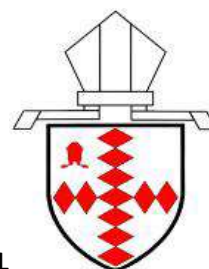




NUTFIELD CHURCH (C OF E) PRIMARY SCHOOL



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: May 2021

Next Review: Summer 2022

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.

'Every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up.'

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** – At Nutfield Church we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. 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 children to develop a positive attitude to learning.
- **Positive Relationships** – At Nutfield Church we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families. We believe in 'Parents as Partners' - We recognise that parents/carers are children's first and most enduring educators and we value being partners with them in their child's education.
- **Enabling Environments** – At Nutfield Church we recognise that the environment plays a key role in supporting and extending the children's development, where the children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision.
- **Learning and Development** - The EYFS Curriculum – Our curriculum for the Foundation Stage reflects the areas of learning identified in the Early Learning Goals. There are seven areas of learning and development that must shape educational provision in Early Years settings. All areas of learning and development are important and inter-connected. None of the areas of learning can be delivered in isolation from the others. Our children's learning experiences enable them to develop competency and skill across a number of learning areas.

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

Prime Areas -

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

Specific Areas -

- 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.

Characteristics of Effective Learning

We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

- **Playing and exploring** - children will have opportunities to investigate and experience things, and 'have a go'.

'Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development.' Through play, our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.' Every Child Matters

- **Active learning** - children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements.

'Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.' Every Child Matters

Active learning occurs when children are motivated and interested. Children need some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

- **Creating and thinking critically** - we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things.

“When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.” Every Child Matters

Children should be given the opportunity to be creative through all areas of learning. Adults can support children’s thinking and help them make connections by showing interest, offering encouragement, clarifying ideas and asking open ended questions. Children can access resources and move around the classroom freely and purposefully to extend their learning.

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 Mr Sam Nicholls as 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:

- In partnership with parents, carers and other settings to help our children to feel secure at school, and to develop a sense of well-being and achievement.
- together as a team in conjunction with the Early Years Team Leader;
- to promote confident and independent learners;
- to teach a carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the Foundation Stage and that builds on and extends their interests to develop their intellectual, physical, social and emotional abilities.
- 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' (Early Education 2012).

Phonics and Early Reading

At Nutfield Church we have a consistent and a systematic approach to the teaching and learning of synthetic phonics. It is the prime method by which children learn to read and spell independently, automatically and confidently in the EYFS.

'Phonics is a way of teaching children to read quickly and skillfully. They are taught how to:

- *recognise the sounds that each individual letter makes;*
- *identify the sounds that different combinations of letters make - such as 'sh' or 'oo';*
- *and blend these sounds together from left to right to make a word.*

Children can then use this knowledge to 'de-code' new words that they hear or see. This is the first important step in learning to read.'

<https://www.gov.uk/government/publications/learning-to-read-through-phonics-information-for-parents>

In Reception the children have a discreet, daily Phonics session which follows the guidance of the government developed scheme 'Letters and Sounds'. It is a short lesson, where the children revise the phonemes they have previously learnt and then introduced to the next phoneme. 'Letters and Sounds' has 6 phases and the children will cover 2, 3 and start 4 in Reception. Phase 4 and 5 is taught in Year 1 and leads up to the Phonics screening check at the end of Year 1. A multi-sensory approach to teaching and learning is used in phonics sessions so that children learn from simultaneous visual, audio and kinesthetic activities designed to secure essential phonic knowledge and skills. The learning environment supports the children in applying phonics to reading and writing. In the classroom there are resources to reinforce the link between discreet phonics teaching and learning and its purpose in reading and writing. Children in Reception are assessed on their phonetical knowledge consistently throughout the year

and interventions may be put in place if the child requires additional support. The children will receive a reading book carefully selected to match the children's developing phonic knowledge, so that every child can experience success in their reading by using the skills they have so far been taught. Children are expected to read daily and the schemes used are Oxford Reading and **PM Reading**.

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Homework

At Nutfield Church we will offer parents ideas and practical activities to do at home with their children to support the learning that has taken place that week. In Reception, the class teacher writes a weekly homework letter that gets sent home in a homework book each Friday. The letter details what the children have been learning that week and gives the children to an opportunity to practice any skills they have learnt in their book if they would like to. However, in the autumn and spring terms it is not compulsory for the children to complete homework. In the summer term the teacher will set compulsory homework linked to the children's learning, this is to prepare the children for the homework expectations in Year 1.

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 of skills 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. The topic, which is identified as vehicle of interest to deliver the children's next steps in learning, also therefore responds to the needs, achievement and interest of the children.
- 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 both the inside and outside learning environments.
- Foundation Stage staff use observations as the basis for planning. Staff observe children to identify their achievements, interests and next steps for learning. These observations then lead the direction of the planning. Relevant and significant observations are recorded in the children's Online Learning Journals.

Assessment

- Within each learning area, Early Learning Goals establish expectations for children to work towards during the Foundation Stage.
- **From September 2021**, the government will introduce the Reception Baseline Assessment (RBA). The government will use the data as the baseline for measuring the progress primary schools make with their pupils from Reception to Year 6. We will carry out the assessment within the first 6 weeks of children starting school. It will be an activity-based assessment of pupils' starting point in:
 - language, communication and literacy
 - mathematics

'The assessment will be age-appropriate, last approximately 20 minutes and teachers will record the results on a laptop, computer or tablet. It will not be used to label or track individual pupils. No numerical score will be shared and the data will only be used at the end of year 6 to form the school-level progress measure. However, teachers will receive a series of short, narrative statements that tell them how their pupils performed in the assessment at that time. These can be used to inform teaching within the first term.' <https://www.gov.uk/guidance/reception-baseline-assessment>

- 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 and high frequency word recognition. 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, we use the R.E syllabus developed by the Southwark Diocesan Board of Education in 2016/7 and termly assessment is carried out through diagnostic marking of both AT1 and AT2 strands.