



Rawdon St. Peter's

CHURCH OF ENGLAND PRIMARY SCHOOL

Unlocking every child's potential.

Rawdon St Peter's

Early Years Foundation Stage Policy

Approved:	November 2020
Reviewed:	July 2023
Governors' Committee:	Safeguarding and Wellbeing
Responsible Officer:	Headteacher



Vision Statement – Unlocking Every Child’s Potential

Based on the Parable of the Sower

‘But that, on the good ground are they, which in an honest and good heart, having heard the word, keep it and bring forth fruit with patience.’ Luke 8:15

At Rawdon St. Peter’s C of E Primary School, we seek to provide all our pupils with an educational experience of the highest quality that will UNLOCK EVERY CHILD’S POTENTIAL.

Rawdon St. Peter’s is a Church School and we have strong links with St. Peter’s Church. We recognise the importance of developing pupils’ spirituality and moral code within the context of the Christian community and faith. Our five Key Christian Values decided on by the whole school community are:

- Love and Friendship
- Honesty
- Endurance
- Thankfulness
- Fairness

Our Aims

In the Foundation Stage children learn best through play based activities and first-hand experience. Every child deserves the best possible start in life. In our unit we aim to give this by looking at what the children can do and supporting them to fulfill their potential. Children become independent learners through the provision of a balance of child initiated and adult led experiences.

At Rawdon St Peter’s we aim to provide a broad and balanced curriculum which will enable each child to develop emotionally, socially, physically, creatively, and intellectually to their full potential and at their own pace. Each child is unique and is valued as an individual.

Objectives

- To provide a happy, caring, safe and secure environment for learning, which meets the individual needs and interests of the children.
- To develop warm and secure relationships between children and adults.
- To provide a high-quality curriculum in line with the Early Years Foundation Stage framework.
- For the children to become aware of moral and social values.
- To encourage active learning through first hand experiences both in indoor and outdoor play.
- To encourage children to become self-motivated and independent learners with a positive attitude to learning and self-discipline.
- To value the cultural diversity within our school and community.
- To foster positive home school links and share a common sense of purpose with parents. The key person is fundamentally the class teacher with a team of practitioners contributing towards the care and learning for the children and their parents.

Planning and Teaching

Teachers set high expectations for children's attainment and progress using a variety of teaching approaches and groupings. The team of experienced teachers and LSAs meet regularly both formally and informally to plan in the long, medium and short term. There is a balance of teacher directed and child-initiated activities.

The Organisation of EYFS

The EYFS unit has 2 through classrooms which run as one throughout the day. Each classroom has its own areas which include a writing/mark making table, a role play area, a home corner, an office, a construction zone, a creative area, sand, water, a book corner, small world play and malleable materials area. There is also a toilet block and an outside play area.

There is an intake of 45 children, who are organised into 2 main teaching groups. The children are grouped accordingly for Phonics and Maths and the needs of all children are met. The activities are individualised to suit the needs of the learner.

The Organisation of activities

Child led: The classroom and outdoor area in EYFS are set up in a way for children to carry out meaningful experiences to support their learning. Children are encouraged to complete the challenges and seek their own resources to support them to be independent learners. This may be through using the displays in the classroom such as phonic sounds or selecting their own resources such as Numicon to support their number development. Adults in the room observe and interact with children during these child led moments to extend and develop their learning. It is important to provide continuous provision so that the children are familiar with the classroom environment, adding enhancements to challenge and extend learning.

Adult led: These activities cover a range of the curriculum subjects throughout the day. During the week, English and Maths focus activities take place. These activities lead on from the whole class input and support this teaching.

Our Curriculum

According to the 'Good Practice in Early Education' Research Report (2017), good practice in relation to curriculum planning includes approaches that are:

- tailored to individual needs
- capitalized on children's interests in order to achieve learning outcomes
- flexible and responsive so that plans could be changed or adapted to follow the interests of the children and respond to external events
- informed by on-going assessment
- grounded in the Early Years Foundation Stage (EYFS) framework.

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.

These characteristics underpin learning and development across all areas and support the child to remain an effective and motivated learner.

The content of the curriculum within our unit is set out within the EYFS document. We follow government guidance 'Development Matters in the Foundation Stage' and set up areas of provision to meet the children's needs through the seven strands.

Prime Areas:

Personal, Social and Emotional Development: Making relationships, Managing Feelings & Behaviour, Self-Confidence & Self-Awareness.

Communication and Language: Listening & Attention, Understanding, Speaking.

Physical Development: Moving & Handling, Health & Self-Care.

Specific Areas:

The following areas include essential skills and knowledge for children to participate successfully in society:

Literacy: Reading and Writing.

Mathematics: Numbers, Shape Space and Measure.

Understanding the World: People & Communities, the World, and Technology.

Expressive Arts and Design: Exploring & Using Media and Materials, Being Imaginative.

Assessment, Recording and Reporting of Progress

The assessment of children will take a variety of forms including: -

.. Initial Baseline assessments completed on entry

.. Observations

.. Dated examples of work

.. Checklists

.. Photographs as appropriate

Assessment and observations inform our planning enabling us to complete the profiles and to deliver a curriculum that is specific to the children's needs. Each child is assessed against each of the criteria in the EYFS framework using ongoing informal assessments and observations. We use O Track to monitor progress and set up intervention groups, highlighting what each child needs in order to move on in their learning.

At the end of the academic year it is statutory to report the EYFS levels to the government. Children will be judged as Emerging, Expected or Exceeding in all 17 areas.

Our aim is for all children to progress to their full potential during their time in our unit.

Transitions

Transition from Pre-school to full time Education

Our aim is to establish a smooth and successful transition to school. This is facilitated by:

- Visits to partnership pre-school establishments.
- Home Visits by their child's class teacher.
- Play sessions and lunches that are held at the school in the summer for all children prior to starting Reception class.
- A staggered intake initially for half days.
- Liaison with outside agencies.
- Parents completing an 'All About Me' information sheet, to share information about their child with the Reception Team.
- A buddy system. Each child has a Year 6 buddy who supports them throughout their first year of school.

Transition from Reception to Year 1

- Children visit their new class on a number of occasions before the end of term. They have the opportunity to meet new staff and explore the classroom. The children have time to reflect on their time in EYFS and are given the chance to talk about what they are looking forward to as they move on.

Partnership with Parents and Carers

The school recognises the importance of establishing effective relationships with parents/carers in ensuring the children achieve their full potential. Parental involvement is actively encouraged. Staff ensure that parents are well informed about the curriculum their child is experiencing through information evenings, workshops and consultation days, as well as newsletters, reading records and homework activities. Parents are encouraged to approach staff at the earliest opportunity if they are at all concerned about any aspect of their child's school life.

At RSP, we use paper journals to record children's independent learning. We use the online journal, Tapestry as a communication tool with parents. Parents send in home learning and the children get the opportunity to share their learning.

Welfare 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 EYFS Statutory Guidance (2017)

- On entry to school an emergency contact form is completed for all children, which includes medical, personal and social details
 - Children enjoy daily fruit and are encouraged to drink water throughout the day
- Free school lunch is available to children
- Risk assessments are carried out when children go on a school visit in line with our Educational Visits Policy
- Transition is carefully planned for the children from Nursery to Reception and Reception to Year 1
- Home visits are conducted at the beginning of the Autumn Term in order for us to gather and exchange important information that will help children settle well into Reception.
- A reception risk assessment is in place to review the health and safety arrangements on a regular basis.
 - Any accident on school premises is recorded in the School Accident Book and parents informed dependent on the severity of the incident.
 - The school has a Behaviour Policy, which operates on a system of rules, sanctions and rewards. Please see the Behaviour Diamond within our Behaviour and Self-Esteem Policy.
 - Our CP and Anti Bullying policies can also be found on our website.

Special Educational Needs

Assessments and teacher observations are used to identify children who may have specific needs within the first half term following admission.

The school follows the Code of Practice and parents are involved at all stages.

Results of assessments are used to ensure that a differentiated curriculum is offered to these children to meet their needs.

The school also has strong links with the North-West SILC and may, in some circumstances, access the SILC for a variety of activities.

Equal Opportunities

All children have an equal entitlement to a good Early Years Curriculum regardless of gender, race, culture, Religion, disability and special or medical needs. Children will be encouraged to respect similarities and differences within cultures other than their own. The school seeks to develop tolerance and concern for others.

Role of the EYFS Leader

It is the role of the Early Years Leader under the guidance of the Head Teacher: -

- To organise the delivery of Early Years Curriculum and to ensure progression and development.
- To monitor planning and quality of delivery within the curriculum.

- To keep abreast of developments within Early Years and carry out INSET when required.
- To monitor and update resources and draw up a budget.
- To liaise with and support Pre-school establishments within the Partnership link.