

# St Alphege CE Infant School

## Early years Foundation Stage Policy



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Staff Responsible: Cathy Arnott, Early Years Lead

Governing Body approval March 2020

# ST ALPHEGE CE INFANT SCHOOL

## Introduction

This policy should be read in conjunction with the School and Sunbeams Nursery Prospectus. At St Alphege we understand the great importance that Early Years Foundation Stage has in enabling children to further thrive in their educational journey. We passionately believe that the children's time in the EYFS not only builds the foundations for their future learning but also develops their social and emotional understanding for their future lives. We also know that children's parents and carers are the child's first teachers. All our Early Years practitioners liaise with families and make effective use of information provided to deliver opportunities that build upon children's experiences and interests. Every child is unique and deserves equal opportunities to access their learning in whichever direction they want to take it. Every practitioner is utterly dedicated to providing a learning experience unique and individual to every child.

"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. A secure, safe and happy childhood is important in its own right."

(DFE, EYFS Statutory Framework 2012)

## Our aims:

- Early Years practitioners should ensure that all children feel included, secure and valued.
- To provide a relevant curriculum with tasks that make sense to the children and are both practical and purposeful.
- To provide opportunities for children to engage in activities planned by adults and those that children plan or initiate themselves. Practitioners must consider the individual needs and interests of each child, and use this information to plan a challenging and enjoyable experience in all areas of learning and development.
- Practitioners acknowledge the holistic nature of young children's learning and natural links will be made between different areas of the curriculum, with the emphasis on learning through play and the importance of developing speaking and listening skills.
- Practitioners must create a learning environment that develops children's imagination and encourages children to explore and express their ideas and feelings.
- Practitioners must respond to each child emerging needs and interests, guiding development through positive interaction.
- Involve parents and carers.

This policy is based on requirements set out in the 2017 statutory framework for the Early Years Foundation Stage (EYFS).

The EYFS is based upon four early years principles:

- The Unique Child
- Positive relationships
- Enabling Environments
- Learning and Development

## **The EYFS Curriculum and Planning**

There are seven areas of learning in the Early Years Foundation Stage that provide a framework for planning, teaching and assessing in early years settings. All areas of learning and development are inter-connected. Care is taken to provide an exciting and engaging curriculum and environments, both inside and outdoors. A huge emphasis is placed upon the children's 'Wellbeing' and 'Involvement' through their interaction with their peers, the adults around them and the activities provided.

The three prime areas are:

- Communication and Language – children will be given lots of opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; to speak and listen in a range of situations.
- Physical Development – children will be provided with opportunities to be active and interactive; to develop their co-ordination, control and movement. Children will be taught the importance of physical activity and to make healthy choices in relation to food.
- Personal, Social and Emotional Development – help children develop a positive sense of themselves and others; forming positive relationships and develop respect for others; develop social skills and learn how to manage their feelings; understand appropriate behaviour in groups; and have confidence in their own abilities.

There are also four specific areas, through which the three prime areas are strengthened and applied:

- Literacy – children will be taught to link sounds and letters and to begin to read and write. Children will be given access to a wide range of reading and mark making materials to ignite their interest and develop their skills.
- Mathematics – children will be provided with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces and measures.

# ST ALPHEGE CE INFANT SCHOOL

- Understanding the World – Children will make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- Expressive Arts and Design – Children will explore and play with a range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

The curriculum is planned through a series of themes that reflect and respond to the children's interests, offering experiences in all the areas of learning and which carry equal importance to provide a broad and balanced curriculum with opportunities for play and child- initiated activities.

Planning should provide a clear balance between challenging the most able children in some cases to exceed Early Learning Goals whilst recognising that an attempt to implement the more formal work before a child is ready could damage a child's disposition to learn.

By the end of the Reception year, the Maths and English lessons that will be in place will be in preparation for children entering Year 1.

## **Assessment and Record Keeping**

See Assessment Policy.

## **SEND in Early Years**

At St Alphege CE Infant School and Sunbeams Nursery appropriate provision is made for children who may have specific learning needs. See SEND policy for further information.

## **Enabling Environments**

Children will be offered a well-planned and well-organised environment in which they can have rich and stimulating experiences both inside and outside where children feel safe and secure and are able to access and develop their learning independently.

Children have regular access to the outdoor learning environment. Equipment is safely stored and children are taught how to keep themselves safe. High quality learning opportunities which occur outside are carefully planned for and regular risk assessments are undertaken. We make best use of the current outdoor spaces.

## **Safeguarding and Welfare arrangements**

Our Safeguarding and Welfare procedures are outlined in our Safeguarding Policy. All staff working within the Early Years have access to Supervision and procedures for this can found in our Supervision Policy.

## Induction of Reception Infants and Early Years Policy

Young children entering formal education have many years ahead of them in school. It is therefore important to begin this process in a sensitive and caring manner with our St Alphege values underpinning everything that we do. To settle into school with eagerness and enjoyment can develop the beginning of a love for life-long learning.

At St Alphege we develop excellent communication and relationships with families and children as they start school in a range of ways:-

- Staff visit feeder pre-school settings and share information about each child's learning and interests.
- Stay and Play sessions - where children and families come together to experience activities and meet the EYFS team.
- New Parent meetings – where parents come and receive information about starting school, policy and practice, and link to their new class teacher.
- A comprehensive pack of information including key policies, prospectus etc.
- Activity sessions – where new children come into their classes and get to know the setting, staff and meet their new classmates.
- A 1:1 parent consultation - for information sharing
- An 'open door' policy for yr R where families link daily with class teachers and can experience activities together at the beginning of each day.
- Regular parent consultation meetings to discuss achievement and progress.

## **Transition**

- See Early Years Transition Policy for full details.

## **Appendix 1. List of statutory policies and procedures for the EYFS**

This checklist lists the policies and procedures that we must have according to the EYFS statutory framework.

| <b>Statutory policy or procedure for the EYFS</b> | <b>Where can it be found?</b>                        |
|---|--|
| Safeguarding policy and procedures                | See child protection and safeguarding policy         |
| Procedure for responding to illness               | See health and safety policy                         |
| Administering medicines policy                    | See supporting pupils with medical conditions policy |

# ST ALPHEGE CE INFANT SCHOOL

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|---|--|
| Emergency evacuation procedure  | See health and safety policy                 |
| Procedure for checking the identity of visitors                             | See child protection and safeguarding policy |
| Procedures for a parent failing to collect a child and for missing children | See child protection and safeguarding policy |
| Procedure for dealing with concerns and complaints                          | See complaints policy                        |