



St Peter's Methodist Primary School

EYFS Policy

Written: March 2016

Agreed at Pupil and Curriculum Committee:
March 2016

Reviewed by Pupil and Curriculum Committee:

Next Review Date: March 2019

Introduction

This policy should be read in conjunction with the School Prospectus. At St Peter's we understand that children joining us may have already had a rich variety of previous learning experiences at various nursery settings. We also know that children's parents and carers are the child's first teachers. We liaise with families and pre-school settings and make effective use of information provided on the child's entry to school, through a comprehensive package of transition events. As a school we have ensured that these are continued, throughout the first school year as necessary.

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. To settle into school with eagerness and enjoyment can develop the beginning of a love for learning.

Our aims:

- To make the transition from pre-school to full-time education as smooth as possible.
- To ensure that their first experience of school is positive and begins a life-long love of learning.
- To provide a secure and caring environment in which children are happy and eager to learn.
- To develop a working partnership between home and school.
- To enable each child to develop his or her full potential.
- To support children with special educational needs (SEN).
- To enable children to develop confidence and increasing independence
- To develop experiences for child-led learning

At St Peter's 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 as well as meeting other 'key' members of staff.
- 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 home visit with the child and family - 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.

The experiences we offer the children as they begin school build on what the children already know, can do and are interested in. They are delivered using a range of teaching and learning strategies to match the needs of each child and are undertaken in a safe, welcoming and stimulating environment.

Early Years Foundation Stage Aims:

- To offer a broad and balanced curriculum organised into seven equal areas of learning.
- To offer stimulating and highly creative learning experiences where children learn through first hand experiences.
- To offer appropriate levels of challenge and support, for every child.
- To develop in each child a firm foundation of life skills.
- To model thinking and problem solving strategies.
- To use mistakes and misconceptions as positive opportunities for learning.
- To involve parents and carers in every step of the children's learning and development.
- To provide a safe, welcoming and highly creative learning environment, both indoors and outdoors, where every child's unique needs and interests are met.

Positive Relationships

At St Peter's we recognise the important role that Parents and Carers play in the education of their child. Throughout the academic year there are opportunities to spend time with the class teachers to find out about their child's achievements and areas where support may be needed. Parents also take this time to look through their child's work. As well as this there are several opportunities throughout the year for Parents and Carers to come and work, play, contribute to and celebrate learning alongside their child and in the classroom environment.

Learning and Development

Teachers plan carefully to meet the unique needs and interests of the children. Children experience a range of creative, first hand learning opportunities. These opportunities are planned both by the class teacher and the children based on their own interests and questions and allow topics to become personal, engaging and relevant.

The children have regular opportunities to engage in 'Child Initiated' learning opportunities independently (Lion Learning Time), alongside other children and adults. Children are encouraged to make independent decisions about what they would like to do and how they would like to do it. This approach is continued into a proportion of the Year 1 timetable to enable a smooth transition between Foundation Stage and National Curriculum as well as to continue to use and develop some of the valuable skills learnt during their time in Foundation.

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.

Assessment and Record Keeping

At St Peter's teachers use observations, discussions, and recorded work to assess children's achievement against the framework for the EYFS Foundation Stage. All Foundation Stage staff are fully trained to record their observations and keep portfolios of evidence to support achievement against the profile points. This evidence is used to help teachers plan appropriate next steps for the children's learning journey.

Well-being and Involvement is tracked using Leuven Scales, and like all other assessment, information is regularly shared with parents.

KCC (Kent Local Education Authority) moderation of our assessment is undertaken regularly and 'EduCant Collaboration' moderation is undertaken in order to verify judgements made.

Staff training is undertaken regularly and appraisal is used effectively to ensure that all staff are equipped appropriately to undertake work effectively in the EYFS.

Each Unique Child

At St Peter's provision is made for children who may have specific learning needs. See Special Educational Needs policy for further information. The 'Child's Voice' is catered for in the Curriculum planning so that all unique needs and interests are addressed.

Enabling Environments

Each classroom is a highly stimulating learning environment where children feel safe and secure. Their achievements are celebrated and displays, resources and role play areas have a positive impact upon learning.

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.

Resources both in the inside and outside learning environments reflect the different areas of learning and, where appropriate, can be accessed by the children at all times, independently and as they see the need.