



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: Summer 2024

Next Review: Summer 2025

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.'

Early Years Foundation Stage Profile - Department for Children, Schools and Families 2012

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.

Role of the Governing Body

The Governing Body has nominated Mrs Jane Vorster 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 in the Early Years

Our SSP (Systematic Synthetic Phonics) programme follows a series of Phases (see below). Daily phonics sessions begin as soon as children start their Reception year. Learning to read and write letters develops phonemic awareness rapidly. Phonics sessions are between 15 to 20 minutes for the first few weeks and build in duration so that by the end of Reception the children may spend up to an hour a day in order to consolidate previous learning, learn new content and practise and apply what they have learnt.

Direct teaching sessions involve a routine so that teachers and children get to know what is coming next and minimum time is spent explaining new activities. Teaching and learning activities are interesting and engaging but firmly focused on intensifying the learning associated with the phonic goal. At each step, children have sufficient time to practise reading and writing with the grapheme-phoneme correspondences they have been taught.

The texts and books children are asked to read independently are fully decodable for them at every stage of the programme. In line with the National Curriculum This means they are composed almost entirely of words made up of grapheme-phoneme correspondences that a child has learned up to that point. The only exceptions should be a small number of HRS (hard to read and spell) words that the child has learned as part of the programme up to that point. In the early stages, even these should be kept to a minimum. Practising with decodable texts will help to make sure children experience success and learn to rely on phonic strategies. We teach our children to:

read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.

DfE Reading Framework July 2021

Essential Letters and Sounds overview – Phases 1 – 5

Phase 1*	Phase 2	Phase 3**
Nursery/Pre-School Seven aspects: <ul style="list-style-type: none"> • Environmental sounds • Instrumental sounds • Body percussion • Rhythm and rhyme • Alliteration • Voice sounds • Oral blending 	Reception/Primary 1 Autumn 1 • Oral blending <ul style="list-style-type: none"> • Sounding out and blending with 23 new grapheme-phoneme correspondences (GPCs) • 12 new harder to read and spell (HRS) words 	Reception/Primary 1 Autumn 2, Spring 1 and Spring 2 <ul style="list-style-type: none"> • Oral blending • Sounding out and blending with 29 new GPCs • 32 new HRS words • Revision of Phase 2
Phase 4**	Phase 5 including alternatives and lesser-known GPCs	Beyond Phase 5
Reception/Primary 1 Summer 1	Reception/Primary 1 Summer 2	Year 1/Primary 2 Summer, Year 2/Primary 3 and Key

<ul style="list-style-type: none"> • Oral blending • No new GPCs • No new HRS words • Word structures – cvcc, ccvc, ccvcc, cccvc, cccvcc • Suffixes • Revision of Phase 2 and Phase 3 	<ul style="list-style-type: none"> • Introduction to Phase 5 for reading • 20 new GPCs • 16 new HRS words Year 1/Primary 2 Autumn 1 and 2 • Revision of previously taught Phase 5 GPCs • 2 new GPCs • 9 new HRS words Year 1/Primary 2 Spring 1 and 2 • Alternative spellings for previously taught sounds • 49 new GPCs • 4 new HRS words • Oral blending • Revision of Phase 2, Phase 3 and Phase 4 	<p>Stage 2</p> <ul style="list-style-type: none"> • With ELS, phonics teaching does not stop at the end of Year 1, but continues as children move through the school, with links being made between their GPC knowledge and spelling • Revision of all previously taught GPCs for reading and spelling • Wider reading, spelling and writing curriculum
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*Phase 1 of Letters and Sounds (2007) can be used in Nursery/Pre-School settings before starting ELS in Reception and can still be used throughout the school day in Reception. However, direct phonics teaching – the teaching of sounds, graphemes, word reading and vocabulary – must start from the very beginning of Reception. **Phase 3 of ELS covers more than just the Phase 3 graphemes – we introduce some challenge from Phase 4 (in the form of adjacent consonants) alongside the Phase 3 teaching to extend children’s sounding out and blending skills.

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 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 that week 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.~~ Two reading books are sent home every week with each child. Parents are encouraged to read daily with their child and record comments in the yellow reading log. A further class e-book is set on Oxford Owl for the children to read each week at home. This book corresponds directly to the phonemes the children have been learning in class that week. Children also receive a set of phoneme and ‘Harder to Read and Spell’ flashcards each term and parents are asked to practice these weekly with their child.

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.
- 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.

Assessment

- Within each learning area, Early Learning Goals establish expectations for children to work towards during the Foundation Stage.
- In September 2021, the government introduced 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>

- 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 half-termly 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 outcomes 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 attainment target 1 and attainment target 2 strands.