in which every child flourishes, with Christianity at the heart of all we do.

Aims

At Whickham Parochial we believe that every child is entitled to enjoy their childhood, celebrate their individuality and reach their full potential. We aim to do this through:

- Creating a caring school family living by Christian values.
- Celebrating everyone's strengths and efforts.
- Valuing the opportunities we have to contribute to our community and the wider world.
- Offering wide ranging quality experiences that stimulate children's minds.
- Encouraging respect for others, positive behaviour and good manners, enabling all children to feel secure and valued.
- Building strong links between school, home and church.
- Preparing children for future challenges in a changing world

We wish every child to take with them happy memories of Whickham Parochial into their future life.

Aims and Objectives for our Early years Foundation Stage

Four guiding principles shape our practice in our early years settings.

These are:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through positive relationships
- 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.
- Importance of learning and development. Children develop and learn at different rates. (See “the characteristics of effective teaching and learning”). The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

1. Statutory Requirements

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies from September 2021](#).

2. The Governing Body

Regular reports are made to the governors on the progress of the Early Years Foundation Stage provision.

This policy will be reviewed every three years or in the light of changes to legal requirements.

3. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children’s capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

3.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether

specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

Good planning is key to making children's learning effective, exciting, varied and progressive.

Our medium term planning is completed half termly and identifies the intended aspects of learning and intended outcomes.

Weekly planning is built around the seven areas of learning and draws on knowledge of children attained through rigorous and continual assessment. It allows the children to access the curriculum at the relevant level.

Weekly planning encompasses :

- Adult led activities which focus on specific teaching and learning objectives for particular groups of children.
- Adult directed activities which allow the children the opportunity to work independently on a set task which consolidates previous learning experiences.
- Child initiated learning which allows the child to take control of their own learning, choose what they want to do and apply the relevant skills and knowledge to have a successful outcome.

3.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

4. Assessment for Learning

At Wickham Parochial, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers through the online platform, Evidence Me.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA) as well as completing our own baseline assessment.

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to our school's Hybrid curriculum Pathway based on Birth to 5 Matters and Development Matters) and in partnership with other local schools, and the Local Education Authority to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

Reading and phonics is assessed throughout the year to identify any pupil who is falling behind. Any gaps should be addressed quickly and effectively, with targeted support. Particular attention will be paid to pupils who are reading below age-related expectations (the lowest 20%) to assess how well we are teaching Phonics and Reading and supporting all children to become confident, fluent readers. Once a term a formal phonics assessment should be carried out. Less formal assessment should be carried out half termly.

5. Early Years Foundation Stage and ICT

As part of the EYFS children are required to be able to recognise that a range of technology is used in places such as homes and schools and be able to select and use technology for particular purposes. Children have access to laptops and iPad to help aid their learning

6. Inclusion

We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details, see separate policies: Special Educational Needs; Disability Discrimination; Gifted and Talented Children; English as an Additional Language (EAL).

7. Role of the Subject Leader:

The Subject Leader should be responsible for improving the standards of teaching and learning in our Early Years Foundation Stage through:

Monitoring and evaluating:

- pupil progress
- the quality of the Learning Environment;
- the deployment and provision of support staff
- taking the lead in policy development
- auditing and supporting colleagues in their CPD
- purchasing and organising resources
- keeping up to date with recent developments and disseminating this to other staff.

8. Parental involvement

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

Parents are kept up to date with their child's progress through regular reports, sent home via the online platform Evidence Me, an end of year written report and parents evenings.

9. Transition

Transition from the child's pre-school setting into our Reception class is very different for all children. We recognise that each child needs to be treated as an individual and with this in mind we have in place a rigorous transition program which is supportive of both child and parent.

Transition begins once parents have formally accepted the offer of a place and continues through into September when children begin full time school.

We aim to make the transition process personal, supportive, welcoming and informative by drawing on the expertise and knowledge of all professionals who work with the child, alongside parents.

Our transition program involves:

- An introductory parents evening lead by the Head Teacher and early years Lead to formally welcome parents to the school and explain the importance of the transition program.
- Visits from children and parents into the Reception class to familiarise children with their surroundings.
- Transition training for parents providing parents with the opportunity to learn a little about the Early Years Foundation Stage framework, meet practitioners who will be working with their children and also to meet other parents.
- An invitation for children and parents to have a school lunch.
- An individual parents meeting to discuss their child and any concerns which they may have.

- Practitioners will visit each individual child in their pre-school setting prior to them starting school in September.
- Children come into school to meet their Year 6 buddies.
- A phased intake into full time school in September.
- A parents evening in September to explain the process of assessment in Reception and the expectation of continued parental involvement throughout their child's first year in school.

This transition program will be adapted yearly to fit the needs of particular cohorts.

10. Conclusion

This policy is in line with other school policies and therefore should be read in conjunction with the following:

Teaching and Learning Policy

Assessment and Record Keeping

Feedback / Marking policy

Special Educational Needs Policy

ICT Policy

Equal Opportunities Policy

Health and Safety Policy

English policy

This policy will be reviewed every two years or in the light of changes to legal requirements.

At every review, the policy will be shared with the governing board

Mrs R Jackson

July 2021