



Christ the Sower Ecumenical Primary School

EYFS (Early Years Foundation Stage) Policy

Vision Statement

At Christ the Sower Ecumenical Primary School we provide the 'good earth' for all our children to flourish; where every child can learn and explore who they are created to be, with the high expectation that we, individually and collectively, will enable every child to be and do the best they can.

A loving place where we all care, learn and grow together.

Members of staff responsible:

Headteacher Mrs L Quirk
Foundation Stage lead Mrs K Mushtaq
Foundation Stage Staff Team

Date of policy: October 2020

Description of policy formation and consultation process:

We believe that policies should reflect the ethos and beliefs held by the whole school community, therefore a wide range of representatives were actively involved in the compilation of this policy. The people involved in this process are:

- SLT
- Teaching staff
- Governors

Policy Intent

"Every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up."

Early Years Foundation Stage Profile
Department for Children, Schools and Families 2012

Early Years Foundation Stage (EYFS) applies to children from birth until the age of five years old. At Christ the Sower Ecumenical Primary School children join the Foundation stage in Nursery from their third birthday or in the Reception Class in September after their fourth birthday.

At Christ the Sower we recognise the importance of the Early Years curriculum within a child's development and view the Early Years Foundation years as an essential period in a child's life. It is here where firm foundations are built, to enable them to become happy, confident, motivated and independent learners, developing the skills and attitudes necessary to create life-long learners who continue to develop the skills required to be 'Learning for life'.

To enable their early development to take place within the caring and nurturing environment of Christ the Sower School, in line with the ethos and values, which the school upholds and promotes. To develop independence and individuality, whilst fostering respect and tolerance for others irrespective of ability, race, creed, gender or background.

At Christ the Sower we aim to:

- Provide a safe, challenging, stimulating, caring, and sharing environment which is sensitive to the needs of the child including children with additional needs.
- Provide a broad, balanced, relevant, and creative curriculum that will set in place firm early years values ahead of further development in key stage one and beyond.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Enable choice and decision making, fostering independence and self-confidence.
- Develop and work in close partnership with parents and guardians, valuing their contributions and ensuring all children irrespective of their ethnicity, culture, religion, home language, family backgrounds, learning difficulties, disabilities, gender, or ability.
- Develop and work in close partnership with other settings to support smooth transitions into school.
- Provide opportunities whereby children experience a challenging and enjoyable programme of learning and development.
- Provide experiences for all children, whatever their needs, which are inclusive rather than parallel.

Policy Implementation

In order to achieve the above objectives, staff and governors will provide a curriculum based on the following principles, which will establish the foundations that underpin all future learning:

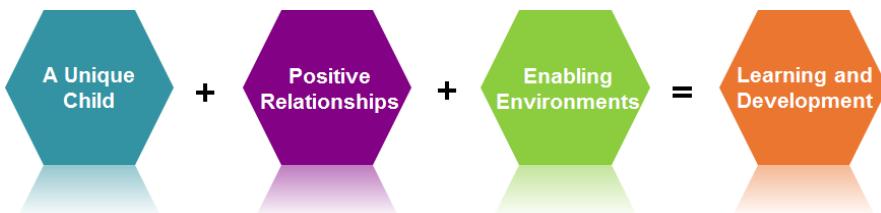
- at the core, place the development of positive attitudes and dispositions towards learning and foster the development of positive behaviour and social interaction skills;
- promote and develop personal, social and emotional well being;
- encourage the development of self-confidence and positive self-awareness;
- enable children to develop the skills of attention, concentration and persistence;
- place language and communication at the heart of learning;
- lay the foundations for developing early reading and writing;

- develop early mathematical skills and concepts;
- develop an understanding of the world in which children live;
- enable children to be creative in their responses to their world and in their development of skills;
- encourage children to develop their imagination through the exploration of media and materials;
- Promote healthy and safe physical development – both gross and fine motor;
- Encourage independence and ownership of own learning.
- Provide a structured, secure, caring, well-resourced and organised learning environment both inside and out which meets all the individual developmental needs of 'young learners' and underpins all future learning.

The Curriculum

The Early Years Foundation Stage (EYFS) is a comprehensive statutory framework that sets the standards for the learning, development and care of children from birth to five. The curriculum should therefore be seen as part of a continuum of learning, which begins at birth, extends throughout the years of compulsory schooling and establishes the young person as a lifelong learner. At Christ the Sower school Christian values underpin all teaching, learning and conduct, providing a context in which children's spiritual, moral and social development (SMSC) may take place. SMSC will be integrated naturally within the planned learning outcomes throughout the Foundation Stage. Play underpins the delivery of all the EYFS.

The EYFS principles guide the work of all practitioners, there are four themes:



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 and 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 and rewards to encourage and 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, supportive, and professional relationships with the children and their families.

Enabling Environments

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

Learning and Development

We aim to provide an environment that celebrates the different ways in which children learn including children with special educational needs and disabilities. Our environment is safe and secure and is set up for children to find and locate equipment and resources independently.

The Early Years Foundation Stage is made up of seven areas of learning and development. These areas are all important and are inter-connecting. These seven areas are further split into our three Prime areas and four Specific areas.

Prime Areas

The three prime 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:

- **Communication and Language (CL)**
- **Physical Development (PD)**
- **Personal, Social and Emotional development (PSE)**

They are essential for fostering early learning skills and are promoted heavily through our planning and provision. Successful mastery of these skills supports children to achieve well in the specific areas of learning. The prime areas continue to be fundamental throughout the EYFS, work together, and move through to support development in all areas.

Specific Areas

The specific areas, through which the three prime areas are strengthened and applied are:

- **Literacy (L)**
- **Mathematics (N)**
- **Understanding the World (UW)**
- **Expressive Arts and Design (EAD)**

Characteristics of Effective Learning

We ensure that our environment and delivery of the curriculum incorporates the characteristics of effective teaching and learning:

Playing and exploring - children will have opportunities to investigate and experience things, and 'have a go'.

Through play, our children explore and develop learning experiences, which help them make sense of the world around them. They practise and build on their own ideas and those presented to them. They learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own and how to communicate with others as they investigate and solve problems.

Active learning- Children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements.

Active learning occurs when children are motivated and interested. Children need some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

Creating and thinking critically - we encourage and support children to have and develop their own ideas, make links between them and develop strategies for doing things.

Children should be given the opportunity to be creative through all areas of learning. Adults can support children's thinking and help them make connections by showing interest, offering encouragement, clarifying ideas and asking open-ended questions. Children can access resources and move around the classroom freely and purposefully

to extend their learning. This learning allows children to develop their abilities to play and explore, take an active role and think creatively.

Learning through play

Play Children's play reflects their wide ranging and varied interests and preoccupations. In their play, children can be inquisitive, creative, questioning and experimental and will learn at their highest level. Playing with their peers is important for children's development. Through play our children explore and develop learning experiences, which help them make sense of the world. The adults model play and play sensitively with the children fitting in with their plans and ideas. The children are encouraged to try new activities and judge risks for themselves. We talk to them about how we get better at things through effort and practice and that we can all learn when things go wrong. They practice and build up ideas learning how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own.

Planning

At Christ the Sower we believe good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can already do. Our planning shows how the principles of the EYFS are put into practise and is informed through observations we make of the children within our environment. All staff who are in the EYFS team are involved in the process of planning to consider current interests, development, and learning needs within the cohort.

The planning within the EYFS is based around the children's interests. These plans are used by the whole team as a guide for weekly planning. However, we may alter these in response to the needs and interest of the children which helps create a high level of motivation for their learning.

Planning is divided into long term, medium term, and short term.

- Long term plans state the topics to be covered each year with ideas to plan throughout each strand of the curriculum.
- Medium term plans illustrate the Themes being taught through the term, including key core texts.
- Short term or weekly plans show specific activities and planned for objectives for the cohort of children. These will include a variety of adult-led activities and provision to inspire and support child-led learning. Staff ensure that all children are encouraged to experience all areas of activity throughout the week. This is carefully monitored and altered as the year progresses and we begin to support children's transition into Year One.

Planning our environments

At Christ the Sower we are fortunate to have a wonderful outside environment as well as two large open planned classroom areas. Our classrooms are organised to allow children to explore and learn safely and securely. Each classroom has defined learning areas where children are able to find and locate equipment and resources independently. These areas can be active, quiet, creative, imaginative etc.

The outside area has equal importance within the foundation stage and children can free flow between the indoor and outdoor spaces. Being outdoors offers the children opportunities for doing things in different ways and on different scales than when inside. As well as offering opportunities for physical activity, freedom and movement and promoting a sense of well-being. They can explore, use their senses, develop their

language skills and be physically active. We plan activities and resources for both indoor and outdoor environments, enabling children to develop all areas of their learning within both environments.

All staff within the Early Years Foundation Stage are involved in planning the indoor and outdoor provision based on children's interests, the upcoming theme carefully balanced with the skills the children need to develop further.

Assessment

At Christ the Sower, we use a mixture of observations, assessments and planning to provide a balance of child-initiated and adult-initiated learning opportunities.

Observations

Children's play and learning are recorded within the school day using Tapestry, an online learning journal. Tapestry is used to create, and share observations made of the children's learning and as a communication tool for parents. We recognise that children are constantly learning and that this is not specific to the hours within a school day. We value observations shared from home of children's life experiences and hobbies and activities, which ultimately contribute to their overall learning. Permission is obtained from parents upon starting Reception in line with meeting GDPR guidance and expectations.

The Early Years Foundation Stage requires practitioners to track children's progress towards the Early Learning Goals (ELG) at the end of the reception year. During the first few weeks in September, the teacher assesses the ability of each child using a baseline assessment. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children. The foundation stage profile is the nationally employed assessment tool that enables teachers to record their observations at the end of the foundation stage and to summarise the progress made by individuals towards the early learning goals.

Assessment in the foundation stage takes the form of both formal and informal observations of Child Initiated Play as well as Adult Directed Tasks, through photographic evidence as well as physical work. Assessment is completed regularly and involves all staff within the EYFS setting. The collection of assessment data in the foundation stage is a statutory requirement.

At Christ the Sower, we keep progress records and learning journals, to include some examples of children's work, as a range of evidence to be shared with parents at each parent consultation meeting.

Tracking grids are updated on entry and at each halfway point of every term (September, November, February, May and July) and moderated carefully by all Early Years staff. The data collected is shared with Senior Leadership Team using the development matters age bands. During the summer term a summary of these assessments are sent to the local authority for analysis. This data is also shared with the next teacher and with parents during parent consultation meetings and in the child's end of year report. Parents receive a written report at the end of the year, which comments on the Child's characteristics of effective learning and the progress made within each area of the curriculum.

Transition into school

During the summer term prior to the children starting school the following September, the transition process will include the following:

- Each child will be invited to attend a stay and play session so they can spend time at Christ the Sower school with staff within the early years environment.
- New reception parents are invited to attend a workshop in the summer term to provide them with essential information for the next academic year.
- Staff visit the children at their nursery or pre-school setting to meet them and their key workers to discuss your child as a learner. If a meeting cannot take place in person a phone call will be made as an alternative communication.
- Uniforms, pictures, and social stories are provided, in order to support transition.
- Home visits will be made to meet the children and families in the home environment.

Transition into Year One

During the summer terms we begin to prepare children for transition into year one and the key stage one curriculum.

We have put provision and opportunities in place to support this transition period. These include:

- Some learning time takes place in the Year 1 Classrooms, with Early Years staff, so children become familiar with the areas in the year one environment.
- Story sessions held by their new class teacher and a question and answer opportunity to get to know them better.
- A transitional topic and display starting during the last two weeks of reception summer term and continuing into the autumn term of year one.
- A thorough hand-over between teachers ahead of the summer holiday.
- Early Years staff to support children into their new environment, where needed, during the Summer term.

Impact

We monitor the impact and the quality of provision in the Early Years through:

- Learning Walks to notice children's engagement, motivation and independence when learning through Child Initiated Play
- Indoor and outdoor provision and how well children are accessing and engaging with it
- The quality of interactions and relationships between adults and children, children and children and adults and adults
- Tapestry observations
- Learning Journeys
- Adult Led Book reviews
- Planning reviews
- Children's views
- Staff feedback

In addition, there is a termly review of whole-school data, which has been validated through rigorous internal and external moderation, and focuses on the progress and attainment of identified pupil groups. The SLT, staff and governors review this information and this informs discussions and decisions around provision for all learners within the Early Years Foundation Stage.

Tapestry Policy

Aims

Christ the Sower School ensures that all children in the Early Years Foundation Stage (Nursery and Reception years) have an online personal journal, which records photos, observations, comments and assessments, in line with the Early Years Foundation Stage, to build up a record of each child's achievements during their time with us. This evidence is used alongside their Learning Journals, which track each child's individual progress throughout our EYFS.

Procedures

- Tapestry allows staff and parents to access the information from any computer via a personal, password-protected login.
- Staff access allows input of new observations, photos and assessments or amendment of existing observations and photos.
- Parent access allows input of new observations and photos or the addition of comments on existing observations and photos – parent logins do not have the necessary permission to edit existing material.
- Observations input into the Tapestry system may be validated by a manager before being added to the child's Learning Journal.
- Parents logging into the system are only able to see their own child's journal.
- Parents are asked to sign a consent form giving permission for their child's image to appear in other children's journals, and understand that images of their child may also appear in any photos contained in a group observation which can also be seen by only those parents within the group.
- The journal is started once the child has started Nursery or Reception. During the first term, entries will be made more frequently as staff get to know the children.
- New observational entries to a child's journal will usually be uploaded within two weeks of the observation being made. Observations and updates to the journal may not occur every day that the child attends.
- Parents can request a hard copy of their child's tapestry journal at the end of the academic year.
- Tapestry is not used as a general communication tool between school and home. A child's journal is a document recording their learning and development and parents may add comments on observations or contribute photos, videos or information about activities they have been doing at home.
- Parents must contact the school through the usual channels for any other day-to-day matters, e.g. absence, lost property, etc.

Security

The Tapestry online Learning Journal system is hosted on secure dedicated servers based in the UK. The server host takes security very seriously, both online and physically. You will notice that the 'https' prefix in the website address denotes that it is a 'secure' site. Only dedicated iPads are used to access Tapestry. Access to information stored on Tapestry can only be gained by unique user I.D. and password. Parents can only see their own child's information and are unable to login to view other children's journals. Once a child leaves Christ the Sower School, their file will be deleted after 30 days, the data will be irreversibly deleted. Parent access to Tapestry will be revoked immediately the child leaves and will only be reinstated if the child returns to the setting. If a member of staff leaves the school, their access to Tapestry will be

revoked immediately and their details deleted from the system. Parents must NOT upload any media from Tapestry onto social media sites.

Staff access

- Staff (only those with full access - Managers and Teachers) may access Tapestry at home through the use of their secure log-in.
- Staff must ensure they do not save photographs from Tapestry onto their own personal laptop/tablets.
- Staff must ensure they log out once they have finished.
- Staff must not allow anyone in their family or home to access Tapestry.