



Within this document, the term Early Years Foundation Stage is used to describe children who are in our Reception classes as we do not have a Nursery.

### **Aim**

At Childwall CE Primary School we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential, both academically and spiritually. Our aim is to provide for those outlined in the EYFS framework, which states that '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.'

Here at Childwall CE Primary School we adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through **positive relationships**
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- **Children develop and learn in different ways and at different rates**

### **Principles into practice**

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning
- Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support
- Work in partnership with parents and within the wider context
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment
- Provide opportunities for children to engage in activities that are adult-initiated and child-initiated, supported by the adult
- Have a key person approach to develop close relationships with individual children
- Provide a secure and safe learning environment indoors and out
- We attend weekly whole school Collective Worship to promote our Key Christian Values of Compassion, Friendship, Thankfulness and Forgiveness.

### **Foundation Stage Curriculum**

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve and exceed the early learning goals.

All of the seven areas of learning and development are important and inter-connected.

Three 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 the **prime** areas:

**Communication and Language**

**Physical Development**

**Personal, Social and Emotional Development**

Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied.

The **specific** areas are:

**Literacy**

**Mathematics**

**Understanding the World**

**Expressive Arts and Design**

Children are provided with a range of rich, meaningful first-hand experiences in which they are encouraged to explore, think creatively and critically and be active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

As a team, we plan using the EYFS profile and the Development Matters document. Our planning is based on a series of topics, each of which offers experiences in all seven areas. Our plans are developed, alongside our observations, and are flexible in nature so that we can also incorporate any unplanned circumstances occurring from children's responses, interests and activities created with parents and carers at home.

Practitioners working with our Early Years children will focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. This will also be balanced towards an equal focus on all areas of learning as the children move through the Early Years at Childwall CE Primary School and grow in confidence and ability within the three prime areas.

Children have whole group and small group times which increase as they progress through the EYFS with times for a daily phonics session using 'Letters and Sounds', teaching aspects of Mathematics and Literacy, including shared and guided reading and writing.

The curriculum is delivered using a play-based approach as outlined by the EYFS and gives the children plenty of opportunity for sustained own choice of activities both indoors and in the outdoors.

We are, however, also very aware that 'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities'

We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During children's play, early years practitioners interact to stretch and challenge children further.

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

We create a stimulating environment to encourage children at appropriate times to free-flow between inside and out, a practical art area and both classrooms.

## **Assessment**

As part of our daily practice we observe and assess children's development and learning to inform our future plans. We record our observations in a variety of ways and we track the progress of every child as an individual using an electronic system in line with the rest of the school. This allows practitioners to identify specific areas for development, thus closing the gap.

It also allows transparency, opportunity for high quality moderation to take place and for the next teacher to see a complete picture of the child's progress over time. At Childwall CE Primary School, everyone in the team is encouraged to contribute to daily observations, and discussions regarding actions arising from these observations regularly take place. Significant observations of children's achievements are collated electronically using 'Tapestry' and all independent work is collected in a child's personal folder.

In the Autumn and Spring terms, parents are invited to attend a parents' evening and a formal written report is provided for parents at the end of the summer term. Within this written report we provide information on their child's development against each of the Early Learning Goals and the characteristics of their learning. The parents are then given the opportunity to discuss these judgements with the Reception teacher in preparation for Year 1.

## **Safety**

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. We have stringent policies, procedures and documents in place to ensure children's safety and wellbeing.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious food, following set procedures when children become ill or have an accident. All our Early Years Practitioners are First Aid trained and some practitioners have the full paediatric First Aid qualification.

Please see our separate policies and procedures on Health and Safety and Safeguarding and Child Protection.

## **Inclusion**

We value all our children as individuals at Childwall CE Primary School, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meets the needs of the individual child and support them at their own pace so that most of our children achieve and even exceed the Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and, in doing so, work closely with our SEND lead in school, parents and outside agencies. See our separate policies on Equality of Opportunity and SEND.

## **Parents as Partners and the Wider Context**

We strive to create and maintain partnership with parents and carers as we recognise that, together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education and care in numerous ways. The parents are asked to comment weekly in their child's reading diary and the teacher responds with strategies to aid reading and a breakdown of the skills taught that week. They are also asked to periodically complete a questionnaire which seeks to find out about experiences that the children have at home and directs questions about learning which then feeds into the class teachers' overall assessments. Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times, we may need to share information with other professionals to provide the best support possible.

We draw on our links with the community to enrich children's experiences by taking them on outings and inviting members of the community into our setting. The children also participate weekly in a collective worship which is led by the local clergy.

## **Transitions**

Transitions are carefully planned for and time given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings, including nurseries and childminders. All families are

invited to attend an introductory meeting, where they all receive a complete information pack and all aspects of school life, enrolment, staffing etc. are explained. This is followed by a short interview for all parents and their child where they can come in and discuss medical information, allergies, likes and dislikes etc. Children then attend an introductory 'Stay and Play' session to develop familiarity with the setting and practitioners. They receive an 'All About Me' sheet to complete with parents/carers over the summer.

In the final term in EYFS, the Year 1 teacher will meet with the Early Years staff and discuss each child's development against the Early Learning Goals in order to support a smooth transition to Year 1. This discussion helps the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children. The children are introduced to some aspects of Year 1 life during the final half term in EYFS to equip them with skills to deal with their transition. Transition booklets are also used to support our children with additional needs. Also, the children are encouraged to spend a morning getting to know their new teacher and new classroom.

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