



LEARNING AND GROWING; SAFE IN GOD'S LOVE

Birchington Church of England Primary School

Early Years Foundation Stage Policy

At Birchington CE Primary School we want to ensure that every child in our care is given the opportunity to develop personally, socially, academically and spiritually to the best of their ability. This can be achieved by providing a caring, supportive and purposeful environment where our Christian vision and School Values are evident and different learning styles are recognised and promoted. We strive to ensure each unique child feels valued and safe to enable them to flourish and grow.

Aims:

- To teach children within a Christian ethos
- To welcome all children into a safe, secure and stimulating environment, where they feel valued and develop in confidence and independence and that supports the transition from home and preschool to school
- To develop in children the key **C**haracteristics of **E**ffective **L**earning relating to playing and engaging, active learning and creating and thinking critically
- To provide quality EYFS provision for all children, enabling them to achieve their full potential, across all areas of the EYFS curriculum, in line with the statutory framework of the EYFS
- To provide opportunities for broader development and real-life experiences, promoting resilience, confidence and independence in all children
- To establish good relationships with parents and carers, including keeping them up to date with topics being learnt, informing them of their children's progress through Tapestry, providing parental Tapestry access and using the children's home and school observations to plan for further development

Standards To Be Achieved:

- To provide rich and diverse opportunities for children to reach their maximum potential in each of the three **prime** and 4 *specific* areas of learning:
 - ❖ **Personal, social and emotional Development**
 - ❖ **Communication and language**
 - ❖ **Physical development**
 - ❖ *Literacy*
 - ❖ *Maths*
 - ❖ *Understanding the World*
 - ❖ *Expressive Arts and Design*

Styles of Teaching and Learning:

- We recognise that children have unique starting points and learn in different ways, at different rates, and that all of the above areas are equally important and interconnected

- We provide active learning opportunities that engage visual, auditory and kinaesthetic learners through well-resourced adult-directed, adult-initiated and child- initiated activities in our peaceful learning environment
- We give children opportunities to work in class groups, small groups and as individuals, with their peers and adults across the year group
- We ensure that all staff within the EYFS have an in-depth knowledge and understanding of the EYFS Curriculum and its delivery. The 4 principles that underpin the EYFS are those of A Unique Child, Positive Relationships, Enabling Environments and Learning and Development
- We ensure good management skills are used by all adults, leading to high standards of behaviour, both in the classrooms and around the school

Early Years Environment:

Learning areas are organised into well-resourced and identifiable zones, with resources easily accessible by all children. These include:

- Role Play area
- Understanding the World area
- Forest area
- Maths area
- Outside classroom
- Playground
- Book Corner
- IT area
- Creative art/design area
- Construction area
- Spiritual area

The shared, outdoor classrooms and forest areas are also used to support children's learning and development. In addition, the outdoor area offers opportunities for children to be more physically active, louder and work on a larger scale. Sand, water and gardening areas also available outside.

The indoor and outdoor learning environments, routines and activities are structured effectively to ensure pupils are supported and extended in their development, their learning and their achievement in the seven areas of learning.

Curriculum and Organisation:

The EYFS Statutory Framework, the non-statutory Development Matters and Birth to 5 provides the framework to be used in the Reception year at our school.

At Birchington CE Primary School, child-initiated and teacher-initiated play opportunities take place every day allowing children to practice and consolidate their developing skills, knowledge and understanding. Progress towards achieving the Early Learning Goals is planned through our aspirational curriculum which includes themes and activities that develop competencies across all areas of learning. We ensure activities are relevant to the children's own experiences, needs, interests and capabilities, as perceived by EYFS staff. Staff observations of children form the basis of this planning. Children are grouped appropriately to support their progress and these groups remain flexible throughout the year, based on staff observations, as children develop.

Assessment:

Initial assessments, when children begin school, are based on the Kent Preschool Records of Transfer, the National Reception Baseline Assessment, communication with parents and carers and classroom observations. Children are assessed throughout the year as they progress towards achieving the Early Learning Goals. Evidence of pupil achievement is recorded on Tapestry to support staff judgements in line with County requirements.

At the end of Year R, a judgement on attainment is recorded as to whether children have achieved the expected level of development or are emerging (working towards) it. This is the EYFS Profile. Judgements and an end of year observation of each child's characteristics of learning are given to parents and the Year One staff. The purpose of assessment in the EYFS at Birchington is to celebrate achievement and identify next steps for future learning.

Settling in New Children:

- Children are invited to come for a taster session during Term 6 before they start school
- Children begin school in the September following their fourth birthday
- In September parents/carers can choose whether their child attends full time or afternoons only for the first four weeks
- It is then expected that all children then attend full time after this. This is flexible and can be built up more slowly where appropriate, following discussions with parents/carers
- During the first few weeks of school parents/carers can bring their child onto the EYFS playground outside their classroom to settle them.

Partnerships with Parents/Carers:

At our school we recognise the importance of a happy and successful Reception year. It is important for us to establish positive relationships with children and parents/carers, develop enthusiasm for learning and promote achievement.

We aim to develop relationships of respect, trust and understanding so that school is a place where children and parents/carers feel valued and supported.

Parents are encouraged to attend or watch a recording of, a meeting during the summer term before their child starts school. This is an opportunity to find out about the curriculum their child will be following, plus an opportunity to ask any questions they may have. Parents' views and knowledge of their children are greatly valued and are shared with staff at school during the summer term prior to their children starting school in September. Parents and carers contributions continue to be valued throughout the EYFS, with opportunities made to share them with staff. Parents/carers' are invited to discuss any concerns with the class teacher as soon after they arise, via email, telephone or face to face. We also share the children's online journals with parents by providing them with a login. Parents can comment on our observations and create their own. All effective relationships within our school need to be based upon trust, friendship, respect, support, fairness and high expectations of all.

Differentiation and SEND:

The learning of 4- and 5-year-olds at our school is dependent upon a child's previous knowledge, understanding, attitudes and skills. We recognise and value that each child has a unique starting point. This in turn is dependent on a child's own physical, intellectual, emotional and social development. Planning, assessments and target setting by EYFS staff, in consultation with parents, carers and other professionals, aims to ensure activities, resources and support are appropriately matched to children's needs and abilities in order to provide them with a hopeful future.

If it is felt that a child needs extra support, evidence is kept and discussions take place between the class teacher and the Inclusion Leader. Parents/carers are invited to discuss their child's needs with the class teacher and/or the Inclusion Leader via email, telephone or a face to face meeting and a suitable support programme is developed.

Safeguarding and Welfare Procedures

We recognise that 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:child ratios are maintained in our setting to meet the needs of all children and ensure their safety.

Equal Opportunities/Health and Safety:

We plan our learning experiences to involve and challenge all pupils with appropriate regard to race, faith, ethnicity, gender and ability. The welfare of the child at our school is paramount. The environment, equipment and resources used are checked regularly. Issues are reported to and dealt with by the site manager as appropriate. Please refer to the schools Safeguarding, Equal Opportunities, Health & Safety policies and EYFS Risk Assessment.

***Lower School Leader– October 2024
To be reviewed –September 2025***