

St. Luke's C of E (Aided) Primary School &



Worksop Family of Schools Early Years Foundation Stage Policy



WORKSOP FAMILY OF SCHOOLS MISSION STATEMENT

"To make a positive contribution to improving & broadening outcomes & opportunities for all children in Worksop through consistent, united, collaboration which both supports and challenges"

The Aims of the EYFS

Every child within the Worksop Family of Schools is entitled to the best possible start in their school life, being supported to achieve to their full potential.

As a family of schools we aim to support each child's welfare and their developmental needs by:

- Recognising that all children are unique and special.
- Understanding that children develop at different rates.
- Providing a safe, secure and caring environment where all children feel happy and valued.
- Encouraging children's independence both physically and within decision making.
- Developing the children's understanding of values and behaviour expectations for people to work together in harmony.
- Support children in developing care and respect for others, which includes those with beliefs and cultures that are different than their own.

- By providing learning experiences through play that encourage children's curiosity and develop their desire and motivation to learn.
- Providing experiences that build on the children's interests and their existing knowledge and understanding, in order to challenge and stimulate the children's development.
- Giving children the opportunities to engage in a range of environments both inside and outside.

St. Luke's C of E Primary School

'Let your light shine, live life to the full, respect and care for all, create a happy and safe world for everyone.'

St. Luke's is a voluntary church aided primary, co-educational day school located in the small village of Shireoaks. We have 171 children on the school roll aged between 5 and 11. St. Luke's is a village primary school with a friendly welcoming atmosphere. St. Luke's is a popular choice and attracts pupils from beyond the catchment area of the church parish.

Recognising the historic foundation of our church-aided school, founded in 1864, the school aims to preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the local parish church of St. Luke's.

We have one Foundation Stage 2 class where the children have access to all the areas of learning. This also has a large, sheltered outdoor area. Our Foundation Stage lead teacher is Mr Bell.

What is the EYFS?

The Early Years Foundation Stage (EYFS) applies to all children from birth to the end of the reception year. At St. Luke's C of E primary the children begin Foundation Stage Two (Reception) in the academic year they turn 5. The children that apply to come to our school come from a range of different settings including private, voluntary and independent nurseries as well as state funded Foundation Stage One nursery settings.

The EYFS is based upon four principles:

- **A unique child** - developing resilient, capable, confident and self-assured

Individuals.

- **Positive relationships** - supporting the children in becoming strong and independent.
- **Enabling environments** - where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- **Learning and developing** - An acknowledgement that children learn in different ways and at different rates

The Unique Child

At St. Luke's C of E primary we want every child to develop into an independent learner who can be resilient, confident, self-motivated and successful. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by their early experiences at school. We use praise and encouragement, as well as celebration/sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

Inclusion

We value the diversity of individuals within the EYFS. All children at St. Luke's Primary are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school. In our school 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 planning for their learning. In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds and children of different ethnic groups.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests.
- 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.
- Promoting independence.
- 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.
- Continually monitoring children's progress and taking action to provide support as necessary.

Positive Relationships

At St. Luke's C of E Primary we recognise that children learn to be strong, confident and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents / carers are children's first educators and it is with them they spend the majority of their time. We value the contribution they make.

We develop these links through:

- Talking to parents/carers about their child before their child starts in our school. During the last summer term, before the children start school full-time, we offer transition visits for all the children to come and take part in.
- These transition visits give the children the opportunity to spend time with their teacher before starting Foundation Stage.
- Inviting all parents/carers to an induction meeting during the term before their child starts school.
- Offering an open door policy for parents/carers with any queries.
- Providing regular meetings for parents/carers to discuss their child's achievements. Parents/carers receive a report on their child's attainment and progress at the end of each school year.
- Arranging a range of activities throughout the year that parents/carers can join in, e.g. celebrations at the end of topics or special assemblies.
- The class teacher will also offer a visit to their current nursery setting, if needed.

All staff involved with the EYFS aim to develop good relationships with all children and their families, interacting positively and taking time to listen to them.

Learning and Development

At our school we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter-connected.

Teaching and Learning Style

We aim to meet all our children's needs by:

- Developing partnerships between teachers, teaching assistants and parents, so that our children feel secure at school and develop a sense of well-being and achievement.
- Having an understanding of how children develop and learn.
- Providing a range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication.
- Providing a carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS.
- Making provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities.
- Encouraging children to communicate and talk about their learning and to develop independence and self-management.
- Supporting learning with appropriate and accessible indoor and outdoor space, facilities and equipment.
- Identifying progress and future learning needs of children through observations.
- Developing good relationships between the school and the settings that our children experience prior to joining us.

Areas of Learning

There are seven areas of learning and development that must shape educational provision in early year's settings.

These are the following:

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.

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.

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.

We deliver learning for all of the areas through purposeful play and learning experiences with a balance of adult-led and child-initiated activities. The Foundation Stage Classroom is organised to allow children to explore and learn securely and safely within both our indoor and outdoor environments. The free flow between the inside and the outside has a positive effect on the children's development. They have the opportunity to think creatively alongside other children as well as on their own and communicate with others as they investigate and solve problems. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors; the children can explore, use their senses and be physically active and exuberant.

We support children to become 'good learners' by developing the

Three Characteristics of Effective Learning.

- **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; and
- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Through careful assessments and observations, including information provided by parents and other settings, children's development levels are assessed. The balance will shift towards a more equal focus on all areas

of learning as children grow in confidence and ability within the three prime areas.

Enabling Environment

At St' Luke's Primary School we recognise that the learning environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning. From this we plan challenging but achievable activities and experiences to extend the children's learning.

Observation, Assessment and Planning

During the first half term, when the children begin school, they will take part in the 'Reception Baseline Assessment' (RBA) with their teacher (or another qualified member of staff the child knows) which is an activity-based assessment. Children will be familiar with the environment in which they take the assessment as well as with the staff member, to make sure they are at ease. It is hoped that most children will not be aware that they are being assessed.

Planning in the Foundation Stage is taken from the children's needs and interests as much as possible, which are based around half termly or weekly themes. We have a learning overview for each half term that shows parents/carers what will be covered in each lesson for that week. We make regular assessments of children's learning and this is the information that we use to ensure that future planning reflects identified needs and interests. Assessment in the EYFS takes the form of observations and collating work-based evidence through their individual work books. Our assessment information is collated each half, on 'Tapestry' which is the current assessment tool that we use.

Each term every child has a long detailed observation, others are smaller snapshots of learning. Photos are also taken to show learning. These observations are recorded electronically in the children's individual files on Tapestry.

We track the children's progress using development matters as a guide to determine whether the children are emerging, making expected progress or exceeding in comparison to age-related expectations, we also input this data onto 'tracking grids' which help to see the development and progress of each child throughout the year.

At the end of FS2 each child's level of development is recorded against the 17 Early Learning Goals (ELGs). Within the final term of the EYFS, we provide a written summary to parents/carers reporting their progress against the ELG's and assessment scales.

Moderation

The EYFS Profile provides an holistic picture of a child's attainment at the end of the EYFS in relation to the ELGs. Everyone needs to feel confident that the recorded judgements are fair and consistent for all children so that judgements made for any one child are comparable with those made for all children. The starting point for the agreement of judgements should be the ELGs illustrating the level of development expected at the end of the EYFS for each ELG.

The purpose of moderation is to:

- Secure the consistency and accuracy of judgements made by different practitioners;
- Reassure practitioners that their judgements are accurate, valid and consistent with national standards; and
- Assure moderators that an acceptable level of accuracy and validity has been achieved for assessments recorded and reported by the settings for which they have responsibility.

Internal Moderation

The moderation of the EYFS Profile assessments begins in each individual setting. Within our own settings we, as practitioners, can agree assessment judgements with each other. At St. Luke's C of E primary school this involves the teachers and TAs working in F2 alongside the Year 1 Teachers.

Moderation within the Worksop Family of Schools

As a family of schools we believe it is important for practitioners to build a shared understanding of the ELGs and national exemplification of standards and to discuss the assessment of children's attainment with colleagues from other settings. Therefore, each Early Years setting works with other schools so that practitioners can share experiences to develop their assessment skills.

Worksop Family EYFS Network Group

As a family of schools practitioners from each setting have the opportunity to attend an EYFS network group which meets every half term. The meetings are hosted, in turn, by one of the schools. The group meets after school and the meetings usually last an hour.

In the Autumn Term the group establishes a set of three priorities to work upon during that academic year and an action plan is drawn up.

During the subsequent meetings there are opportunities to work collaboratively on the priorities as well as opportunity for networking, looking around the host setting and sharing good practice.

These meetings are led by an identified EYFS Lead Practitioner from one of the settings. It is the responsibility of that person to ensure that;

- all information is passed via email to all the settings within the family
- all settings are aware of the date, time and venue of all meetings
- all settings receive an agenda for each meeting
- all settings receive the minutes of each meeting

Policy agreed on:

Policy to be reviewed: