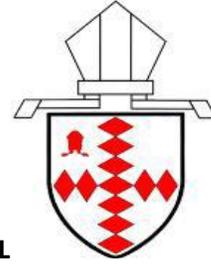




NUTFIELD CHURCH (C OF E) PRIMARY SCHOOL



## Early Years Foundation Stage Policy

### Vision

We fully embrace the vision stated in the Church of England's Vision for Education 'Deeply Christian Serving the Common Good' published in July 2016 of educating the whole person. We aim for our children and members of the wider school community to flourish in all they do and '**live life in all its fullness**'. (John 10:10)

### Values

- We are a church school, which believes in the importance of **community**, where people from all races, religions and cultures act in **peace** together.
- Our pupils, staff and families work together as a team, with **wisdom** supporting each other through our learning. We have **hope** in our challenges and in our successes.
- We recognise the **dignity** and ultimate worth of each person, created in the image of God, further shaped by the person, teaching and example of Jesus. We look to the future with **joy**.

**Reviewed: October 2018**

**Next Review: Autumn 2019**

Our vision begins with the entry of our youngest children and their families. We believe that the vision and values of the school apply not only to the children themselves but to their parents, carers and their wider family support networks. Our aim through the children's first years is to ensure that our vision and values are expressed meaningfully and that they impact the lives and successes of our whole school community.

We acknowledge the statement that 'the period from birth to five is one of rapid growth and development – physical, emotional, moral and intellectual. At this stage

children's development needs are complex and inter-related'. (Starting with Quality – DES 1990)

We believe it is essential to create an environment of emotional warmth, with consistent praise and encouragement, so that each child feels individually valued, well motivated and confident to meet new challenges and reach our high expectations with a sense of achievement.

We are in agreement with the Every Child Matters agenda as we want all of our children to be successful learners, to be confident individuals and to become responsible citizens.

We believe the Foundation Phase, which covers the development of children between the ages of three and five years, is important because it is in the foundation years that children develop learning attitudes, skills, social integration and personal organisation. We see play as a central tool for learning as it is a key way in which young children learn with enjoyment and challenge.

The Foundation Stage is based on four main principles namely:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

The Foundation Stage curriculum is organised into three Prime areas and four Specific areas of learning:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language
- Mathematics
- Literacy
- Expressive Arts and Design Development
- Understanding the World

We believe learning is holistic and cannot be compartmentalized. One experience may provide children with opportunities to develop a range of competencies, skills and concepts across several areas of learning. Each area of learning works towards a number of relevant Early Learning Goals, which most children are expected to achieve by the end of the Foundation Stage.

## **Aims:**

- For our children and members of the wider school community to flourish in all they do and **'live life in all its fullness'**.
- To promote the social, emotional, physical, spiritual and intellectual development of each child.
- To provide a stimulating and safe environment for learning where children can engage in first hand experiences.
- To support and extend children's learning through purposeful observation, evaluation and interaction.

## **Role of the Governing Body**

The Governing Body has nominated a link governor to visit the school regularly, to liaise with the Early Years Team and to report back. Governors also evaluate and monitor all aspects of the Early Years curriculum, progress and attainment. They work with the class teacher through informal visits and the senior leaders, in formal monitoring meetings, to ensure the very best outcomes for all the children in Early Years.

## **Role of Teaching and Support Staff**

The teaching and support staff work:

- together as a team in conjunction with the Early Years Team Leader;
- to promote confident and independent learners;
- to create a stimulating learning environment that reflects learning across all seven areas of the curriculum.
- to maintain records of individual pupil's learning and development and link these to the age related developmental bands within 'Development Matters' (DfEE 2012).

## **Behaviour Management**

In line with current practice, we aim to introduce elements of our whole school behaviour systems in our Early Years setting. We focus on routines, rules and try to always help the pupils understand how we all work together to be safe and happy. We

aim to be using the whole school behaviour system and formally analysing the data from it by the end of the summer term.

## **Planning**

- A Long Term Overview provides an outline of learning linked to the Early Learning Goals.
- Medium term planning is completed for each new topic to be covered and Topic Webs are shared with parents to inform them about their children's learning.
- Short term planning outlines the adult supported learning for the half term and includes links to Development Matters to enable links to be made from pupil's learning development to relevant age related development.
- SMSC is promoted within the delivery of the Early Years Foundation Stage Curriculum and opportunities to make links to it are highlighted within short term planning.
- Learning and development activities are planned for for both the inside and outside learning environments.

## **Assessment**

- Within each learning area, Early Learning Goals establish expectations for children to work towards during the Foundation Stage.
- The Foundation Stage Profile, which focuses on the progress towards the Early Learning Goals within the seven areas of learning, is completed on entry. This provides a baseline to track pupils learning and development from. This is to be completed by the Autumn Term Half- Term break. Half-termly assessments of pupil's learning and development are carried out and pupil's progress is tracked to ensure continual development and allowing opportunities to plan interventions to support learning where necessary. Results are reported to the Headteacher and a summary of class progress against the Prime and Specific areas is completed. This allows for trends to be analysed and addressed.
- Other assessments carried out include phonic reading and writing, high frequency word recognition and PM Benchmark reading and comprehension. Whole class records are kept to track pupil's progress for all of these.

- Foundation Stage Profile results are linked to the National Curriculum end of year expectations for Maths, Reading and Writing at the start of Year 1.

In RE, the curriculum is linked to the old style levelling system.

### **Role of Parents**

We ask all parents to:

- work in partnership with the school;
- attend the induction process talks which are given to Reception parents;
- attend informal parent workshops for Reading, Phonics and Handwriting;
- attend parent-teacher consultation meetings;
- work with their children at home on relevant learning activities initiated by the school.

### **Newsletters**

Newsletters are shared with parents weekly, which include activities or resources to help parents support their children's learning at home. They detail learning that has taken place in class in the previous week and what the children will be learning and activities the children will be taking part in in the following week.

### **Home/School Notebooks**

These are provided for each pupil to enable communication between home and school. The notebooks are handed in with reading books each day and queries are answered by the end of the school day.

### **Reading Support**

Pupils are encouraged to read daily at home. A book changing system allows regular opportunities to change reading books, share and answer parental comments and track which pupils are not reading regularly at home. Pupil's that are not reading at home will be provided with daily reading support in school. It is the expectation that pupils will be read with in school weekly and noted in the pupil's Reading Logs. When pupil's reading is assessed, the information will be shared with parents in the pupil's Reading Logs and a reading 'level' given.

### **Reporting**

Progress against the Early Learning Goals is shared with parents and carers at Parent Evenings held in the Autumn and Spring Term. A summative report is given to

parents at the end of the Summer Term detailing Foundation Stage Profiles against all of the Early Learning Goals and their Characteristics of Learning. These are shared with the Year 1 Class Teacher as part of transition practices.

### **Collective Worship**

Autumn Term 1 – Reception Class to attend Friday Celebration Collective Worship.  
Autumn Term 2 – Reception Class to attend Wednesday and Friday Collective Worship.  
Spring Term 1 onwards – Reception Class to attend all Collective Worship.

### **Links to other policies**

Please see the following policies:

RE

Collective Worship

Behaviour

Safeguarding