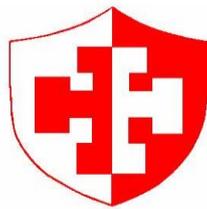


PREES C. E (CONTROLLED) PRIMARY SCHOOL

Early Years Foundation Stage Policy



Believe and Achieve

Prees C.E School Our Mission Statement

Christian values are the foundation upon which Prees C. E. School is built.

St Chad's church is at the heart of our school and the wider community. The cross of St Chad symbolises our link through the ages to the Cathedral of our Lichfield Diocese.

We are committed to promoting Christian values such as love, peace, forgiveness and self-control, to enable our children to develop into the people they are meant to be.



Believe and Achieve

Rationale

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.

(Statutory Framework for the Early Years Foundation Stage)

Introduction

The Early Years Foundation Stage (EYFS) refers to children from birth to five years of age. The EYFS at Prees C.E. Primary consists of a Reception class, a morning Nursery and an afternoon playgroup (PIPS).

Children are admitted in the term after they are three years old to the Nursery. Children can be admitted to PIPS from the term after their second birthday.

Children have the option of beginning Reception Class in the Autumn Term in the school year during which they will be five years old.

(Please see Appendix A for our most recent admissions policy for F1/PIPS)

The early years experiences we offer our children are based on the following principles:

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

Aims of the Early Years Foundation Stage

At Prees we aim to achieve :

- setting the standards for the learning, development and care of young children
- providing for equality of opportunity and anti-discriminatory practice
- creating the framework for partnership by working with parents, professionals and all settings that the child attends
- ensuring that learning and development is planned around the individual needs and interests of the child and informed by the use of on-going observational assessment.
- Creating opportunities to promote British Values
- Preparation for 'School Readiness'.

Play

At Prees we recognise that play is an essential part of learning in Early Years. It is through play that children develop intellectually, creatively, physically, socially and emotionally. By providing well planned experiences based on children's spontaneous play, both indoors and outside we support our children to learn with enjoyment and challenge. They have the opportunity to think creatively alongside and with other children and adults as well as on their own. They communicate with others as they investigate and solve problems.

Unique Child

At Prees we strive to give every child the opportunity to achieve their best. We have realistic and challenging expectations that meet the needs of all our children across the areas of learning and development. We achieve this by planning to meet the needs of boys and girls, children with disabilities, children with additional educational needs, children with medical needs, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic background.

We meet the needs of all our children by:

- planning opportunities that build upon and extend children's knowledge, skills, experience and interests
- planning opportunities to develop their well being, self-esteem and confidence, including experiences that provide risk and challenge
- using a wide range of teaching strategies based on children's learning needs
- providing a secure and supportive learning environment in which the contribution of all children is respected and valued
- using resources which reflect diversity and are free from discrimination or stereotyping
- planning challenging and appropriate experiences for higher achieving children
- monitoring children's progress and providing additional support when identified
- using age appropriate ways to seek the views of all children through observing, listening and sensitive discussion
- seeking advice from specialist agencies where appropriate.

Positive Relationships

At Prees we believe that the positive relationships we build are the key to effective partnerships between all practitioners, parents, carers and families.

We strive to meet the needs of all of our children by:

- working with parents / carers right from the start to find out about their child's needs, feelings and interests. Parents are asked to fill in a booklet telling us about their child's likes and dislikes, and any other important information that they would like to share. In PIPs families build up an All About Me information sheet in order to provide a discussion point with EYFS staff.
- developing effective partnerships with families throughout the year by offering regular opportunities for them to talk about their child's progress and to agree on future targets. Two year old progress checks will be completed and shared with parents/carers. Nursery children have opportunities for a progress meeting during term two and term four. Progress meetings take place in term one and two for Reception. Written reports are sent to parents of those children in Reception at the end of the Summer Term , along with outcomes from the EYFS profile.
- parents/carers of those children in Nursery are invited to See and Share sessions to participate in the childrens' play based learning and look through their Learning Journeys. Phonic and maths sessions are also planned to inform parents of teaching and learning in these areas.
- encouraging families to talk to the EYFS staff to foster two way communication with parents / carers and families.
- helping parents/carers to support children's learning and development. For example parents/carers are encouraged to record on "Wow"cards any significant achievements of their child, which are then shared in the setting before becoming part of the child's Learning Journey book. Parents are encouraged to talk to their children about planned themes and fill in a Parent /Pupil planning sheet to inform the setting as to the learning their child would like to undertake. Simple Homelinks tasks are sent home relating to activities undertaken during the week for those children in Reception class. Parents /carers are encouraged to make comments in the children's reading diaries. Parents are invited to celebrations of the children's work such as singing/nativities/assemblies...
- recognising that friendships and relationships are an important part of a child's development .

Enabling Environment

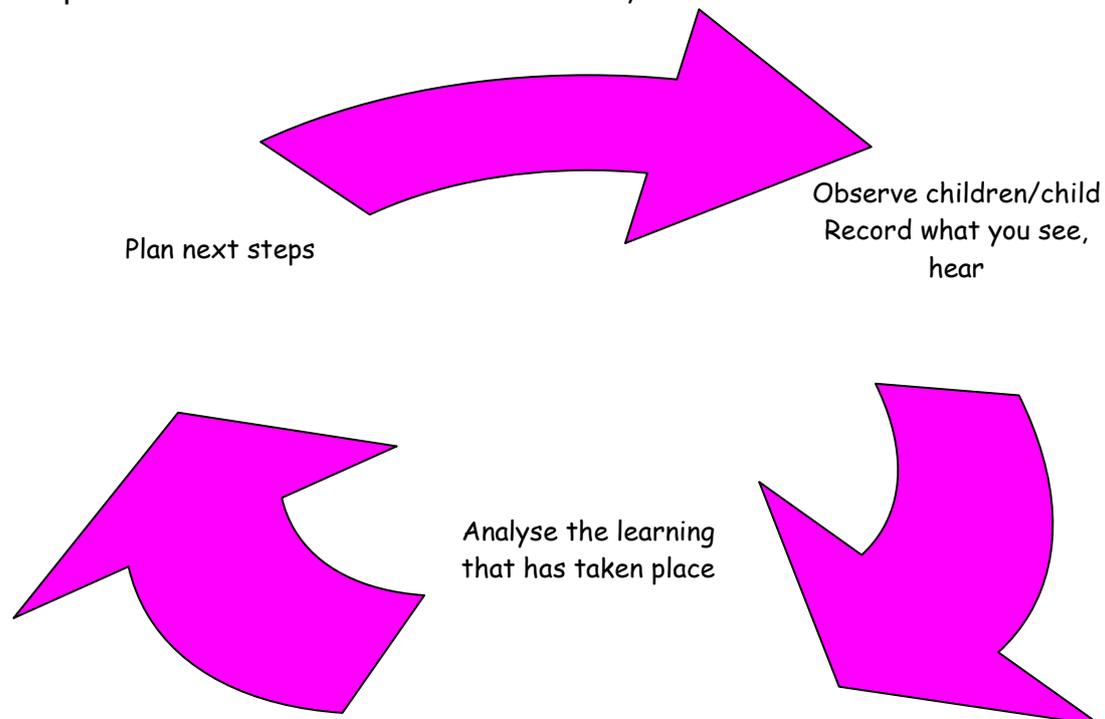
At Prees our environment is carefully planned both indoors and outdoors to help children achieve across all aspects of the EYFS. Opportunities are provided for children to take part in a wide range of experiences and to extend their interests.

In order to assist transition to KS1 the children have opportunities to become familiar with the main school building by attending worship and PE sessions in the school hall. Apart from two year olds ,children in EYFS eat their lunch in the main school hall.

We meet the needs of all of our children by:

- encouraging children to communicate and talk about their experiences
- developing children's independence and decision making by providing an environment where children can freely access resources and select from the experiences on offer
- where possible using the outdoor environment on a daily basis to enhance learning and development. This includes the EYFS outdoor area and also the school field ("Wellie Friday").Trips out are also incorporated in to learning where appropriate , for example to the local shops / church etc.
- analysing children's responses to different situations and identifying their future learning needs
- using materials and equipment that reflects both the community that the children come from and the wider world
- encouraging a positive attitude to learning by considering current interests, developmental stages and learning styles when planning topics.

We plan to build on what the children know, understand and can do.



Observations are made by staff using a system of stickers and photographs. These become part of the children's Learning Journey books.

Record keeping is kept up to date on a regular basis with use of tracking systems including itracker and Development Matters to determine attainment and progress. Next steps/targets are taken from this tracking system.

At Prees we work in partnership with parents/carers, other settings, other professionals and with individuals and groups in the community to support children's learning and development.

Meetings take place to inform parents/carers of routines and procedures. The children attend induction sessions to assist transition to the setting. These induction sessions are flexible to suit the individual needs of the child. Visits are made to the settings of those children who have not attended the early years department at Prees prior to these induction visits in Reception.

Links are made with the community where possible by inviting visitors, such as the fire service, to chat to the children about relevant topics.

Learning and Development

The EYFS is made up of seven areas of Learning and Development – three prime areas and four specific areas.

The three prime areas are :

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

The four specific areas are :

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

In line with the rest of the school R.E. is taught alongside the other areas of learning.

All of the areas are delivered through planned, purposeful play, with a balance of adult-led (child working with the adult) and child-initiated (child chosen) activities, both indoors and outdoors. The children in Nursery and Reception have a free flow "Open Door" system on a regular basis in which the children decide in which base they would like to learn – namely the two inside/outside areas. The operation of these four areas is dependent on adequate staffing levels.

At Prees we ensure that the requirements of the EYFS are met through all seven areas of learning and development, in order for children to make

progress towards the early learning goals, which are the established expectations for most children to reach by the end of the EYFS.

The children in Nursery and Reception Class also have a daily input of Letters and Sounds .

Organisation

The EYFS is based in a demountable building which is attached to the main school. An outside learning environment is also available which consists of two areas joined by a gate that can be opened/closed as necessary by the staff.

Nursery and Reception children have access to the building via the main school playground. Nursery children are led to the playground gate by staff at the end of the morning session.

PIPS children are collected by PIPS staff from the playground gate at the start of the session and collected from the EYFS unit by parents /carers at the end of the session.

Roles and Responsibilities

An EYFS co-ordinator takes responsibility for supporting the EYFS staff in their roles within the setting. The co-ordinator oversees planning and monitors record keeping and assessments. Regular meetings take place where possible between EYFS staff to discuss planning, tracking, routines of the unit...

The EYFS co-ordinator currently works as a job share within Reception Class with another teacher working with the Nursery children. However at times of free flow all staff work and play alongside both Nursery and Reception children. PIPS is led by two Level 3 staff with the assistance of a Level 2 member of staff.

Staffing is of an appropriate pupil to adult ratio. All EYFS staff are appropriately qualified.

Children are all assigned a key person. In PIPS and Nursery the teacher and level 3 staff take on the role of key person, having designated children. In Reception class the two teachers (job share) share the role of key person equally.

Continuing Professional Development

In order to keep up to date, broaden our understanding and learn new skills, all practitioners at Prees receive regular training. The identification of training needs of all adults is part of an on-going process.

Performance management systems are in place for all teaching staff.

Following CPD staff report back and any suitable adjustments are made to the running of the setting.

Health and Safety

Due regard is paid to health and safety issues in the planning of all activities/experiences and in the organisation of the learning environment.

Monitoring and Review

It is the responsibility of the EYFS staff to understand and adhere to the principles stated in this policy. The Headteacher will monitor implementation of this policy as part of the whole school monitoring schedule.

Governors will meet with the EYFS staff to discuss practice in the EYFS and feed back to the Governing Body.

Priorities

We constantly review our practice .

Priorities for EYFS at are :

- ensuring each child achieves their potential, making regular and appropriate progress throughout the curriculum,
- continuing to develop high quality observations reflecting children's engagement levels and interests,
- continuing to develop observational based planning which focuses on planning for the individual child,
- continuing to develop high quality indoor and outdoor learning environment
- continuing to develop operating as a EYFS unit .

Specific Focused Provision in PIPS

PIPS sessions are led by two suitably qualified Playgroup leaders, 5 afternoons a week and offers provision for 2, 3, and 4 year olds. During these afternoon sessions, focus will be on Prime Areas of learning where children are supported in Personal, Social and Emotional Development, Communication and Language Skills and Physical development. Therefore, these sessions emphasise learning through play where early number and phonic skills are incorporated.

Specific Focused Provision in F1 (Nursery)

Nursery sessions are led by a Qualified teacher, assisted by suitably qualified support staff, 5 mornings a week. Places are for 3 and 4 year olds. During morning sessions, there will be a balance of structured, adult led activities and opportunities for learning through play. Opportunities for involvement in PE, Letters and Sounds, Music and wider school based activities are provided. Also, regular opportunities to interact with reception children (F2) and staff are offered during our "Open door" sessions. These provide an excellent preparation for the transition into School.

Due to the organisation of these sessions, strongly recommend that from the term after their third birthday, children take their funded places across the 5 morning sessions. A limited number of flexible places are available to parents and carers requiring full day provision. Additional costs are incurred once the funded 15 hours allowance has been used.

Additional Provision at Prees School.

Children who are three also have access to Wrap Around child care provision, 8am to 6pm daily. This comprises Breakfast Club, before Nursery and Wrap Around activities and child care, after playgroup.

Appendix A : Admission to F1 and PIPS

It is our intention to make Prees Playgroup and nursery accessible to children and families from all sections of the local community.

We aim to ensure that all sections of our community have access to our play group through an open and fair procedure.

Our premises allow for 26 nursery places per session and up to 20 Playgroup places per session.

PIPS are registered to admit children from 2 years old.

We provide a balance of both funded and paid sessions for eligible children aged 2, 3, and 4 years old.

Procedure for admitting children into Playgroup

When allocating places, the following factors are taken into account:

Date of birth

Siblings within school

Adherence to a balance of funded and paid places

Staffing ratios

Procedure for admitting children into F1 (nursery)

When allocating places, the following factors are taken into account:

Date of birth

Siblings within school

Adherence to a balance of funded and paid places

Use of funded hours in morning sessions