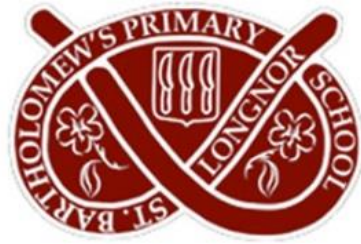


EYFS Policy

St Bartholomew's CE Primary School



Version: V1.0

Prepared by: AR

Valid from date: Autumn Term 2024

Valid to date: Autumn Term 2026

Approved by: FGB

Policy Updates	
Version Number	Changes
1.0	New Policy

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St Bartholomew's Vision

To be a loving and nurturing Christian school community, providing the rich soil that enables our children to develop deep roots, grow and flourish, to be the best they can be.



Our Motto

Nurture, Grow, Flourish

Keep your roots deep in Jesus and have your lives built on Him.
Be strong in the faith, just as you were taught.
Always be thankful. Col 2:7

Our Values

- Courage ● Creativity
- Joy ● Kindness ● Respect

Aims

- To give each child a happy, positive and fun start to school in which they can establish solid foundations and foster a love of learning;
- To offer each child a wide range of new and exciting experiences and give them the opportunity to consolidate, explore and test them out along with their own, individual experiences;
- To enable each child, through encouragement and high expectations, to develop, to the full, socially, physically, intellectually and emotionally.
- To encourage children to develop independence within a friendly and secure atmosphere;
- To support children in building relationships through the development of social skills such as cooperation and sharing;
- To help each child to recognise their own strengths and achievements through experiencing success and developing the confidence to work towards personal goals.

Curriculum

The Nursery and Reception follow the curriculum as outlined in the Early Years Foundation Stage (EYFS) document, which is available to download at [Early years foundation stage \(EYFS\) statutory framework - GOV.UK \(www.gov.uk\)](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/292222/early-years-foundation-stage-eyfs-statutory-framework-2014.pdf)

The EYFS framework includes seven areas of learning and development, all of which are seen as important and interconnected but three areas are seen as particularly important for igniting children's curiosity and enthusiasm for learning, for building their capacity to learn and form relationships and thrive (DfE 2014: 1.3), they support children's learning in all other areas, they are known as the prime areas.

The prime areas are;

- **communication and language** – listening and attention, understanding and speaking
- **physical development** – gross motor skills and fine motor skills.
- **personal, social and emotional development** – self regulation, managing self and behaviour and building relationships.

The specific areas of learning develop essential skills and knowledge for children to participate successfully in society. The specific areas are;

- **literacy** – comprehension, word reading and writing.
- **mathematics** – number and numerical patterns.
- **understanding the world** – past and present, people, culture and communities and the natural world.
- **expressive arts and design** – creating with materials and being imaginative and expressive.

Characteristics of Effective Learning

The EYFS also includes the characteristics of effective teaching and learning. Activities within the Foundation Unit are planned with these in mind.

They highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them.

The three characteristics are;

- **Playing and Exploring** – children investigate and experience things, and 'have a go'
- **Active Learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **Creating and Thinking Critically** – children have and develop their own ideas, make links between ideas and develop strategies for doing things.

Teaching strategies

At St Bartholomew's Primary, we ensure there is a balance of adult led and child-initiated activities across the day. Although much of the time is spent with children self-selecting tasks, the interaction between the adult and child is essential as the adult's response to children builds understanding and therefore guides new learning. The adult's role is to decide when to model, demonstrate, question what the child is doing and observe the independent learning that is taking place. In some cases, the adult will ask a child to complete a task or game with them; at other times they will participate in a child's game, extending it where possible.

By the Summer term in Reception the children will experience many more adult directed tasks as they prepare for their transition to year 1.

Play

Learning through play is an important part of our Early Years classroom. We believe children learn best from activities and experiences that interest and inspire them. Using children's interests as a starting point, we provide children with stimulating, active play experiences in which they can explore and develop their learning to help them make sense of the world. They have opportunities through their play to think creatively and critically alongside other children as well as on their own. They are able to practise skills, build upon and revisit prior learning and experience at their own level and pace. Play gives our children the opportunity to pursue their own interests and inspire those around them. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. We believe it is important that adults take an active role in child-initiated play through observing, modelling, facilitating and extending their play. Getting the balance right between child-initiated play, which is controlled, and adult led activities is very important to us.

Teaching

We include direct, carefully planned, adult led experiences for children in the form of structured adult led teaching and adult led group activities. These are particularly important in helping children to learn specific skills and knowledge and it is often through children's play that we see how much of this learning children have understood and taken on.

Each day we follow a timetable with set routines in place. We set aside times each day when the children come together to be taught in the more traditional sense, gathered together on the carpet as a class. In these slots we focus on our wider curriculum work, maths, literacy, phonics, and stories. These sessions help to develop vital habits of learning, for example learning as a group, listening to the teacher, taking turns to answer, sitting still.

Reading and story play an important part of the day. We want to make sure our children have a love of books and will leave the EYFS with a bank of stories they know well, both traditional and modern classics. We make sure there is always time for whole class story at the end of the morning session and afternoon session but also that there are many opportunities to enjoy books at other times. Every child will share their book with an adult three times a week.

Planning

We believe many children need to be given a starting point to learn new things and find topics are a great way to fire the imagination. We have a two year topic cycle; topics are usually based on the following areas of learning, 'Understanding the World', 'Literacy' and 'Communication and Language'; and range from a topic on Space to Castles and Knights or Lifecycles. The topics are flexible to ensure we also follow the children's interests, school themes and local or national events e.g. the Olympics. Every half term (and occasionally termly) staff plan the next topic, and book visits and visitors that will enhance the learning. Staff plan in more detail on a weekly basis using daily notes, observations and interactions with children to inform where the learning journey should move to. Topic plans are available for parents on our class page on the school website. Although class teachers are responsible for writing plans, the EYFS plan as a team, with Teachers and Teaching Assistant's all attending planning meetings and giving an input whenever possible.

Visits and visitors

The part that visits and visitors play in the curriculum at St Bartholomews Primary is given great emphasis, even in the Early Years. We aim to link these to each topic; We actively seek parental support on trips, aiming for a ratio of one adult for five children and mix the group with both Nursery and Reception children.

Visitors also really enhance a topic and we like to have 'experts' coming in to talk to the children, a Firefighter for example. We often ask parents and carers if they are able (and brave enough!) to share knowledge or a skill.

Classroom organisation

Our Early Years classroom has defined areas with clearly labelled resources to ensure children can access them easily. The classroom is set up in a way to provide children with experiences and activities in all of the seven areas of learning. There is a writing area, maths area, creative area, book area, role play area, construction/small world area, exploratory area, sand and water area, outdoor area and carpeted teaching area. Although mark making opportunities and maths opportunities are within all areas of learning. A variety of activities are planned for and set up in the different areas each day. The adults move to whichever area their focus for the session/day is.

The outdoor area is an important part of the classroom with many children choosing to learn outside. We try to ensure that the range of activities outside reflects the different curriculum areas, for example setting up maths boxes with resources that children can access independently. We have rucksacks with books for reading and large construction. In Nursery, physical activity often dominates, with climbing, running, cycling and other active games being key. P.E. is taught through an additional session.

Each child has their own labelled peg. We encourage children to take responsibility for keeping their coats on their peg and putting their book bag and work safely in the box!

Assessments and Learning Journeys

Assessment is an essential part of the learning and development of children in the EYFS. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. Staff also consider observations shared by parents and carers.

To ensure we have evidence of a child's progress in the EYFS we use a range of strategies all of which come together in their learning journeys. Learning journeys are collections of children's work, photos and observations which create a detailed picture of the child.

Where appropriate, we include individual next steps for children's learning. These are displayed on the boards within the classroom for practitioners to refer to. Next steps are discussed by the EYFS team in informal meetings and in the weekly planning meetings, these next steps inform planning for the next day and week ahead.

Parents and carers have access to the learning journeys via an online system (Tapestry) and photos which are displayed in the classroom and throughout the school. Contributions can be made by parents and carers by providing photos and post it notes where significant events that happen at home can be recorded or they can be completed with the support of a member of staff.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

Throughout the Early Years the Class Teacher will produce end of term assessment data showing each child's development across the seven areas of learning. Children's progress is discussed

during various points throughout the year such as parents/carers meetings and upon parents/carers request.

At the end of Reception, the class teacher assesses each child against the 17 Early Learning Goals (ELG) and comments on whether their development within each ELG is either 'emerging' or 'expected' This information is also communicated to parents and carers in the end of year report. EYFS profile data is submitted to the local authority upon request.

Partnership with families

We believe that parents and carers are a child's first educator and therefore work very closely to ensure they are involved in what we do with their child at school.

We recognise that children learn and develop well when there's a strong partnership between staff and parents and/or carers.

Parents and carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a named key person who helps to ensure that their learning and care is tailored to meet their needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents. All adults within the Early Years setting actively seek to form positive respectful relationships with the children in their care. The formation of healthy relationships between adults and children is essential in enabling children's well-being now and their future successes.

Safeguarding

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. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

We make sure that the appropriate statutory staff to child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

- For children aged 2, we have at least 1 member of staff for every 5 children
- For children aged 3 and over we have at least 1 member of staff for every 8 children

For reception aged pupils we comply with the infant class size legislation and have at least 1 teacher per 30 pupils.

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

Links with other policies

This policy should be read in conjunction with other school policies, in particular Safeguarding and related policies.