

St James CE  
Primary  
School



EYFS Policy



*St James Church of England Primary School*

British Values Curriculum Policy Statement

St James Church of England Primary is a school built on Christian beliefs and values. However, we recognise that our children are part of the wider British society, which is multi-cultural and multi-faith in its composition.

We also understand that we have a crucial role to play in ensuring that our children become valuable and fully rounded members of society, who treat others with respect and tolerance and are fully prepared for life in modern Britain.

Where it is appropriate and pertinent, we aim to teach, reinforce and develop our inherent British values both within our school practices (please refer to our British Values Statement) and within our curriculum coverage.

This statement outlines the key British values we actively promote within the curriculum.

- Democracy
- Mutual Respect
- Individual Liberty
- Tolerance for those of different faiths and beliefs

- The Rule of Law

## EYFS

### Intent:

The intention of our Early Years curriculum is to teach key knowledge which will help to develop fundamental skills across the seven areas of development and beyond. We want to give each child a positive and meaningful start to their school life, in which they can establish solid foundations on which to develop independent and fearless lifelong learners. We demonstrate this through rich and stimulating play, following the EYFS Framework and using Development Matters as a supporting document.

### Vision:

To give each child a positive and meaningful start to their school life, in which they can establish solid foundations on which to develop into independent and fearless lifelong learners. We will encourage children to develop independence within our secure and friendly atmosphere; to support children in building relationships through the development of social skills such as cooperation and sharing; to help each child to recognise their own strengths and achievements through experiencing success and by developing the confidence to work towards personal goals.

### EYFS as the 'Bedrock'

Our high expectations will enable each child to develop socially, physically, intellectually and emotionally and to achieve their full potential. We

will offer a structure for learning that has a range of starting points and unlimited availability for development through a wide range of new and exciting first-hand experiences that will give children the opportunity to consolidate, explore and test their skills, knowledge and understanding alongside existing experiences. We will ensure that children are kept healthy and safe and that they achieve the knowledge and skills they need to start school. We promote cultural capital by building on our early experiences to give children opportunities to be curious, explore, try new things, and experience awe and wonder.

At St James Church of England Primary School, we aim to:

- Provide an atmosphere where children can be happy, safe, valued, gain confidence and achieve greater independence.
- Provide a child-friendly environment that is safe, caring and stimulating.
- Provide an environment where no child should be excluded or disadvantaged.
- Build upon what children already know and what they can do.
- Promote children's social, intellectual and physical development through play and directed activities.
- Provide, through a stimulating environment, opportunities for the child to develop a positive attitude to learning and an active interest in the world around them.

- Develop a working partnership between parents/carers and the school in order to establish an accurate understanding of each child's individual needs.
- Work within the guidelines of the Statutory Framework for the Early Years Foundation Stage supported by Development Matters.

### What is the Early Years Foundation Stage (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. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up."

(The Early Years Foundation Stage Statutory Framework 2017)

The Early Years Foundation Stage (EYFS) sets the standards that all early year's providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS seeks to provide:

- Quality and consistency, so that every child makes good progress and no child gets left behind.
- A secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly.
- Partnership working between practitioners and with parents and/or carers.
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

At St James Church of England Primary School, we greatly value the important role that the Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development. We also believe early childhood is valid in itself, as part of life and therefore it is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

We are committed to our strong links with St James Church and local community and strive to enrich pupils' religious, spiritual, moral and social education from Reception to Year 6. The Early Years Foundation Stage (EYFS) is a statutory framework for children from birth to five years of age. Within Reception the children will be tracked and assessed using the updated 'Development Matters' document and then will be assessed at the end of the academic year using the Early Years Foundation Stage Profile (EYFSP). This information is collated by the school leaders and

sent to the Local Authority to monitor school and children's performance. We acknowledge that all children begin school with a variety of experiences and learning. It is the role of the practitioners working in the Foundation Stage, with support of parents, to build upon the children's prior learning and life experiences. This is done through a holistic approach, ensuring that parents/carers, support staff and teachers work effectively in partnership to support children's learning and development.

The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

#### A Unique Child

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/ sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

#### Positive relationships

We recognise that children learn to be strong and independent from secure relationships and aim to develop caring, respectful and professional relationships with the children and their families.

## Enabling environments

We recognise that the environment plays a key role in supporting and extending the children's development. Through observations we assess the children's interests and stages of development and learning needs before planning challenging and achievable activities and experiences to extend their learning.

## Learning and development

Our foundation stage has one nursery classroom, a reception classroom and a large outdoor classroom, which is shared. All our learning environments are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The seven areas of learning are defined so that children are able to find and locate equipment and resources independently.

### The Areas of the Curriculum:

Children learn and develop in different ways and at different rates. The 7 Areas of the curriculum, as set out in the EYFS, are equally important and interdependent. They are split into areas which are:

#### Prime Areas

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

#### Specific Areas

- Literacy
- Mathematics



- Understanding the World
- Expressive Arts and Design

We aim to deliver all the Areas of Learning through planned, purposeful play, with a balance of child initiated and adult led activities, as guided by the Statutory Framework for the Early Years Foundation Stage which states In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice.

Three characteristics of effective teaching and learning are:

- 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."

As children move through Reception they will transition into more formalised learning and longer, focused, carpet time activities. This will ensure they are taught what is required to achieve the Early Learning Goal, at the end of Reception.

**Observation, Assessment and Planning:**

Effective planning builds on and extends what children know and can do and is the key to making their learning exciting, varied, and progressive. To understand and consider the child's current learning

and development needs, planning starts with observations of the child. Assessments are then made based on observations about the child's learning and development. These assessments are then used to inform planning the "next steps" of the child's learning and experiences.

- Observations are carried out in variety of ways - individually, in small groups, as part of class, adult led or child-initiated. (This will be gathered via 'Evidence Me')

- Special files, tracking half-termly activities, photographs, WOW Moments (parent/carer contributions) and other methods of evidence collection are used and then analysed to highlight achievements and/or need for further support.

- Assessments are the decisions then made about the child's learning/development using 'Evidence Me' reports, teacher knowledge, Read Write Inc and Maths No Problem assessments. The EYFS Profile is used as a summative assessment at the end of the Reception year. It summarises and makes statements about the child's progress towards the revised Early Learning Goals. (September 2021)

- Planning has two stages - long term and short term. 'Long Term' planning shows an overview of the experiences to be covered and skills to be taught and 'short term' planning (weekly/daily) shows how each child's learning and development to be supported. In addition, we have 'knowledge planners' that outline the discipline of each subject, including assessment, continuous provision opportunities as well as termly planning.

## The Learning Environment:

We are proud of our attractive, welcoming and stimulating learning environment which encourages all children to explore, investigate and learn. The staff ensure that the environment is a place where children feel secure and confident and are challenged to develop their independence.

The Foundation Stage is organised as one Reception classroom with its own outdoors area. Within the classroom the 7 Areas of Learning are offered to the children through continuous provision, alongside a wide variety of child initiated and adult led activities to support and stretch their learning.

St James CE has an outdoor area and woodland area for children to continue their learning. The outdoor environment offers experiences and activities that extend those from indoors and also offers learning experiences that are unique to the outdoors.

## Indoor Areas of Learning;

- Role Play Area
- Reading Area
- Maths Area
- Writing Area
- Construction Area,
- Atelier,
- Reflection Area,
- Water Area,

### Outdoor Areas of Learning;

- Water Area,
- Sand Area,
- Construction Area
- Atelier,
- Mud Kitchen,
- Role Play Area.

Children are encouraged to be independent in their choices and to be responsible for tidying and organising resources and activities they have used, as each child is the monitor of a chosen area.

### Parents as Partners:

We recognise that Parents/Carers are children's first and most enduring educators. When Parents/Carers and practitioners work together in early years' settings, the results have a positive impact on children's development and learning. A successful partnership is one which develops a two-way flow of information and knowledge. At St James we aim to foster this by;

- Meeting informally with parents/carers through the initial Induction procedures at nursery/playgroup/pre-school settings.
- Meeting formally with parents/carers at the welcome meeting in July, outlining the curriculum and the value of supporting their child's learning at home.
- Including this Policy in the Starting School pack.
- Encouraging parents/carers to complete the "Welcome pack".

- Holding a Phonics workshop in the Autumn term to outline the expectations and support with home learning.
- Providing parents with knowledge organisers to inform parents of the learning that will take place as well as new vocabulary that will be used.
- Operating an "Open Door" policy, whereby parents/carers can come and discuss concerns and developments in an informal manner.
- Inviting parents/carers to join us in our "Stay and Play" sessions.
- Encouraging parents/carers to participate in the weekly Home Learning activities, sent home each Friday and based on the child's learning that week.
- Encouraging parents/carers to contribute to their Evidence Me profile, sharing news of things their child has achieved outside school.
- Encouraging parents/carers to hear their child read daily and record their comments in their Reading Record book.
- Gifting children a book on entry to Reception that they can share at home.
- Providing an annual written report to parents/carers in July, summarising the child's progress against the early learning goals.

#### **Equal Opportunities:**

At St James, we aim to provide all children with equal access to all aspects of school life and work to ensure that every child is valued fully as an individual. As role models, practitioners are aware of

the influence of adults in promoting positive attitudes and use that influence to challenge all children. Children will be given appropriate support to enable them to benefit from the curriculum. This includes children that are more able, those with specific learning difficulties and disabilities. This means that every child makes progress at their own level.

### **Inclusion**

The diversity of individuals and communities is valued and respected. No child is discriminated against. Children with Special Educational Needs will be given appropriate support to enable them to benefit from the curriculum. This includes children that are more able, those with specific learning difficulties and those with disabilities.

The school's Special Educational Needs Co-ordinator (SENCO) is responsible for providing additional information and advice to parents/carers and practitioners and for arranging external intervention and support where necessary.

### **Our Impact:**

The impact is reflected in having well rounded, happy and confident children transitioning into year one. We measure progress and children's learning across the year through assessments based on teacher's knowledge of the children, work collated in special files and 'Evidence Me' observations.

## Further Reading:

- EYFS Statutory Framework - September 2021

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/974907/EYFS\\_framework\\_-\\_March\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf)

- Development Matters - September 2021:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/988004/Development\\_Matters.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/988004/Development_Matters.pdf)