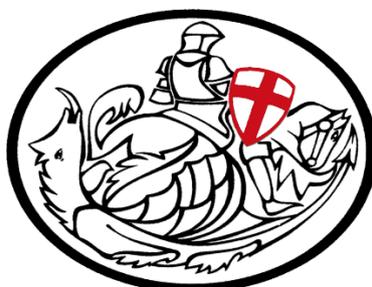


Saint George's Church of England Primary Phase



Early Years Foundation Stage (EYFS) Policy

This policy sets out the aims, principles and practices for the teaching and learning within the Early Years Foundation Stage. The term EYFS applies to children from birth to the end of the Reception year. In this policy it is used to describe the children who are in our Reception class.

Approved by:	Full Governing Body	Date: July 2021
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Written by:	Helen Palmer
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Last reviewed on:	May 2021
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Next review due by:	May 2023
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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. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning, together provide the foundation children need to make the most of their abilities and talents as they grow up. (The Statutory Framework for the Early Years Foundation Stage, DfE March 2017)

Aims

- To provide a structured, secure, caring and well-resourced learning environment both inside and outside which meets all the individual developmental needs of our pupils and underpins all future learning.
- To enable our pupils to become confident, motivated and happy learners, developing the skills and attitudes necessary for their own successful future learning.
- To ensure pupil's early learning and development takes place within a caring and nurturing environment, in line with the school ethos and values and to ensure the ethos and values are upheld and promoted.
- To develop independence and individuality, whilst fostering respect and thought towards others.

The EYFS is based upon four principles:

- Every child is a **unique child**, who is constantly learning and who is resilient, capable, confident and self-assured;
- Children learn to be strong and independent through forming **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**.

At Saint George's Church of England Primary Phase, we aim to provide the highest quality care and education for all of our children, ensuring they have a strong foundation for their future learning and well-being.

A Unique Child

At Saint George's Church of England Primary Phase, we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We know that children develop in different ways and at varying rates. Children's attitudes to learning are influenced by their school and home environments and we strive to

work together with families to support children's learning and development together, as a partnership.

We observe how each child learns to gain an understanding of the characteristics they develop to become effective learners. We use questioning, encouragement and praise to develop a positive attitude to learning and high self-esteem.

During their first year at school, children are taught to be observant, investigative, curious, determined, adventurous, independent, co-operative and problem solvers. Children begin to understand the concept of 'Growth Mindset'. They develop an understanding that everyone can learn with practice and effort. Our children are taught how to learn and become confident, successful learners.

Inclusion

All children and their families are valued within our school. We value the diversity of individuals within the school and do not discriminate because of differences. All children at Saint George's Church of England Primary Phase are treated fairly regardless of race, religion, disability, gender or stage of learning. We teach the children that practice and effort leads to learning and improvement. Staff within the EYFS plan activities to enable children to access all areas of learning to achieve the best they can. During their time in the EYFS children will be introduced to the concept of challenge.

We give our children every opportunity to achieve their best by taking into account our children's life experiences when planning for their learning.

Planning for children with additional educational needs is completed in liaison with our school SENCO.

Within the EYFS we have realistic and challenging expectations and meet the needs of all our children through:

- Planning opportunities that build upon children's prior knowledge through a creative curriculum and learning environment. Our planning is child-led, based upon children's interests and experiences.
- Using a wide range of teaching strategies based on children's learning needs.
- Providing a wide range of opportunities and experiences to motivate and support children to help them learn effectively.
- Providing a safe and supportive learning environment where every child's contribution matters.
- Monitoring children's progress and supporting it as necessary.

It is vital that all children in school are safe and well cared for. Within our nurturing environment we provide children with the skills to keep themselves safe, showing an awareness of risk management.

Positive Relationships

At Saint George's Church of England Primary Phase, we recognise that children learn to be confident and independent learners through the development of safe and secure relationships. We develop caring, respectful, professional relationships with our children and families.

Parents as Partners

We recognise the important role parents play in educating children. We do this through:

- High quality transition into school; speaking with parents about their child before they begin school, inviting the children to spend time in their classroom with their teacher before they begin school, inviting all parents to an induction meeting during the term before their child begins school, carrying out pre-school and home visits.
- Encourage parents to attend parent's evenings throughout the year to discuss progress.
- Inviting parents to attend open door afternoons.
- Encouraging parents to share their child's home achievements by completing Tapestry, our online journal, throughout the year.
- Providing parental workshops throughout the year.
- Providing parents with a written report on their child's attainment and progress at the end of the school year.

EYFS staff develop good relationships with all children, interacting positively with them and taking time to listen to them.

Enabling Environments

At Saint George's Church of England Primary Phase, we recognise that the environment plays a key role in supporting and extending the children's development. The role of both the indoor and outdoor environment in learning/organisation of learning provides opportunities for child-initiated activities reflecting the current theme or focus. We provide stimulating resources which are accessible and open-ended so they can be used, moved and combined in a variety of ways.

Observation, Assessment and Planning

All of our planning is based around children's interests. Topics are created based upon children's interests and daily learning is then based around these themes. Activities are set up both inside and outside to provide both first-hand experiences as well as providing opportunities for challenge

Within the EYFS assessment of attainment is based on observation, discussion, questioning and evidence of children's independent learning. Valuable evidence of children's learning is obtained through independent and targeted learning. The observations are undertaken by EYFS staff using the online journal programme, Tapestry. Other pieces of evidence may be kept in children's individual learning folders. Observations and information from parents are also logged using Tapestry. Each child's progress is tracked carefully against the seventeen assessment scales derived from the Early Learning Goals (ELGs).

Learning and Development

At Saint George's Church of England Primary Phase, we recognise that children learn and develop in different ways. We value all areas of learning and development and understand that they are all equally interconnected. We ensure children are given time and freedom to become deeply involved in the activities and their learning to ensure new skills and knowledge is embedded.

The EYFS is made up of seven areas of learning:

Prime Areas

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language

Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

These areas are delivered through a balance of both adult-led and child-initiated learning. They are equally important and interlink with one other. Our Prime Areas are at the heart of all our learning and our Specific Areas interlink with our Prime Areas to give us a broad and balanced curriculum.

The EYFS area has its own outdoor area which is used all year round and in all weathers. Being outdoors encourages children to learn in different ways. Being outside offers children opportunities to be creative and explore on a larger scale as well as to be physically active, therefore linking the inside and outside together. Children will have the opportunity to experience all seven areas of learning whether they choose to learn inside or outside.

Forest School

At Saint George's Church of England Primary Phase children will have access to weekly forest school sessions which will take place on the school site. Forest School is an innovative educational approach to outdoor play and learning. The philosophy of Forest Schools is to encourage and inspire individuals through positive outdoor learning experiences. Children will be taught to be inquisitive, take and manage risks, develop communication skills, as well as how to work as part of a team.

Play

Children's play reflects their wide ranging and varied interests. Through play, children can be inquisitive, creative, questioning and experimental and learn at the highest level. Playing with their peers is important for children's development.

Through play our children explore and develop learning experiences, which help them make sense of the world around them. Adults within the EYFS, model play sensitively with the children, fitting in with their plans and ideas, whilst at the same time modelling successful play and challenging their learning further. Our children are encouraged to try new activities, take risks and manage risks for themselves. We discuss with children how we can all make mistakes and learn from them when things go wrong. Children practice and build ideas and learn how to understand and follow rules successfully. Children have the opportunity to work independently as well as part of a group and this enables them to think creatively both by themselves and as part of a group or team.

Tapestry

Saint George's Church of England Primary Phase ensures that all children in the EYFS have an online personal journal which records observations, photographs, comments and assessments. This evidence is used alongside that collated from parents, to track each child's individual progress throughout their time within the EYFS.

- Saint George's Church of England Primary Phase uses the online journal system, Tapestry, allowing staff and parents to access their child's personal profile via a personal, password-protected login.
- Staff access allows input of new observations, photographs and assessments or amendments of existing observations.
- Parental access allows input of new observations and photographs or the addition of comments on existing observations and photographs. Parental log-ins do not have the necessary permission to edit existing observations.
- Observations added to Tapestry must be validated by the EYFS Tapestry manager before they are uploaded to children's journals.
- Parental log-ins only permit access to their individual child's learning journey.

- Parents must sign a consent form prior to using Tapestry, giving permission for their child's image and observations to be uploaded to Tapestry and for their child's image to appear in another child's journal, such as in group photographs.
- New observational entries will be uploaded, and parents will be notified of these via e-mail. Observations and journal entries will not occur every day.
- Children will be referred to using their initial rather than their full name.
- Parents can request an electronic copy of their child's learning journal at the end of the academic year by providing a USB device for the journal to be downloaded to.
- Tapestry is not used as a general communication tool between home and school and children's contact books will be used for this purpose. A child's learning journal is a document to record their learning and development and parents may add comments on observations, photographs, videos or information about activities that have been carried out at home.

Security

- The Tapestry online journal system is hosted on secure dedicated servers based in the United Kingdom. The server host takes security very seriously. The 'https' prefix in the website address indicates that it is a secure site.
- Any photographs taken on the school camera will be uploaded periodically by EYFS staff and then deleted from any hardware. Media taken from the school's tablet/i-pad will be uploaded to Tapestry and then deleted periodically.
- Access to information stored on Tapestry can only be gained by a unique user ID and password.
- Parents can only see their own child's information and are unable to log-in to view other children's journals.
- Once a child leaves Saint George's Church of England Primary Phase, a request will be made for their data to be deleted. After thirty days the data will be irreversibly deleted. Parent's access to Tapestry will be revoked as soon as the child leaves school.
- Parents must not upload any media from Tapestry onto any social media sites and if this occurs then parent's access to Tapestry will be revoked immediately.

Staff Access

- EYFS staff may access Tapestry at home through the use of their secure log-in.
- EYFS staff must ensure they do not save photographs from Tapestry into their own personal laptop/tablets/phones.
- EYFS staff must ensure they log-out once they have finished using Tapestry.
- EYFS staff must not allow anyone outside of school staff to access Tapestry.