



Castlemorton CE Primary School and Caterpillars Pre-school



An inclusive Church School with a *commitment* to providing quality education that meets the needs of ALL. Creating successful learners, confident individuals and responsible citizens through a Christian approach of love, *care and cooperation*, so that everyone has *confidence* and a lifelong love of learning in order to flourish as human beings.

Love learning, enjoy life and care for one another- LOVE-LIGHT-ALL.

Care, Commitment, Cooperation, Confidence.

Love is patient, love is kind... Love never fails (1 Corinthians 13) LOVE

In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven (Matthew 5:16) LIGHT

Suppose one of you has a hundred sheep and loses one of them. Doesn't he leave the ninety-nine in the open country and go after the lost sheep until he finds it? ⁵ And when he finds it, he joyfully puts it on his shoulders ⁶ and goes home (Luke 15) ALL

The most important of these is love- guided by the teaching and love of Jesus.



Early Years Foundation Stage Policy

Within this document, the term Early Years Foundation Stage (EYFS) is used to describe children who are in our Preschool and Reception class.

Aim

At Castlemorton C of E Primary we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and carers to meet their needs and help every child to reach their full potential.

As outlined in the EYFS 'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.'

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings.

- 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 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 in different ways and at different rates.

Principles into practice

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning
- Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support
- Work in partnership with parents and carers
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment
- Provide opportunities for children to engage in activities that are adult-initiated and child-initiated, supported by the adult
- Have a key person approach to develop close relationships with individual children
- Provide a secure and safe learning environment indoors and out

Foundation Stage Curriculum

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 and exceed the early learning goals.

All the 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.

These three areas are the **prime** areas:

Communication and Language

Physical Development

Personal, Social and Emotional 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

Children are provided with a range of rich, meaningful first-hand experiences in which they explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

As a team, we write long term and medium term plans using the EYFS based on a series of topics each of which offers experiences in all seven areas. These plans then inform our short-term weekly planning, alongside our observations, which remains flexible for unplanned circumstances, children's own fascinations and responses.

Practitioners working with the youngest children in Preschool will focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school. The balance will shift towards a more equal focus on all areas of learning as the children move through the Early Years and grow in confidence and ability within the three prime areas.

Children have whole group and small group times which increase as they progress through the EYFS with times for a daily phonics session using FFT/Success for All, Mathematics and Literacy sessions, including shared reading and writing.

The curriculum is delivered using the best approaches for the children. As the framework indicates - *Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems.* Adults support and guide play, they stimulate the children's interests and respond to their emerging needs through warm and positive interactions and secure routines.

We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During children's play, early years practitioners interact to engage, support and challenge children to move learning and development forward.

In planning and guiding children's activities, we reflect as practitioners, on the different ways that children learn and reflect these in our practice.

We create a stimulating environment to encourage children to access provision indoors and outside. Forest School is used regularly and to good effect.

Assessment

As part of our daily practice we observe and assess children's development and learning to inform our future plans. We do this by knowing pupils well and shaping teaching and learning experiences to reflect the children. We ensure that assessment does not take practitioners away for prolonged breaks from their interactions with children.

Significant observations of children's achievements (remarkable moments) are collated on Tapestry, shared with parents with the welcome invitation for parents to add their own observations to the platform. In the Autumn and Summer terms, parents are invited to attend a parents' evening and reports are written at the end of the Summer term. The end of year report is based on the child's development against each area of learning. In Reception it supports transition into year 1.

Safety

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 healthy meals and snacks, following set procedures when children become ill or have an accident.

Inclusion

We value all our children as individuals, irrespective of their ethnicity, culture, religion, home language, background, ability, gender, and disability. We plan a curriculum that meet the needs of the individual child and support them at their own pace so that most of our children typically achieve the Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies.

Parents as Partners

We strive to create and maintain partnership with parents and carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education. Parents' contributions to learning journeys on Tapestry provides valuable insights into their child's interests and learning and can then inform planning.

Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times we may need to share information with other professionals to provide the best support possible.

We recognise that parents are children's first and most enduring educators we value and support contribution they make through:

- Positive interactions
- talking with and listening to parents about their child before their child starts in Preschool or Reception;
- visiting children in their home setting prior to their starting school where appropriate;
- offering taster sessions and transition days so that the children have the opportunity to spend time with their teacher before starting school;
- 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
- encouraging parents to talk to the child's key person or teacher if there are any concerns;
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents: Open Classroom, Class assemblies, Sports Day etc.;

Transitions

Transitions are carefully planned for and time given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings, including nurseries and childminders. Children attend introductory sessions to Preschool/Reception to develop familiarity with the setting and practitioners.

In the final term in Reception, the Year 1 teacher will meet with the Early Years staff and discuss each child's development against the Early Learning Goals in order to support a smooth transition to Year 1. This discussion helps the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

Monitoring and review

It is the responsibility of the EYFS practitioners to follow the principles stated in this policy.

There is a named Governor responsible for the EYFS. This governor will discuss EYFS practice with the practitioners regularly and provide feedback to the whole governing body, raising any issues that require discussion.

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

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