




St. Matthew's
Church of England Primary School

Adopted: September 2021
Review date: September 2022

EARLY YEARS FOUNDATION STAGE POLICY

Vision, Mission & Values

 St. Matthew's CE Primary School	
Vision	Core Values The way we do things around here
Outstanding in everything we do	We aim high - We are aspirational for our children, our school and ourselves
Mission The St. Matthew's Way	We encourage - We build people up, we recognise the value of the whole school family
High educational expectations within a caring Christian Community so our children have successful futures.	We have faith - We have the courage to take risks and try new things knowing that this is a safe place and we have faith that God has great plans for our school and the individuals in it We do all this in a culture of respect

The Early Years Foundation Stage (EYFS) sets standards for the learning, development and care of children from birth to 5 years old.

Aim

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life.
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind.
- Close partnership working between practitioners and with parents.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

Overview of Curriculum

The EYFS is based upon four principles:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;
- Children learn to be strong and independent through positive relationships;
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents;
- Children develop and learn in different ways and at different rates.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

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

The EYFS classes have their own outdoor areas used all year round in all weathers. Being outdoors encourages learning in different ways. It offers the children more opportunities to be creative and explore on a larger scale as well as to be physically active linking the indoors and outdoors together. Children will have opportunity to experience all seven areas of learning whether they decide to learn indoors or outdoors.

Teaching and Organisation

Each area of learning and development is implemented through planned, purposeful learning activities, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for Year 1.

Assessment, Recording and Reporting

On entry all teachers will conduct a baseline assessment for all the children in Nursery and Reception to know the starting points of all children and plan for next steps. Reception teacher's will carry out the DfE Baseline assessment for all Reception children within the first six weeks of starting. At St Matthew's, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents. Staff and Parents use 'Tapestry Online Journal' to record observations both in and out of school and to celebrate successes in a child's learning journey.

Teacher's will use the MAT Early Years document to assess whether the children are/are not on track. At the end of both Nursery and Reception staff write a written report about each child. In Nursery, staff assess them against the 17 areas of learning, indicating whether they are and provide parents with next steps. At the end of Reception, staff assess the child against the 17 early learning goals, indicating whether they have achieved the goal or not.

Equal Opportunities & Inclusion

At St. Matthew's we believe that all children matter and have equal rights - irrespective of the child's special educational need(s), disability, gender, creed or ethnicity. Consequently, we aim to be a fully inclusive school - as described in the school's Equality Policy. We give our children every opportunity to participate in a wide range of experiences in order to help them to achieve their best. We do this by taking account of each child's learning style, communication needs, disability and range of life experiences when we are planning for their learning. This is outlined in the Accessibility Plan, which is a document outlining how the school intends to meet the needs for all children to access learning and is revised annually.

Role of Phase Leader

The EYFS phase leader is responsible in ensuring consistent high quality teaching and learning for all pupils. They regularly monitor and evaluate planning and implementation of this within the learning environment. They provide support for colleagues in the delivery of lessons and provide CPD opportunities.

Monitoring

EYFS is monitored regularly by the Senior Leadership Team and middle leaders. This is carried out through lessons observations, planning and book scrutinises.

Role of the Multi-Academy Trust & Governors

The MAT & Governors are responsible for monitoring standards and progress across the school in all subjects. The Venerable Moira Astin is the governor with responsibility for Early Years Foundation Stage .