

Mawnan CE VA Primary School



Early Years Foundation Stage Policy

Review Cycle	Date of Current Policy	Author(s) of Current Policy	Review Date
1 Year	March 2021	L Wylie	March 2022

Review & Ratification Required by Governor's Sub-Committee Only	Name of Governor's Sub-Committee	Ratification required by Full Governing Board
Yes/No		Yes/No

Reviewed by Governor's sub-committee

Role	Name	Signature	Date

Ratified by the Full Governing Board

Role	Name	Signature	Date

Details of Policy Updates

Date	Details

“Children develop quickly in the early years, and early years practitioners aim to do all they can to help children have the best possible start in life. Children have a right, spelled out in the United Nations Convention on the Rights of the Child, to provision which enables them to develop their personalities, talents and abilities irrespective of ethnicity, culture or religion, home language, family background, learning difficulties, disabilities or gender.”

Helen Moylett and Nancy Stewart Development Matters

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. In our school, most children join us, full time, at the beginning of the school year in which they are five. In specific cases parents are within their rights to defer entry until the following year or to opt for a staggered entry which is carefully mapped and planned on an individual basis before entry.

The EYFS is based upon four principles:

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

A Unique Child

At Mawnan C of E VA Primary School, 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.

Inclusion

We value the diversity of individuals within the school and do not discriminate against children because of 'differences.' All children at Mawnan C of E VA Primary School are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school.

In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;

- using a wide range of teaching strategies based on children's learning styles and needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and taking action to provide support as necessary.
- supporting children's physical and mental health, providing plenty of physical learning, teaching children specifically about how to stay healthy and by including many opportunities to nurture and develop emotional literacy.
- creating a communication friendly space where Makaton is widely used by both staff and children as part of the daily routine and symbols are used when needed.

It is important to us that all children in the school are 'safe.' We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

We aim to protect the physical and psychological well being of all children. (See Whole School Safeguarding Children Policy and the DfE Document "Keeping Children Safe in Education".)

Welfare

"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."

At Mawnan C of E VA Primary School, we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2014 (updated Jan 2021). We understand that we are required to:

- promote the welfare of children.
- promote good health, preventing the spread of infection and taking appropriate action when children are ill.* Please refer to Mawnan C of E COVID 19 Risk assessment.
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so and have a current DBS.
- ensure that the premises, furniture and equipment is safe and suitable for purpose.

- ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

We endeavour to meet all these requirements.

Children take part in daily peer massage to reinforce positive relationships, wellbeing and positive touch or guided meditation to support mindfulness and mental health. "R Time" is used on a regular basis to model good manners, positive relationships and reinforce the school "Rainbow Rules". Language referring to "rainbow behaviour" is widely used to encourage children to be making positive choices and understand their behaviour whether wanted or unwanted (refer to the Behaviour Policy for further details). Sharing of books and stories provide a starting point for discussions about emotional literacy, feelings, mental health and diversity whether ethnic or gender related.

Positive Relationships

At Mawnan C of E VA Primary School we recognise that children learn to be successful and independent when they have formed secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make.

We recognise the vital role that parents have played, and their future role, in educating the children. We do this through:

- talking to parents about their child before their child starts in our school in a home visit *when safe to do so
- questionnaires about the child's likes, interests and supporting information is shared during home visits. Parents have one form and children narrate another. *when safe to do so
- the children have the opportunity to spend time with their teacher before starting school during 'Stay and Play' afternoons and a transition morning;*when safe to do so. During the COVID pandemic teachers, staff and school pupils provide daily "bitesize" transition videos of stories, poems, tours and meetings throughout July for both children and parents shared on Class Dojo.
- staff to visit and liaise with pre-school in the spring term to identify any possible children needing extra support or transition requirements. Regular pre-school visits by Teacher/ TA in the summer term involving opportunities to meet and talk to parents. *When safe to do so.
- inviting all parents to an induction meeting during the term before their child starts school;*When safe to do so. During COVID, induction meetings are offered via Zoom.
- 4 Short Preschool transition meetings are offered giving advice and information about how to prepare your child for school. These are available at pick up times during "Stay and Play" afternoons or as pre-

- recorded videos on ClassDojo when unsafe to have face to face meetings.
- offering parents ongoing opportunities to comment on their child's learning in our reception class via Tapestry and allowing free access to the children's 'Learning Journey' folders.
 - encouraging parents to talk to the child's teacher if there are any concerns, this can be via email, ClassDojo, school phone or preferably face to face at drop off or pick up or at a pre arranged time.
 - there is a formal meeting for parents each term at which the teacher and the parent discuss the child's progress in private with the teacher. Parents receive a report on their child's attainment and progress at the end of each school year; children on the SEN register will have termly or half termly review meetings with both the EYFS team/ teacher and SENCO.
 - arranging a range of activities throughout the year that encourage collaboration between child, school and parents: Sharing assemblies, outings, "forest school" mornings, Sports Day etc; *When safe to do so
 - ongoing information to the parents about what is going to be covered the following week in the school newsletter and then "Class 1 news" to share what has taken place via ClassDojo.
 - Dojo provides a window into the class's adventures and learning through the class story.
 - Dojo is also used for reminders and day to day information either via the class story or through the private message facility.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. This starts relationship starts before the child has started at the school and is nurtured during the home visit. This is often a valuable tool to establish common ground for chat, the child's comforts and fascinations.

We have good links with Mawnan Preschool. The EYFS teacher and team meets with staff to discuss new intake children. In the summer term, where possible the class visits the preschool.

Enabling Environments

At Mawnan C of E VA Primary School we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

Observation, Assessment and Planning

The Planning within the EYFS follows the Mawnan School Curriculum. We have ensured that learning builds on prior learning and provides a cohesive journey throughout the school. EYFS starts that journey and is based on assumed prior learning so topics and themes are carefully selected to reflect our surroundings and interests. The Curriculum is mapped throughout the school and the EYFS KS1 Cross Curricular Curriculum plan then links to KS2 road maps of learning. Each half term is then mapped to form a "chapter" although children's interests and fascinations are incorporated in the weekly and day to day planning. Wherever possible children then help to plan the topic's learning by "adding possible lines

of discovery", this is then shared in a floor book that the children contribute to and review. Daily incidental planning occurs often on an individual basis where the EYFS team responds spontaneously and directly to a child's interest or need.

We make regular and ongoing assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS generally takes the form of short observations with photographs or videos and are made by the teacher, teaching assistants and other adults as appropriate. Assessments take the form of incidental observations recorded and shared with parents via Tapestry. Observations from home contributed by parents via Tapestry, collections of Child Initiated writing and evidence which form the basis of a hard copy of the children's learning Journals and daily assessment of writing progress which are assessed using 2 stars and a wish, these are always marked with the child and often with the child contributing a wish. Floor books provide a great opportunity for topic based assessment and learning, listening to reading/ phonics while working in partnership with parents provide us with ongoing assessment into progress in this area.

During periods where the class is home learning, parents provide evidence of their child's learning for the EYFS team to assess, feedback next steps and cheer the family on.

At Mawnan C of E VA Primary School, we use *Tapestry* to record judgements against the EYFS Profile and take part in the Cornwall Council collection of entry data. Each child's level of development and progress is recorded against 13 assessment scales across *Development Matters*. In the summer term children are assessed against the Early Learning Goals.

Internal moderation of ongoing progress takes place termly within the Early Years team. Whole school Writing and Mathematics moderation takes place on a termly basis. External moderation in the form of evidence trailing takes place in the spring term. External Moderation visits led by a County Moderator takes place on a 3 year rolling programme. Internal moderation takes place within the Early Years Team and Headteacher before statutory Early Years data is submitted.

Within the final term of the EYFS, we provide a written summary to parents, reporting their progress against the Characteristics of Effective Learning, the Early Learning Goals and assessment scales. We give a reasonable opportunity for the parents to discuss these judgements with the EYFS teacher and feedback slips are provided.

The Learning Environment

The EYFS classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active or be quiet and rest. The classroom is set up in learning areas, where children are able to find and locate equipment and resources independently. The EYFS class has its own enclosed outdoor area and access to the school grounds, adventure playground and garden. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children the opportunity to explore, use their senses and be physically active and exuberant.

We plan activities and resources for the children to access outdoors that help the children to develop in all 7 areas of learning. The children also have weekly access to "forest school" activities. This either takes place on the school grounds or in the school's "reserve" (an enclosed specially dedicated area of woodland about 200 metres from school).

Learning and Development

At Mawnan C of E VA Primary School we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter connected.

Teaching and Learning Style

Our policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the EYFS just as much as they do to the teaching in Key Stage 1 and 2. Features that relate to the EYFS are:

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that teachers have of how children develop and learn, and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play, talk or other means of communication;
- the carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence, resilience, self regulation and self-management;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations, which are shared with parents;
- the good relationships between our school and the settings that our children experience prior to joining our school;

Characteristics of Effective Learning and Play

"Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development."

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and 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. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.

Active Learning

“Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.”

Active learning occurs when children are motivated and interested. Children need to have 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.

Creativity and Critical Thinking

“When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.”

Children should be given opportunities to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are given enough time to allow them to move them around the classroom to extend their learning and become deeply involved in high quality play.”

Areas of Learning

The EYFS is made up of seven areas of learning, three of which are “Prime”, the others “Specific” :

PRIME

Personal, Social and Emotional Development

- Making Relationships
- Self-Confidence and Self-Awareness
- Communication and Language

Physical Development

- Moving and handling
- Health and Self-Care

Communication and Language

- Listening and Attention
- Understanding
- Speaking

SPECIFIC

Literacy

- Reading
- Writing

Mathematics

- Numbers
- Shape, space and measures

Understanding the World

- People and Communities
- The World
- Technology

Expressive Arts and Design

- Exploring and using media and materials
- Being imaginative

None of these areas can be delivered in isolation from the others. They are all important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities. In each area there is guidance from development matters and Early Learning Goals (ELGs) and that define the expectations for most children to reach by the end of the EYFS.

Monitoring and review

It is the responsibility of the EYFS teacher to follow the principles stated in this policy.

There are two names Governors responsible for the EYFS one with a leading role. This governor will discuss EYFS practice with the practitioners regularly and provide feedback to the whole governing body, raising any issues that require discussion.

The Head teacher and subject coordinator will carry out monitoring on the EYFS as part of the whole school monitoring schedule.

Louise Wylie
February 2021

*For information about EYFS provision provided during COVID closures please refer to the Mawnan C of E VA Primary School Home Learning Policy.