



EARLY YEARS FOUNDATION STAGE POLICY

INTRODUCTION

This document outlines the aims and principles of early years learning and teaching in St Alfege with St Peter's Church of England Primary School. We are committed to providing the children with a broad and rich Early Years Foundation Stage (EYFS) curriculum. We believe that the experiences children have during their early childhood are important in laying secure foundations for future learning and development. At St Alfege's School the EYFS applies to children attending FS1 from the age of three years to the end of Reception when they are five years of age.

AIMS

We will provide:

- quality and consistency, so that every child makes good progress
- a secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly
- partnership working between practitioners and with parents and/or carers
- equality of opportunity, ensuring that every child is included and supported

LEARNING AND DEVELOPMENT

The characteristics of effective teaching and learning 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

These underpin all aspects of teaching and learning in the seven areas of the EYFS curriculum.

The three prime areas are:

- Personal, Social and Emotional Development (PSED)
- Communication and Language (CL)
- Physical Development (PD)

The four specific areas are:

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

Each area of learning is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity.

Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. The learning environment, both indoors and outdoors, is set up to enable purposeful play in all areas of learning.



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Focused group and whole-class teaching sessions take place for those children who are developmentally ready.

ADULTS IN EYFS

Each class has a fully qualified teacher and an Early Years Practitioner (EYP). An additional teaching assistant may also be present. Volunteers and students also work within EYFS throughout the year.

All adults working within EYFS have a responsibility to:

- Interact positively with the children
- Develop good relationships with the children, valuing each child as an individual
- Encourage independence
- Support and extend children's learning through play
- Extend and develop children's language and communication in their play
- Promote sharing, co-operation and turn taking
- Identify any concerns regarding children's safety and well-being
- Have knowledge of children's individual needs

KEY PERSON

Each child in FS is allocated a key person within the staff team. Parents will be informed who their key person is at the start of the year (or when the child joins the school). The key person will ensure that each child's learning and care is tailored to meet their individual needs. The key person will seek to engage and support parents/carers in guiding their child's development at home.

PLANNING

The EYFS curriculum is planned and delivered through the use of topics. These topics are chosen by the class teacher and represent the children's own interests and experiences. The planning allows for flexibility in response to individual children's needs and interests, informed by on-going observational assessment. The topics chosen are used as a tool for developing children's skills across the seven areas of learning, giving their learning a meaningful context. Short term plans are produced on a weekly basis.

ASSESSMENT, RECORDING AND MONITORING

Children are assessed against the expectations outlined in 'Development Matters'.

Formative assessment is undertaken on a daily basis by all adults working within the setting. This mainly takes the form of anecdotal observations, resulting from an adult's interaction with a child/group of children. Other forms of formative assessment include photographic/video evidence, work samples, baseline assessment and phonics assessments. Each child has a *Tapestry* secure online learning journal where photographs, videos, observations are stored. Paper evidence and work samples are also stored in the children's folders that are kept in the classroom.

Summative assessment is completed at the end of each half-term and makes statements about each child's achievements against the seven areas of learning. This assessment is recorded by the class teacher on PiXL. This assessment is moderated internally and externally. Baseline assessment is completed for each child during the first half-term that they join FS1 or FS2. In the final term of FS2, each child's level of development is assessed against the early learning goals.



SETTLING IN PROCEDURES

All children starting in Foundation Stage for the first time receive a home-visit from the class teacher and an EYP where possible. This helps to begin forming the relationships between parents, staff and children; and starts the process of sharing information.

When children start in FS for the first time, intake is staggered by admitting a few children each day, gradually building up their time at school. This has shown to be a successful way of making sure all children have a settled start.

If children are joining FS2 from outside nurseries the class teacher will also contact each nursery, speak to the child's key worker and visit the child in their existing setting where possible. Information about children moving internally from FS1 to FS2, will be passed on during a meeting between the FS1 and FS2 teachers. The term before their child starts in FS2, all parents/carers are invited to a meeting. Parents/carers are informed about the curriculum, daily routines, uniform, school dinners and other key information. Children will also have the opportunity to visit their new class during this term.

TRANSITION TO YEAR ONE

Children in FS2 will spend time during the summer term getting used to Key Stage 1 routines. They will also have the opportunity to visit Year One during this term. The FS2 teacher will meet with the Year One teacher to discuss each child, passing on relevant information and assessment data. During the children's first term in Year One the children continue to enjoy opportunities to learn through play before gradually moving to a more formal curriculum as the year progresses.

HOME-SCHOOL LINK

We believe that an effective working relationship with parents/carers has a positive impact on children's development and learning.

We value parents/carers by:

- Showing respect and understanding for the role of parents/carers as children's first and most enduring educator
- Carrying out home visits before their child starts in FS1 or FS2
- Inviting parents to initial meetings to share information about their children and the school
- Encouraging home school links through the use of Tapestry online learning journal, where by parents can contribute to their child's assessment
- Encouraging parents/carers to share information about their child's development (verbally and via Tapestry) and to discuss any concerns they may have
- Providing a welcoming environment by being approachable and friendly
- Being available at the beginning and end of the day to talk to parents/carers on an informal basis
- Informing parents regularly about what their child is learning in school and how they can support this learning at home
- Sharing information about the curriculum through meetings and workshops
- Meeting individually with parents to discuss their child's achievements and progress
- Giving invitations to sharing assemblies and other whole school events
- Writing a mid-year and end of year report to inform parents/carers about their child's achievements, progress and targets



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ALLOCATION OF PLACES

(PLEASE SEE THE ADMISSIONS POLICY)

Additional Guidelines for Nursery Parents

Session Times

- 15- hour morning session: 8:55am – 11:55am
- 15-hour afternoon session: 12:30pm – 3:30pm
- 30 hour: 8:55am – 3:30pm

30 hours free entitlement is available for parents who qualify (www.childcarechoices.gov.uk). Once you have received an eligibility code, you must bring the code and your National Insurance number to the school, so that the code can be verified. Your child can take up the extended entitlement the term after the code has been received. You need to reconfirm your eligibility every 3 months and provide the school with the code. You must also inform the school if your status changes.

If there are places available, there is an option to top up a 15 hour session on a weekly basis at a cost of £17.50 a day. This must be paid for in advance.

All 30 hour sessions, free and paid for, will include a lunch break from 11:55 to 12:30pm.

There are 3 options for the lunch break:

- School lunch + 35 minutes extra provision (£5.00 per day)
- Packed lunch + 35 minutes extra provision (£2.50)
- Child collected at 11:55am and returned to school at 12:30pm (no cost)

You must choose which option you want for your child at the beginning of each half term, and this must stay the same for the half term. The lunch break must be paid for in advance.

Punctuality and Attendance

Each child's punctuality and attendance will be reviewed regularly. If it becomes a concern, parents will be notified. Please note that poor attendance and punctuality could result in a child's place being withdrawn and allocated to a child on the waiting list.

Uniform

Uniform is not compulsory. However, if you would like your child to wear school uniform it can be purchased from the School's Official Supplier:

Whitehall Clothiers
244a High Street
Lewisham
SE13 6JU
Tel: 020 88528967

Please ensure that your child has footwear and clothing appropriate to the weather so your child is able to access the outside provision throughout the year.

Children must also have a spare set of clothes in school.



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Intimate Care

We expect children who attend the nursery to be toilet trained. However, if your child is still in nappies, you will need to arrange to speak to a member of the school leadership team so we can endeavour to accommodate your child's needs.

Reviewed: July 2019
Next Review Date: July 2020
Custodian: Governing Body/Learning and Achievement Committee

Signed by the Chair of Governors: