

Westhead Lathom St. James C.E. Primary School



"Christian values are implicit in all that we do"

Policy for Early Years Foundation Stage

Last Reviewed Date: Spring 2013

Next Review Date: Spring 2016

Version Control:

Issue No.	Date	Author/Editor	Revision Notes
1	Jan 2010	Andrea Charlton	Policy formerly known as Foundation Stage policy rewritten to reflect Current procedures & guidelines.
2	Spring 2013	Sharon Cusick	Policy reviewed & updated to reflect current practice
3	Spring 16	Alison Albion	Updated in light of policy and procedure change and changes in resources available.

Signed..... Chair of Governors

Date.....

Mission Statement: Our School Now

Our school provides a secure, caring, stimulating and challenging indoor and outdoor environment that promotes a love of learning. Our children, parents, families, staff, governors and community work together to enable each child to become a happy, healthy, well-balanced individual in preparation for the opportunities, responsibilities and experiences of life.



The ethos of the school is based on the Christian ideals of commitment, responsibility and respect and love for Jesus Christ, self and others. We are committed to working in partnership with all of those involved in our children's development to lead our children towards tolerance, understanding, justice, and sensitivity to the needs of others and appreciation of the world around them.

Our motto "Enjoy, Respect, Learn, Achieve"

Vision Statement: Our Vision for the Future

- To provide role models who: go the extra mile; give of themselves and their time to meet the needs of the whole child; promote spirituality and an appreciation of the wonders of the natural world; promote a love of learning; develop Christian ideals of commitment, responsibility, respect, team-work, tolerance, understanding, justice, sensitivity of self and others and love for Jesus Christ, within a secure, caring, inspiring, stimulating and challenging environment both indoors and outside.
- For children, parents, families, staff, governors and community to work together in partnership to enable each child to become a happy, healthy, well-balanced individuals with self-confidence and belief that builds character to enable them to engage thoroughly, fulfilling each individual's potential through life's experiences, opportunities and responsibilities in a rapidly changing world.

Aims

Westhead Lathom St. James Church of England Primary School aims to :-

- Provide a broad and challenging curriculum and a stimulating learning environment that extends outside the classroom;
- Develop enquiring minds and spirituality through curiosity, awe and wonder of the world;
- Teach, demonstrate and praise Christian Values;
- Value the power of prayer;
- Teach with innovative and investigative approaches to learning;
- Provide an enriching programme of extra-curricular activities and visits;
- Plan a rich, varied and up-to-date range of learning resources;

- Encourage children to achieve their highest standards in all areas of the curriculum and to seek excellence within an ethos of support, challenge and encouragement to succeed;
- Teach children to work independently, collaboratively and become highly motivated lifelong learners;
- Include opportunities for creative thinking in problem solving settings, developing divergent thinking, adaptability and flexibility in preparation for the many changes ahead in life, including the rapid progress in technology;
- Build partnerships between the school, home and community;
- Strive for continuous improvement in all that we do;
- Continually self-evaluate and continue to improve upon current practice;
- Work collaboratively towards common goals;
- Place self-esteem and a positive and inclusive approach to behaviour as high priorities thus ensuring that individuals respect and value themselves, others and the environment and is motivated to do their best in school and beyond in order to become a fulfilled adult who gives to the community.

Introduction

This document is a statement of the aims, principles and strategies for the teaching and learning of 'The Early Years'.

What is 'Early Years'?

For the purpose of this policy 'Early Years' refers to children in their first year at school (Reception Year).

Aims:

- To provide a structured, secure, caring and well-resourced learning environment; both inside and out which meets all the individual developmental needs of 'young learners'.
- To enable them to become confident, motivated and happy learners, developing the skills and attitudes necessary for their own successful future learning.
- To develop independence and individuality, whilst fostering respect and tolerance for others irrespective of ability, race, creed, gender or background.
- To develop resilience, tolerance and team-work through managed risk indoors, outdoors on and off school premises.
- To foster a love of learning and love of life itself- as featured in the school prayer.

The needs of young learners:

- Adults who are sensitive to their differing needs, abilities, backgrounds and previous experiences to teach, support, care and offer equal opportunities for them all to develop.
- Adults who will respect them and value their ideas and opinions, every child is a competent learner from birth
- A challenging and diverse curriculum offering ample opportunity to practise and develop skills and learning. The curriculum should also offer opportunities for the development of personal qualities and social skills.
- Rich and positive learning experiences with plenty of first-hand experience in the wider world where possible, varied to include all learning styles and including regular opportunity to explore and learn through practical and play activities.
- The chance to make decisions and to take responsibility - both for their learning and behaviour. This includes the chance to make mistakes in a forgiving environment and to realise that making mistakes is a learning experience.
- In all, a well planned, carefully structured programme of academic and personal development, building on past experiences and achievements - delivered in ways appropriate to their age and stage which will help them to understand and thrive in the world.

The Curriculum:

The Curriculum is based on the Early Years Foundation Stage (EYFS). The EYFS is a framework from the DCSF which became mandatory in September 2008. It set the standards for learning, development and care for children from birth to five. It replaced Curriculum Guidance for the Foundation Stage, Birth to Three Matters and National Standards for the Under 8's Daycare and Child minding.

From September 2012 the reformed EYFS came into effect.

Key changes to the learning and development requirements:

Areas of learning and development: now consist of 3 prime areas (knowledge and skills) and 4 specific areas

Early learning goals and assessment: now 17 goals instead of 69. Instead of judgments being made against 117 scale points they will now be made against the 17 goals. For each goal practitioners will determine whether children are making expected levels, are exceeding them or are below (emerging.)

Progress check at age two: children's progress will be reviewed between the ages of two and three and a written summary provided to parents/careers

Play and teaching: providers are responsible for ongoing judgments about the balance between play and teaching, between activities led by children and activities led or guided by adults

English as an additional language: now a clearer focus on the reasonable steps providers must take, including the assessment of children's skills in English

Wrap-around and holiday care: EYFS requirements do not need to be delivered in full

Key changes to the welfare requirements:

Safeguarding and welfare requirements

Child protection: revised EYFS gives examples of adult's behaviour which might be signs of abuse and neglect

Mobile phones: EYFS now requires that staff must not use mobile phones the setting. Photographs are to be taken using the class camera and iPad. Photographs are to be stored on the class laptop.

Staff development: St James gives EYFS staff opportunities to gain qualifications, training and support through coaching and teamwork.

The overarching aim of the EYFS is to help young children achieve the five 'Every Child Matters' outcomes of staying safe, being healthy, enjoying and achieving, making a positive contribution and achieving economic well being. Although these are no longer mandatory the principles remain vital guidance to early years providers.

Play underpins the delivery of all the EYFS. The EYFS principles guide the work of all practitioners, there are four themes

- unique child
- positive relationships
- enabling environments
- learning and development

There are 3 prime areas:

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

There are 4 specific areas through which the 3 prime areas are strengthened and applied:

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

The Early Learning Goals:

The prime areas

Communication and language:

- Listening and attention
- Understanding
- Speaking

Physical development:

- Moving and handling
- Health and self-care

Personal, social and emotional development:

- Self-confidence and self-awareness
- Managing feelings and behaviour
- Making relationships

The specific areas

Literacy:

- Reading
- Writing

Mathematics:

- Numbers
- Shape, space and measures

Understanding the world:

- People and communities
- The world
- Technology

Expressive arts and design:

- Exploring and using media and materials
- Being imaginative

Assessment at the end of the EYFS:

In accordance with all schools, each child will be assessed in their first term at school. Through observation staff will assess their attainment in the three prime areas and the four specific areas against the early learning goals.

Ongoing assessment (formative assessment) is an integral part of the learning and development process. Staff are involved in daily observations and assessments throughout the Reception Year; they include child initiated tasks and teacher led activities in the inside and outside learning environments. Observations, samples of work and photographs are recorded in each child's 'learning journey.' Data is entered electronically onto the 'e-profile' at the end of each term. The EYFS Profile will be completed at the end of the Reception year; data will be sent to County and practitioners will report whether children are meeting expected levels of development or if they are exceeding expected levels of development or not yet reaching expected levels (emerging). Some Reception Year children will begin to work on year 1 emerging of the National Curriculum when it is judged appropriate for them. (Children who do not achieve all of the Early Learning Goals by the end of the Reception Year continue to work towards them in Year 1(emerging) The observations, assessments and 'scale point data' form the basis of individual reports to parents in Term 6.(Reception Summer)

Organisation:

- Early Years pupils will be in a mixed age class each afternoon.
- Their curriculum will be planned, overseen and delivered by the Early Years Co-coordinator and an experienced Teaching Assistant with specific early years training and experience.
- Parent helpers will also be used to support Early Years children.

Key person:

The key person approach is aimed at enabling and supporting close attachments between children and practitioners. Attachment provides a sense of security so that children can become confident, independent and capable young learners.

At school the key person is the Early Years class teacher. Their role is to meet the needs of each child in their care and respond sensitively to their feelings, talking to the parents and working in partnership with them. They will of course work in close partnership with the class teaching assistant.

A key person is:

- A named member of staff who has more contact than others with the child
- Someone to build relationships with the child and parents
- Someone who helps the child become familiar with the provision
- Someone who meets children's individual needs and care needs
- Someone who responds sensitively to children's feelings, ideas and behavior
- The person who acts as a point of contact with parents

Links with pre-school providers:

The school should maintain a good relationship with the local pre-school group (if it exists!) and its main feeder nursery. However our children come from such a diverse number of providers that we cannot meet regularly with all of them.

Members of the 'Early Years Team' (Headteacher, Early Years Coordinator) represent the school at local 'Early Years' network events and training activities. They also visit the main feeder nurseries to meet prospective Year R children during the summer terms.

Home-School links:

- A Parent information evening is held in May for parents of the prospective Reception group. The purpose of this meeting is, in part, to disseminate important information, to encourage discussion and to emphasize the vital importance of home-school cooperation and mutual support.
- All Reception children will require some support from parents for short weekend homework tasks and early literacy and numeracy tasks. They are also encouraged to maintain written dialogue with the teacher using the reading record book.

- Literature to support the parental role in early learning is given to all parents prior to their child's entry to the school. We also have workshops for parents to find out how we teach phonics, number skills etc.
- Two parents' evenings are held per year and the staff involved with the early years children are happy to meet with parents after school, often on an informal basis or by appointment if necessary.

Induction and entry to school:

Parents of new Reception Year children are invited to a meeting in May when admission arrangements, home visits, induction sessions; uniform etc. are discussed. Home visits will be carried out by 2 members of the Busy Bees team. The children are invited in during the Summer term for a series of afternoons. During these sessions the children join the current Year R children.