



# **CHERITON PRIMARY SCHOOL**

## **Early Years Foundation**

### **Stage Policy**

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## Aims

- ☐ To give each child a happy, positive and fun start to their school life in which they can establish solid foundations on which to expand and foster a deep love of learning;
- ☐ To offer each child a wide range of new and exciting experiences and give them the opportunity to consolidate, explore and test them out along with their own, individual experiences;
- ☐ To enable each child, through encouragement and high expectations, to develop, to the full, socially, physically, intellectually and emotionally.
- ☐ To offer a structure for learning that has a range of starting points and unlimited opportunity for development;
- ☐ To encourage children to develop independence within a loving, 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 developing the confidence to work towards personal goals.
- ☐ Close partnership working between teachers and with parents and/or carers;
- ☐ Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind.

## The Curriculum

The Reception class follow the curriculum as outlined in the Early Years Foundation Stage (EYFS) Statutory Framework, which is available from the school office or to download at

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/299391/DFE-00337-2014.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/299391/DFE-00337-2014.pdf)

This clearly defines what we teach. The following policy details the specifics of our setting.

The EYFS framework includes seven areas of learning and development, all of which are seen as important and interconnected but three areas are seen as particularly important for igniting children's curiosity and enthusiasm for learning, for building their capacity to learn and form relationships and thrive (DfE 2014: 1.3), they support children's learning in all other areas, they are known as the prime areas.

The prime areas are;

- ☐ Communication and Language – Listening and Attention, Understanding and Speaking
- ☐ Physical Development – Moving and Handling and Self care
- ☐ Personal, Social and Emotional Development – Making relationships, Managing feelings and behaviour and Self-confidence and Self-awareness

The specific areas of learning develop essential skills and knowledge for children to participate successfully in society. The specific areas are;

- ☐ Literacy – Reading and Writing
- ☐ Mathematics – Numbers and Space, Shape and Measures
- ☐ Understanding the World – People and communities, The world and Technology
- ☐ Expressive Arts and Design – Exploring and using media and materials and Being

## Imaginative

### Characteristics of Effective Learning

The EYFS also includes the characteristics of effective teaching and learning. The Reception teachers plan activities within the Reception classrooms with these in mind. They highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them. The three characteristics 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
- ☐ Creating and Thinking Critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

## Teaching strategies

We ensure there is a balance of adult led and child initiated activities across the day. Although much of the time is spent with children self-selecting tasks, the interaction between the adult and child is essential as the adult's response to children builds understanding and therefore guides new learning. The adult's role is to continually model, demonstrate and question what the child is doing. In some cases, the adult will ask a child to come and complete a task or game with them; at other times they will participate in a child's game, extending it where possible.

By the Summer term in Reception the children will experience many more adult directed tasks as they prepare for their transition to year 1.

## Play

Learning through play is an important part of our Early Years classrooms. We believe children learn best from activities and experiences that interest and inspire them. Using children's interests as a starting point, we provide children with stimulating, active play experiences in which they can explore

and develop their learning to help them make sense of the world. They have opportunities through their play to think creatively and critically alongside other children as well as on their own.

They are able to practise skills, build upon and revisit prior learning and experience at their own level and pace. Play gives our children the opportunity to pursue their own interests and inspire those around them. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. We believe it is important that adults take an active role in child initiated play through observing, modelling, facilitating and extending their play. Getting the balance right between child initiated play, which is controlled, and adult led activities is very important to us.

## Teaching

We include direct, carefully planned, adult led experiences for children in the form of structured adult led teaching and adult led group activities. These are particularly important in helping children to learn specific skills and knowledge and it is often through children's play that we see how much of this learning children have understood and taken on.

Each day we follow a timetable with set routines in place. We set aside times each day when the children come together to be taught in the more traditional sense, gathered together on the carpet as a class. In these slots we focus on our topic work, maths, literacy, phonics, and stories. These sessions help to develop vital habits of learning: learning as a group, listening to the teacher, taking turns to answer, sitting still etc.

Reading and storytelling play an important part of the day. We want to make sure our children have a love of books and stories, and will leave the EYFS with a bank of stories they know well. Whole class story telling is an interactive event with children suggesting characters, settings and outcomes and participating in refrains. The stories are also a "spring board" for activities such as role play, writing and maths.

Every child has a designated day when they will have one-to-one time sharing books with an adult (although it is fine for others to listen too!) or, as the year progresses, a group reading session.

## Planning

Our topics are flexible to ensure we also follow the children's interests, school themes and local or national events e.g. the Olympics.

Staff listen to the children and plan activities, visits and structured learning around their areas of interest and enthusiasm. Staff meet in order to plan in more detail on a weekly basis using daily notes, observations and interactions with children to inform where the learning journey should move to. Although class teachers are responsible for writing plans, the Support staff make an important contribution to the process.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice.

## Learning outside the classroom

We aim to spend as much time outside as possible. Part of our setting is outside and the children have free access to this during child initiated learning. The children go on welly walks, spend time at the local rec, do PE outside when possible and spend a morning every week at Forest School.

As well as their weekly visits to the woods, we aim to organise a range of visits outside school. We actively seek parental support on trips, aiming for a ratio a minimum of 1:5. For safety reasons we say no to younger siblings coming along on school trips. Visitors also really enhance a topic and we like to have 'experts' coming in to talk to the children.

## Classroom organisation

Our Early Years classroom has defined areas with clearly labelled resources to ensure children can access them easily. Each classroom is set up in a way to provide children with experiences and activities in all of the seven areas of learning. Classrooms have a writing area, maths area, creative area, book corner, role play area, construction/small world area, outdoor area and carpeted teaching area.

A variety of activities are planned for and set up in the different areas each day. The adults move to whichever area their focus for the session/day is. The outdoor area is an important part of the classroom with many children choosing to learn outside for much of the day. We try to ensure that the range of activities outside reflects the different curriculum areas, for example setting up quiet spaces for a maths game, reading and for construction., Physical activity is recognised as being important, with climbing, running, cycling, wellie walks and other active games being key. The children also have more physical play during break time and P.E. sessions twice a week. Each child has their own labelled peg and box in the cloakroom. We encourage children to take responsibility for keeping their clothes, book bag and work safely in one place!

## Assessment

Assessment is an essential part of the learning and development of children in the EYFS. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations.

To ensure we have evidence of a child's progress in the EYFS we use a range of strategies all of which come together to create a picture of each child's progress and achievement.

We use collections of children's work, photos and observations which create a detailed picture of the child. Where appropriate, we include individual next steps for children's learning.

These next steps are discussed by the EYFS team in informal meetings after school each day and in the weekly planning meetings, these next steps inform planning for the next day and week ahead. Staff have their own iPad which is used to capture and note observations and next steps for learning.

The Class One team use an online journal to record all the learning and fun of each child's Early Years education. Tapestry is a way for teachers and practitioners to capture children's experiences as well as monitor development and learning. The journal is shared online with parents, who are able to see special moments and view their child's progress. They are also able to add text, images and videos,

which can be uploaded via PC, tablet or our mobile app - anywhere there's an online connection. Every entry helps to create a complete story of a child's time in reception.

Parents are also encouraged to contribute through the use of WOW books. WOW books are where significant events that happen at home can be recorded.

On entry to Reception, we carry out baseline assessments for each child. Throughout Reception, the Class Teachers submit end of term assessment data to the Headteacher showing each child's development across the seven areas of learning. At the end of Reception the class teacher assesses each child against the 17 Early Learning Goals (ELG) and comments on whether their development within each ELG is either 'emerging', 'expected' or 'exceeding'. This information is also communicated to parents and carers in the Reception child's end of year report.

## Role of staff and key worker

Each child in the setting is designated a Key Worker; this could be either the Class Teacher or Teaching Assistant. Their role is to help ensure that every child's care is tailored to meet their individual needs and to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents. All adults within the Early Years setting actively seek to form positive respectful relationships with the children in their care. The formation of healthy relationships between adults and children is essential in enabling children's well-being now and their future successes.

There are rare occasions when significant adults cannot be in the class and we aim to be consistent in who covers these absences.

## Partnership with parents and carers

We believe that parents and carers are a child's first educator and therefore work very closely to ensure they are involved in what we do with their child at school. We want parents to feel they can speak to us about their child at any time and feel comfortable in our setting. As well as home visits and Come and Share days, we offer a Meet the Teacher session at the beginning of the school year and offer parenting workshops and other sessions for parents.

## Home/school links

When a child gains a place at Cheriton Primary we ask them to attend a session at the school alongside all other children who will be starting and with their parents.

We have a slow, staggered entry into Reception to aid a smooth transition into full time schooling. Parents are also invited to a parents' meeting so the settling in can be reviewed.

Teachers are available most mornings and evenings to talk and to discuss urgent matters.

## Health & safety and safeguarding

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. We follow the safeguarding and welfare requirements detailed in the Early Years Foundation Stage Statutory Framework (2017)

[https://www.foundationyears.org.uk/files/2017/03/EYFS\\_STATUTORY\\_FRAMEWORK\\_2017.pdf](https://www.foundationyears.org.uk/files/2017/03/EYFS_STATUTORY_FRAMEWORK_2017.pdf)

Our safeguarding and welfare procedures are outlined in our Child Protection Policy

<https://primarysite-prod-sorted.s3.amazonaws.com/cheriton-primary-school/UploadedDocument/a9677ef147d844c69597afc585e47f82/childprotectionpolicynov2018.pdf>

It is important to note that members of staff do not use their mobile phones or personal handset devices in the classroom and are prohibited from taking photographs with their personal handsets. This is in line with Cheriton Primary School's Safeguarding Policy. Members of staff do, however, use school iPads to take photographs as evidence to support the regular observation assessment cycle in the EYFS. These photographs are used in children's online learning journal, in class displays and on the school website. All parents are asked to state if they give permission for their child's image to be used on the school website through the paperwork in their initial starter packs.

We are a healthy school and our children receive free fruit and milk from a Government scheme.

Related Policies	
Approved by the Full Governing Body	November 2019
Committee	Learning
Reviewed by	RH
Last Review	November 2019
Date for review	May 2024