



STAMFORD ST GILBERT'S CHURCH OF ENGLAND PRIMARY SCHOOL

EYFS POLICY

2020/21

Document Control	
Committee:	Full Board of Governors
Approved By Trustees On:	September 2020
Review Cycle:	Annual
Date of Next Review:	September 2021

Introduction

At St. Gilbert's Church of England Primary School, we adhere to the statutory guidance stated in The Statutory Framework for the Early Years Foundation Stage April 2017, and the four guiding principles that shape the practice in Early Years settings.

Principles

The EYFS is based upon four principles:

- **A unique child.** We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured.
- **Learning and Development.** We recognise that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement as well as celebration and rewards to encourage and develop a positive attitude to learning.
- **Positive relationships.** We recognise that children learn to be strong and independent from secure relationships and aim to develop caring, respectful and professional relationships with the children and their families.
- **Enabling environments.** We recognise that the environment plays a key role in supporting and extending the children's development. Through observations and discussions, we assess the children's interests and stages of development. This is used to inform the planning of challenging yet achievable activities that take place both inside the classroom and in the outdoor learning environment.

Early childhood is the foundation on which children build the rest of their lives. At St Gilbert's Primary School we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development. However, we also believe that early childhood is valid in itself as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

The EYFS for children is from birth to five years of age. All children begin school with a wide variety of experiences and learning and it is the privilege of the adults working in the foundation stage to accept the task of building upon that prior learning experience. This is done through a holistic approach to learning ensuring that parents and guardians, support staff and the Foundation Stage team work effectively together to support the learning and development of the children in their charge.

Aims

It is every child's right to grow up safe, healthy, enjoying and achieving, making a positive contribution and with economic wellbeing. The overarching aim of the EYFS is to help young children achieve these five outcomes. We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full

potential. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates.

At St Gilbert's CE Primary School, our intent is to:

- Provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of the child including children with additional needs.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond.
- Use and value what each child can do, assessing their individual needs and helping each child to progress
- Enable choice and decision making, fostering independence, resilience and self-confidence.
- Work in partnership with parents and guardians and value their contributions ensuring that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability reach their full potential.
- Provide opportunities whereby children experience a challenging and enjoyable programme of learning and development that is grounded in the Early Years Foundation Stage framework.
- Provide experiences for all children, whatever their needs, to build on their cultural capital.

Learning and Development

Learning and development is categorised into three prime areas of learning:

- Communication and language.
- Physical development.
- Personal, social and emotional development.

Additionally there are four specific areas of learning:

- Literacy.
- Mathematics.
- Understanding the world.
- Expressive arts and design.

Achievement of these prime and specific areas of learning is by:

- Playing and exploring.
- Active learning.
- Creating and thinking critically

Observation, Assessment and Planning

Flexible and responsive planning that is capitalised on children's interests is the key to making children's learning effective, exciting, varied and progressive. Our planning shows how the principles of the EYFS are put into practice and is always informed by on-going observations and assessments in

order to understand and consider their current starting points, interests, development and learning needs. All staff who work in the Foundation Stage, the children and parents / guardians are involved in this process.

Assessment in the EYFS takes the form of long, and short recorded observations which involve the teacher and other adults as appropriate. These observations and assessments are uploaded to an online learning journal where parents / guardians can monitor their child's progress, comment on observations and indeed upload their own contributions. This ensures that parents / guardians play an active part in their child's development and success. Parents and guardians are also given the opportunity to meet with the Foundation Stage Team three times a year and, at the end of the third term, we provide a written summary in relation to the child's profile.

Learning Through Play

At St Gilbert's CE Primary School, we do not make a distinction between work and play. Children learn through planned play activities and staff will decide when child-initiated or adult-led play activities would provide the most effective learning opportunities.

The Induction Process

Due to the Covid-19 global pandemic during 2020, the usual induction process detailed below was unable to take place. Instead, phone calls were made to nurseries and to parents by EYFS class teachers and information documents were made available on the school website. Children will be attending 2 short sessions each in smaller groups during the first full week of term in September and will all attend full time from the beginning of the following week, when they will have the option of a school packed lunch or a packed lunch brought from home.

During the Summer Term prior to starting school the following September the following visits are conducted:

- Foundation staff will visit pre-school settings from which September's intake will be taken.
- We will hold an information evening for parents prior to starting school to give the necessary information and allow them to familiarise themselves with the school, and get to know the Class Teacher and Teaching Assistants.
- The children will also be invited in to school to spend some time in their new classroom and have a chance to experience school life.

When children join the school in September the following procedures will apply.

- For the first week of school parents will be given the option of a full day of education which will run from 09:00 – 15:00 or alternatively a staggered start, which will run from 09:00 – 13:00. Children will have a packed lunch, provided by home, for the first week of school.
- During the second week and thereafter, children will attend for the full school day unless Foundation staff and parents or guardians agree that it is not in the best interest of an individual child. Children will have the option of a hot school meal or a packed lunch.

Home and School Links

We recognise that parents and carers are a child's first and most enduring educators, particularly for those children joining the school in September 2020 who may have been unable to attend their usual nursery setting for a few months, and we aim for the school and parents / guardians to work closely in the Foundation unit. This can have a very positive impact on a child's development but relies on a two-way flow of information and knowledge.

We will develop this working relationship between the school and parents and carers as follows:

- We will outline the school's expectations in a Learning Contract.
- We will hold a parent information evening early in the year to explain to parents how we teach reading and writing and how they can support this. In September 2020 this will have to happen through Microsoft Teams or Zoom.
- We will publish a curriculum plan on our school website detailing the areas of learning and the overarching theme of the term or half-term.
- We will operate an "open door" policy that will allow parents and carers to discuss concerns and developments in an informal manner. Conversely, if Foundation staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss them.
- We will conduct workshops for parents and carers to enable them to be familiar with the teaching methods used in school to make it easier to emulate them at home.
- We will conduct three parents evening throughout the year to discuss how the child is settling and the progression they are making.

The following two points may not be able to take place during 2020/2021 due to Covid-19 restrictions:

- There will be opportunities for parents and carers to visit the school on a volunteer basis to assist with the children's learning by assisting with guided reading, or as part of our open afternoons.
- At the end of term, we will invite parents and guardians to watch our Collective Worship to celebrate all our achievement as well as invites to our Christmas production and Sports Day.

Inclusion and Equal Opportunities

Children with special educational needs will be supported as appropriate to enable them to access the curriculum fully. This includes children that are more able and those with specific learning difficulties and disabilities. Individual Education Plans identify targets in specific areas of learning for those children who require additional support commensurate with the school's Special Educational Needs Policy. The school's SEND Co-ordinator is responsible for providing additional information and advice to staff and parents and for arranging external intervention and support as necessary.

In line with the school's Equal Opportunities Policy, we will provide all children, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability with equal access to all aspects of school life to ensure that every child is valued as an individual. All

staff are role models and are aware of the influence they have in promoting positive attitudes and use that influence to challenge stereotypical attitudes.

Welfare

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

“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.”

At St Gilbert's CE Primary School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage.

At St Gilbert's School we:

- Promote the Welfare of children
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose.
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

Safeguarding

In line with our Child Protection and Safeguarding policy we will ensure that the welfare of all children is paramount and should there be any concerns the school will follow the statutory procedures in place.