



Date	Spring 2024		
School	Christ Church C.E	Lewis Street	Lark Hill
Review Date	Spring 2027	Spring 2027	Spring 2027
Signed by Designated Governor	W. McCormack	W. McCormack	W. McCormack

Statement of Intent and Legislation

At Christ Church, Lewis Street and Lark Hill Primary Schools, we greatly value the importance of the early years foundation stage (EYFS) in providing a secure foundation for future learning and development. This policy has been developed in conjunction with the DFE guidance - *Statutory Framework for the Early Years Foundation Stage* and *Development Matters- Non-Statutory curriculum guidance for the Early Years Foundation Stage (2020)* to ensure that each child has a happy and positive start to their school life in which they can build a foundation for a love of learning. We ensure that children learn and develop well and are kept healthy and safe. We promote teaching and learning to ensure children’s readiness for the next stage of their education and give children a broad range of knowledge and skills that provide a good foundation for future progress through school and life.

Our Aims

- To settle children into their new environment so that they feel happy and secure and enjoy coming to school
- Enable each child to develop socially, physically, intellectually and emotionally
- To support and encourage children to become independent and confident individuals, which will allow them to progress into learners who enjoy learning
- To provide a safe and stimulating learning environment in which creativity and expressiveness are valued
- To provide a broad and balanced skilled based curriculum for every child
- Work alongside parents to meet each child’s individual needs to ensure they reach their full potential and be a community for children and their families

Four guiding principles shape our practice:

- 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 with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between the school and parents.
- Learning and development is important. Children develop and learn in different ways and at different rates.



To put these principles into practice, the schools:

- Provide a balanced curriculum which takes children’s different stages of development into account.
- Promote equality of opportunity and anti-discriminatory practice.
- Work in partnership with parents.
- Plan challenging learning experiences, based on individual needs, which are informed by observation and assessment.
- Provide each child with a key person to ensure close relationships are developed.
- Provide a safe and secure learning environment.

EYFS Curriculum

Our EYFS curriculum is based on the principles of The Early Years Foundation Stage and through observation of children’s needs, interests and stages of development. This begins when children enter Nursery, usually the September after their third birthday, and continues until the end of the Reception year. We believe that The Foundation Stage underpins all future learning by supporting and fostering the children's personal, social and emotional wellbeing. It encourages positive attitudes and dispositions towards learning in the children. In partnership with parents, the school promotes the learning and development of pupils to ensure they are ready for the next stage of education.

Learning and development

There are seven areas of learning and development that shape the education programs in EYFS. These areas are split into two sections – **prime** and **specific**; however, all the sections are interconnected and important.

The ‘**prime**’ areas of learning and development are:

- **Communication and language**
 - Listening, attention and understanding
 - Speaking
- **Physical development**
 - Gross motor skills
 - Fine motor skills
- **Personal, social and emotional development**
 - Self-regulation
 - Managing self
 - Building relationships

The ‘**specific**’ areas of learning and development are:

- **Literacy**
 - Comprehension
 - Word reading
 - Writing



- **Mathematics**

- Number
- Numerical patterns

- **Understanding the world**

- Past and present
- People, culture and communities
- The natural world

- **Expressive arts and design**

- Creating with materials
- Being imaginative and expressive

The early learning goals (ELGs) above are not used as a curriculum or in any way to limit the wide variety of rich experiences that are crucial to child development. The ELGs are used to support teachers to make a holistic, best fit judgement about a child's development and their readiness for Year 1.

Activities are planned with regard to the three **characteristics of effective teaching and learning** in the EYFS:

- **Playing and exploring** – children investigate and experience things
- **Active learning** – children concentrate, keep on trying if they encounter difficulties and enjoy their achievements
- **Creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

We aim to immerse children in each of these areas through planned activities and child-initiated learning. We constantly evaluate our methods and we find that many of our children have a lack of experiences when entering the Foundation Stage, so some may need to be shown how to use resources and taught key skills before they can begin to apply it in their independent play. With this in mind, we plan for focused activities which children are drawn into as well as continuous and enhanced provision. Evaluation of the last four years shows this way of working is successful for our children, in that children are supported in developing key skills and experiences so that they are able to operate with increasing independence.

Directed teaching sessions are kept short and differentiated to meet the needs of our learners. Nursery children may have a focus in a very small group i.e. in the book tent, progressing to larger group sessions when they are ready, whereas Reception may begin with larger groups, half of the class and move towards whole class by the end of the year. We also adapt our provision to meet the needs of all learners through the use of additional spaces for smaller groups and adult support. Data analysis suggested that each year a larger number of children were not ready to access Level 1 in the September of Year 1, hence the whole school approach to EYFS. Year 1 follow the principles of EYFS and continue to work on reception profile points for some children in Autumn Term. Research shows an improvement in attainment in year 1,



we believe this is due to the approach of children accessing a curriculum which is relevant, has a play-based theme and is pitched to support transition from EYFS to National Curriculum. This approach allows children to apply the skills they are contently developing, such as listening skills and prepares them for the transition to Year 2. We have evidence that our children respond well to routines and we can see a positive impact of encouraging them to focus for short spells of time. Although this may sound formal, observations will show that the majority of children respond to this type of provision and are engaged in their learning. Continuous and Enhanced Provision is also a key aspect of our planning, this gives children the opportunity to explore new resources and to play independently.

Teaching and Learning

Teaching and Learning in EYFS is based on a clear understanding of how our children learn. We believe that young children learn best through

- Play
- First hand experiences which are well structured and meaningful.
- Interacting with others in a cognitive and reflective way
- Being physically active
- Having their interests valued, developed and extended.

The teaching is designed to provide a stimulating learning environment inside and outside, with provision arranged into areas for different types of play. There is a high level of staff involvement in children's chosen activities and play. There are planned 'focused activities' for specific children, or groups of children. However, any child who wishes to join in an activity is allowed to do so. We operate a choice policy and usually find that once children are settled most will choose to take part.

Suitably differentiated activities are organised to meet the learning needs of each child. There is some whole class teaching for short periods, such as shared story. Adults not implementing focus activities will support pupils in continuous provision, encouraging and enhancing independent learning.

Classroom Organisation

Christ Church C.E

Christ Church C.E is a one-form entry school. Nursery and Reception classrooms are based on the ground floor of the school and classrooms are adjacent to one another with each having their own separate toilet and washing facilities. There is also a large, enclosed shared outdoor learning space. Children and families are welcomed into their classroom in the mornings, Chat and Play is used as a whole school approach to settle children ready for learning.

There are two additional outdoor spaces for Nursery and Reception children. One is used for physical play and balance/gross motor skills. The second space is also used by year 1 for messy play/woodland area. EYFS and Year 1 also use the main playground for wheeled toys and large games.

The Acorn

The Acorn is a special resourced class within Christ Church CE Primary School which caters for children who experience Social, Emotional and Mental Health difficulties. It is based on Nurture Group philosophy. It is staffed by a full-time teacher and learning support assistants.

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6 children can access the class at any one time. The class is an integral part of the school and children join mainstream activities as part of their daily routines and transition programmes.

Lewis Street

EYFS 1 is in a separate building to the rest of the school, due to building design. There are currently five classrooms, four which house 2 Reception classes and 2 Year 1 classes and one Nursery classroom.

Children and families are welcomed into their classroom in a morning, Chat and Play is used as a whole school approach to settle children ready for learning.

There are two outdoor areas, one for Nursery and Reception use (accessed from Nursery and Reception R classes) and one for year 1 use, accessed from the year 1 corridor where an adult accompanies the children both in and out.

Lark Hill

At Lark Hill our Early Years provision is based next to the KS1 classroom. There are two separate Nursery classes and a shared indoor continuous provision space. Nursery are linked to Reception with additional rooms for intervention and small group work. Reception has a large open class room with zoned areas for three Reception classes and continuous provision. Nursery and Reception share a large contained outdoor space and there is an additional outdoor space for focused activities. Nursery also use this space when settling in to support their transition.

Children and families are welcomed into their children's classroom in the morning, Chat and Play is used as a whole school approach to settle children ready for learning.

Play is essential for young children's learning. Independent self-initiated learning is supported by classrooms and outdoor spaces which have a flexible yet structured layout. Each classroom is divided into areas, such as: -

- sand and water
- home corner and role play areas
- mark making area
- reading/book area
- construction area
- malleable area
- creative area

The classrooms are well organised and designed to give the children space to move about between the different play activities safely and with ease.

We encourage the children to become autonomous and independent by ensuring that the resources and equipment are accessible to them. This is evident in areas such as construction where boxes are clearly labelled with an image and text. We model to the children how to access and put away resources.



Observation

Observation is a key strand of the planning cycle as observations give us the opportunity to tune into children's interests, abilities, needs, likes and dislikes. Our observations are being undertaken with Seesaw which enables staff and parents to contribute to the cycle. We can then base our teaching, activities and experiences provided on the results of our observations and next steps/feedback/ from Parents/Carers. All adults in the unit contribute to the observations. We hold half termly team meetings to review the week, update Seesaw profiles, and learning journals, share observations and suggestions and plan next steps.

Assessment

On-going assessment plays an important part in helping the school to recognise children's progress, understand their needs, plan future activities and assess the need for support.

Parents are kept up-to-date with their child's progress and development, and the EYFS staff address any learning and development needs in partnership with parents.

Assessments are used to assess the learning and development of children in the EYFS. Staff members observe children to understand their level of achievement, interests and learning styles. This information is then used to shape learning experiences for each child.

The Reception Baseline Assessment (RBA) became statutory in schools in September 2021. It is an activity-based assessment of Reception pupils' starting points in:

- language, communication and literacy
- mathematics

The RBA is a short, task-based assessment. It is not used to label or track individual pupils.

Schools are required to carry out the assessment within the first 6 weeks of pupils starting reception. No numerical score is shared and the data will only be used at the end of year 6 to form the school-level progress measure. However, teachers receive a series of short, narrative statements that tell them how their pupils performed in the assessment. These can be used to inform teaching within the first term.

In the final term of the year in which a child reaches age five, the EYFS profile is completed by the child's class teacher. The profile reflects ongoing observations and discussions with parents and carers. This information is shared with parents and carers.

Home-School Partnership.

This is very important to us and we make every effort to ensure the partnership is effective. This starts from before the children join Nursery. Informal open evenings are held and families invited to come and see the setting and meet staff. We invite the parents for an individual meeting with their child's new teacher before they start school. This provides an opportunity to share key information to help the transition to school and build positive relationships with the family.

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There are regular parents meetings/Learner review days and other opportunities for parents to find out about how their child is getting on at school and pass on information about their child at home.

All children in Nursery and Reception are assigned a Key Person. The Key Person helps to ensure that every child's care is tailored to meet their individual needs, to help them become familiar within the setting, offer a settled relationship for the child and build a relationship with their parents. You will be informed of who your child's Key Person is and have the opportunity to meet them during stay and plays and induction before your child starts school. Seesaw challenges are set in Nursery and Reception which further engage parents and pupils in home/school work and play. Parents play a vital role in the education of their children. Reading remains a key priority in EYFS 1 and KS1 with home/school links encouraged from the start. Evidence shows that children who love books achieve better in school than children who don't value books. We offer a Share a Book Scheme in Nursery and the school reading scheme in Reception and Year 1 to develop this.

Safeguarding and Welfare Procedures

*Our safeguarding and welfare procedures are outlined in our safeguarding policy

Equal Opportunities & Special Educational Needs procedures

*See whole school policies

Monitoring and review

This policy will be reviewed and approved every three years by the Governing Board and the headteacher. Any changes made to this policy are communicated to all members of staff. All members of staff directly involved with the EYFS are required to familiarise themselves with all processes and procedures outlined in this policy and related policies as part of their induction.