

Frittenden Church of England Primary School

Early Years and Foundations Stage Policy



Learning for Life in the Light of God

Policy Control	
Responsible Person:	Nichola Costello
Responsible Governor Team:	Curriculum and Learning Committee
Approved by Governors:	March 2022
Date due for review:	March 2023

Our school policies are written with the objective of continuously improving the school in our aim of realising the school's vision:

Our Vision

To engage every child in an exciting and meaningful educational experience, in an inclusive caring Christian community.

Our School Values

Frittenden Church of England Primary School values

Compassion • Wisdom • Hope • Trust • Forgiveness • Thankfulness

All our stakeholders are encouraged to *reflect* upon their learning and their actions.

Introduction

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of their reception year. At Frittenden CE Primary School we have a single reception class with 15 places. To ensure best practise we have one teacher and one teaching assistant each day working within the class. Staff from within the setting may also work with individual children/small groups outside the classroom environment to provide additional support or intervention.

Aims

At Frittenden CE Primary School we aim to provide the highest quality care and education for all the children giving them a strong foundation for their future. We aim that all our children develop into independent and lifelong learners.

“When we succeed in giving every child the best start in their early years , we give them what they need today. We also set them up with every chance to succeed tomorrow”

Development Matters Sept 2020

Our high expectations will enable children to develop socially, physically, intellectually and emotionally and to achieve their full potential. We will ensure that children are kept healthy and safe and that they achieve the knowledge and skills the need to move to Key Stage 1.

Curriculum

Our Reception class follow the curriculum as outlined in the EYFS document. The EYFS is based on seven key features of effective practise.

1. The best for every child
2. High quality care
3. The curriculum: what we want children to learn
4. Pedagogy: helping children to learn
5. Assessment: checking what children have learnt
6. Self-regulation and executive function
7. Partnership with parents

As part of best practise we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning
- Promote equality of opportunity and anti-discriminatory practise
- Provide early intervention for those who need additional support
- Work in partnership with parents and where needed outside agencies
- Ensure opportunities are challenging for all children and based on individual needs and interests
- Provide a balance of child initiated activities and adult led learning
- Provide a secure and safe learning environment indoors and outdoors
- Plan an exciting and challenging curriculum based on observations of children's needs, interests and stages of development across the seven areas of learning

Areas of learning

The EYFS is made up of three **prime areas** of learning:

- Personal, Social and Emotional Development
- Communication and language
- Physical Development

There are four **specific** areas of learning:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

All seven areas of learning and development are important and are interconnected.

At Frittenden CE Primary School children are provided with a range of rich, meaningful first hand experiences, in which children can explore, think creatively and are active. We provide a well - balanced curriculum and our planning ensures that each child has the opportunity to develop their knowledge, skills and understanding in every area of the EYFS. Each area of learning and development is implemented through planned, purposeful activities and through a mix of adult led and child initiated learning.

Inclusion

All children will receive quality first teaching on a daily basis and activities will be differentiated accordingly. In addition to this where children have been identified as having a specific need intervention programmes will be implemented. Teachers and Teaching Assistants plan programmes together and where needed with liaison with the Special Needs Co-ordinator. The needs of children with English as an additional language will be met through planning and support alongside our 'English as a Second Language'

Assessment, Recording and Reporting

- Assessments are made in line with the EYFS
- Daily practice includes observations of children's development and progress
- Discussions are held with all adults in EYFS about individual children's development and next steps
- Significant observations of children's achievements are recorded in their learning journeys using the see saw APP
- Feed it forward sheets are completed weekly as a point of discussion about next steps for the cohort and individuals
- Weekly photographs of learning opportunities are shared via see saw
- Children's progress across all seven areas are shared with parents/carers during two parent consultations
- Parents are asked to complete a feedback sheet following each parent consultation and at the end of the academic year
- An end of year report is provided to all parents/carers on their child's development against the seven areas of learning
- At the end of Reception children are assessed against the Early Learning Goals for each area of learning

Transitions

At Frittenden CE Primary School we recognise that starting school and moving into Key Stage 1 has the potential to be a stressful time for both parents and children. To this end we have established a strong set of procedures for transitions to be smooth as possible. All children starting in our Reception class are offered home visits prior to their child starting school. This gives children the security of meeting with their teacher in a safe, familiar environment and gives parents time to ask questions and share knowledge or any concerns they have about their child. In addition to this all the children have two sessions in Reception to meet the other staff and ensure they are familiar with their new surroundings before starting school. As part of the first visit parents are invited to attend and are familiarised with the school and school day by the staff in EYFS. Parents can ask questions and share information about their child. Those children coming from different settings to our Reception are visited, where possible, by a member of the Reception team and their progress and development shared by their Nursery key worker. We have a staggered drop off in our Reception Class in order to ensure that children who need extra support are given time at each start date to settle in and children attend parttime for the first two weeks in September. All children starting in Reception have a booklet to complete during the summer break and parents are given a timetable and 'School Readiness' booklet.

Transistion into Key Stage 1

In the summer term all our Reception children visit their new Year 1 teacher on two occasions prior to them starting Year 1. Reception teachers pass on their knowledge of each child's development, progress and achievement towards the early learning goals to ensure that all teachers have a well - rounded picture of the children prior to starting the new school year.

Health and Safety and Safeguarding

Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. We follow the safeguarding and welfare requirements detailed in the 'Keeping Children Safe in Education' statutory guidance and adhere to the Academy's safeguarding policy.

We are a healthy school and participate in the free fruit and milk for under-fives scheme. For our Reception children we provide the universal infant free school meal and the menu is regularly monitored with the chef. We cater for those children who have special dietary requirements and have robust systems in place ensuring that all children receive the correct meal.

Fresh water is readily available for all children and we encourage children to bring in water bottles with water only.

Children are taught the importance of keeping clean and washing their hands correctly.

NB: Some of our policy statements will be subject to change to take account of the current pandemic. Please see our current covid risk assessment