



St Helen Auckland Early Years Foundation Stage Policy

“Every child deserves the best possible start in life and support to their full potential. A child’s experience in the early years has a major impact on their future life chances. A secure safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years services, they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance.”

Statutory Framework for the Early Years Foundation Stage Setting the standards for learning, development and care for children from birth to five DFE 2021

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. Children join us, age 2 /3 for sessions on a daily basis. We are very flexible and support families who may have working commitments. They begin attending school full time at the start of the school year in which they turn five.

Our EYFS Curriculum is based upon the 7 key features of effective practice taken from the Development Matters Non-Statutory Guidance:

- The best for every child
- High quality care
- The Curriculum: what we want children to learn
- Pedagogy: helping children to learn
- Assessment: checking what children have learnt
- Self-regulation and executive function
- Partnership with parents

Intent and Aims

- We will provide a broad and balanced curriculum that will give the children the knowledge and the skills needed in readiness for KS1 and to progress through school and life.

- Children will leave EYFS as critical thinkers and with the confidence to work independently.
- We will always encourage children to 'have a go' in whatever challenge they encounter, by promoting active learning and for children to keep on trying.
- Our environment will be safe, caring and stimulating where everyone (staff, pupils and parents) feel valued.

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

Implementation

Our planning and classroom practice reflects on the different rates at which children develop taking into account the Characteristics of Effective Teaching and Learning:-

- Playing and Exploring
- Active Learning
- Creating and Critical Thinking

The Planning within the EYFS follows the revised EYFS guidance. This is divided into specific areas (Literacy, Maths, Understanding the World and Expressive Art and Design) and Prime areas (Personal, social and emotional development, communication and language and physical development). Medium term planning is used by the EYFS teacher as a guide for weekly planning, however the teacher may alter these plans in

response to the needs and achievements of the children. This will be indicated on weekly planning.

The following 4 principles shape the practice that occurs throughout our EYFS setting:

1. Unique child
2. Positive relationships
3. Enabling Environments with teaching and support from adults
3. Learning and development

A Unique Child

At St Helen Auckland Community Primary School we recognise that every child is a competent learner who can be resilient, capable, confident and self assured.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from 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 taking action to provide support as necessary.

Welfare

Caring and learning are inseparable and therefore the understanding of this is central when supporting children. We understand that we are legally required to comply with certain welfare requirements. We understand that we are required to:

- promote the welfare of children.

- promote good health (including oral health), preventing the spread of infection and taking appropriate action when children are ill.
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

We also promote healthy eating and wellbeing through PSED activities, promoting oral health and providing fresh fruit and milk for snack time.

Positive Relationships

In St Helen Auckland Community Primary School we endeavour that children learn to be strong, independent and form secure relationships with adults and peers. With support from our Parent Support Advisor, we aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make.

We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- Inviting all parents to an induction meeting during the term before their child starts school;
- Offering parents regular opportunities to talk about their child's progress in our reception class through an open night (autumn term) a formal parents evening (spring term) and a written report and phone call (summer term);
- Encouraging parents to talk to the child's teacher if there are any concerns.
- Parents to complete a questionnaire about their child's likes, dislikes, what they can do and what they would like them to do on entry to the nursery.

- Parents receive a report on their child's attainment and progress at the end of each school year.
- In our two year old provision, children receive a 2 year check, from which a report is sent to parents and the child's Health Visitor.
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: Stay and Play sessions, Assemblies, Sports Day, End of Topic activities etc.
- Using social media and Tapestry as a way to inform parent of the activities in school.
- Giving each child in Reception a learning log and reading book to keep regular contact with home and school.

At our school a member of the EYFS staff acts as a 'Key Person' to children in EYFS. Where children continue to attend preschool provision / child minders, while only attending school part time, we aim to ensure continuity and coherence by sharing information about the children's achievements.

Enabling Environments

In St Helen Auckland Community Primary School we recognise that the environment plays a key role in supporting and extending the children's development.

The Learning Environment

The EYFS classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classroom is set up in learning areas, where children are able to find and located equipment and resources independently. The EYFS has two enclosed outdoor areas. This has a positive effect on the children's development. We plan activities and resources for the children to access outdoors that help the children to develop in all areas of learning which include, role-play, gross motor skills, and problem-solving skills. Both the indoor and outdoor environments are set up and developed according to the children's needs and interests.

Transition

Two year old provision/Nursery

- Parents are invited to an informal visit with their child to meet their key worker, outline the daily routines and curriculum, and complete necessary paperwork with the school office staff.
- Parents and staff work together to settle the child into the setting. This is dependent upon the child and is flexible.
- A booklet and any information regarding the Foundation Stage is offered to each parent.
- A home-school contract is discussed which initiates parental involvement.
- Parents complete a questionnaire about their child to give as much information as possible.

Transition to Yr 1

We ensure transition from Reception to year 1 is as smooth as possible. Foundation Stage and KS1 teachers work closely to look at the curriculum and prepare children for their learning transition so that children are KS1 ready by the end of Reception year. The year 1 teacher spends time with the children in the Summer term to gain an insight into what the children can do and so that children can become comfortable with their new teacher. Staff have meetings to discuss progress of children throughout the phase to ensure everyone involved with the children are fully aware of their previous experiences in school. We have taken parental views into consideration when preparing our transition phase.

We have a taster afternoon in July when the YR children visit their new teachers and TAs in their respective classrooms. Reception children will join KS1 assemblies in the Summer Term and begin to spend time outside at break time with KS1 children, supported by Foundation Stage staff.

Learning and Development

Teaching and Learning Style

Our teachers provide effective teaching and learning in our school by:

- the carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;

- 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 indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations, which are shared with parents;
 - The Use of the Little Wandle phonics scheme to ensure consistency and fluency in reading

Impact

Monitoring and review

It is the responsibility of the EYFS coordinator and early year's practitioners to follow the principles stated in this policy.

The Headteacher and EYFS leader regularly provide feedback to the whole governing body, raising any issues that require discussion. We also have regular meeting with the EYFS Governor who supports and discusses the action plan and the progress made towards meeting the targets.

The Head teacher and subject coordinators will carry out monitoring on the EYFS as part of the whole school monitoring schedule.

Assessment

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation in Nursery, this involves the teacher and other adults as appropriate. These observations are recorded on Tapestry as baseline/assessment sheets. They also contain information provided by parents and other settings. Assessment in reception is ongoing from observations and work completed by pupils. Within the final term of the EYFS, we provide a written summary to parents, reporting their progress against the ELG's and assessment scales using the EYFS Profile handbook. We also provided a report commenting on the characteristics of effective learning. We give a reasonable opportunity for the parents to discuss these judgements with the EYFS teacher.

Outside Agencies

We have links with the local feeder schools and private nurseries and are able to visit children joining the school in their own nursery setting. We also have opportunities to meet with other Foundation Stage teachers through cluster meetings and moderation meetings carried out locally. We also have a good working relationship with other agencies to support children's development.

- Early Years advisory services.
- Lending Library.
- Durham County Learning Support Services.
- School Health Visitor.
- School Nurse / Auditory Service/ School doctor.
- FOSH (Friends of St Helen's parents group).

SignedHeadteacher

SignedChair of Governors

Date Sept 2023

Staffing

Foundation Stage Team

Mrs Heather Airey (EYFS Lead Nursery Teacher)
Mrs Suzanne Thompson (EYFS lead Reception Teacher)
Mrs Jen Hardwick
(Teaching Assistant)
Miss Gemma Sumpton
(Teaching Assistant)
Mrs Judith Cooper
(Teaching Assistant)
Mrs L Slater (Teaching Assistant)
Paula Bayes (Learning Mentor, PPA cover)

First Aider/ Paediatric First Aiders – Jen Hardwick , Ruth Neil, Gemma Sumpton, Judith Cooper, Heather Airey, Kim Gauci, Lisa Slater

Senior Management Support

Head Teacher - Janet Elmes
Deputy Head Teacher – Naomi Treend/ Lisa Brown

EYFS Governor Kerry Dodgson