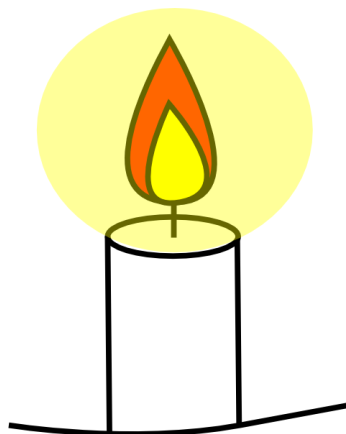


Broadbottom CE (VC) Primary School



“Let your light shine.” Matthew 5:16

Early Years Foundation Stage Policy

(Annual)

Statutory

April 2022 (Draft)

Signed:.....

Dated:.....

MISSION STATEMENT

At Broadbottom CE (VC) Primary we are extremely proud of our Christian Community School. We welcome everyone, embrace individuality and nurture and empower our pupils. We do this through an engaging curriculum that promotes faith, understanding and skills and is underpinned by Christian and British Values.

We...

- ✓ Love God, the world, each other and ourselves.
- ✓ Cherish our pupils and act as their champions.
- ✓ Provide safe yet challenging opportunities to learn, blossom and grow.
- ✓ Surround ourselves with fun, laughter, positivity and happiness, creating a place where memories are made.
- ✓ Trust each other to act with integrity and to forgive when we make mistakes.
- ✓ Love Learning and Love Life.
- ✓ Are creative in our thinking, outlook and approach
- ✓ Communicate effectively
- ✓ Have time and patience to develop minds
- ✓ Discover individual sparks to let everyone's light shine.
- ✓ Nurture a love of learning and a belief in oneself.

School Vision

Broadbottom CE (VC) Primary School promises to provide a happy, safe, Christian environment for all pupils to flourish and develop talents, interests, excellent learning attitudes and behaviours.

Our intention is for the learning journey to maximise full academic, social, emotional and physical potentials. We aim to develop life skills, tolerance and resilience, in a school environment that cherishes individuality and positively encourages pupils to shine.

“Let your light shine,” Matthew 5:16

With Christianity at the heart of our intentions, we aim to:

- Strengthen the spirituality of staff and pupils, whilst creating a culture of high expectations, that is mindful of health and wellbeing
- Provide high quality teaching and learning, that develops individual potential and enriches pupil’s lives
- Engage in partnerships that support and serve the school community
- Continue to review and challenge the curriculum for our pupils, to ensure it is relevant for their future workforce needs
- Continually improve performance through evaluation of practice
- Equip children and families with the knowledge, skills, independence and resilience to face future challenges
- Instil traditional values of hard work, courtesy, respect and good behaviour
- Nurture an understanding of how special and unique we are in the eyes of God
- Broaden our knowledge and understanding of world issues and develop courageous advocates who will help others shine
- Link our heritage with overseas charities to support others, as our local community has been supported in the past

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“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 it’s 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

Early Years education is the foundation upon which young children build the rest of their schooling. It is a holistic education that encompasses all learning and development.

This policy outlines the purpose, nature and management of the

Early Years Foundation Stage (EYFS) at Broadbottom Church of England Primary School.

Our Aims:

- To provide a secure, safe, caring and stimulating environment.
- To ensure that all children are valued.
- To build on what the child already knows and develop a positive attitude and enjoyment for learning.
- To provide a range of opportunities to learn through direct experience, enquiry, drama and active exploration, in the classroom and outdoors, using a wide variety of equipment and materials.
- To encourage independence and confidence.
- To value the role parents and carers can play to work together in partnership.

How do we do this?

We want children to be engaged in the learning process and for their learning to be relevant and purposeful. Therefore, we believe that children learn best by doing. We believe that play, both indoors and outdoors, is an ideal vehicle for young children’s learning. Play helps children to explore, investigate and make sense of the world around them. Play allows children to be challenged in their thinking and helps them to practise and rehearse skills and to be motivated in their learning. Children are inquisitive and curious and we wish to build upon this in a positive and enjoyable manner.

Planning

The Early Years Foundation Stage is based around four key themes and seven areas of learning. The seven areas of learning and development are interconnected and consist of three prime areas (Physical Development, Communication and Language and Personal, Social and Emotional Development). The prime areas are strengthened and applied through four specific areas (Literacy, Numeracy, Understanding the World and Expressive Arts and Design). The planning objectives within the Foundation Stage are from the revised Early Years Framework and the Development Matters document. Planning is based upon half-termly themes with discrete phonics, maths and reading directed teaching. Teachers are also encouraged to use the children’s own interests as teaching opportunities, linking them with outcomes linked to the Early Learning Goals where possible.

Maths lessons are taken from the Power Maths scheme with White Rose Maths, NCTEM and the new Mastering Number programme used to enhance the teaching. Reading is taught using the CLPE scheme where appropriate. Daily phonics sessions are taught using the Read Write Inc scheme. See Phonics Policy for further details.

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The Themes:

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

Each theme is linked to an important Principle:

A Unique Child

'Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.'

We value the diversity of individuals within the school, all children are treated equally, regardless of race, religion or ability and families are valued within our school. Every pupil brings different experiences, interests and strengths which influence the way they learn, and we encourage all children to succeed, to be individual and to

'Let your Light Shine.' Matthew: 5-16

Pupils who are identified as having Special Educational Needs and/or Disabilities (SEND) will follow a similar programme of study as their peers. Adaptions will be made to support and to meet individual children's needs to access the EYFS curriculum.

Positive Relationships

Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.

Enabling Environments

The environment plays a key role in supporting and extending children's development and learning.

Learning and Development

Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.

The Three Prime Areas:

Physical Development

Children are given opportunities to move to music, use equipment, develop and practice their fine and gross motor skills. They develop an increasing understanding of how their body works and what is needed to be healthy. This is done both indoors and outdoors and by working with a wide range of resources.

Communication and Language

This covers all aspects of language development and provides the foundation for literacy skills. Children's developing competence in speaking and listening is focused on. We aim to extend and enrich the children's vocabulary through story time, rhymes, role-play and group discussions. Children are encouraged to share their own experiences through speaking and acting out events in imaginative play and talking about their own ideas. They are encouraged to take part in class activities such as working with puppets, participating in music sessions and saying rhymes and singing songs together.

Personal, Social and Emotional Development

Children are encouraged to learn to work, share, take turns and co-operate with others. They are encouraged to be independent and make choices for themselves. They are also

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encouraged to be sensitive to the needs of others and to respect other cultures and beliefs. Children are enabled to become confident and develop a positive self-image.

The Four Specific Areas:

Literacy

We have a variety of resources for the children to use to help them develop early literacy skills. Children are encouraged to use the mark-making areas indoors and outdoors independently but they also take part in teacher-led activities. These activities include whole class shared reading, phonics sessions and small group guided writing sessions. Reading skills are developed through individual reading sessions. The pre-writing work encourages correct pencil control, left/right orientation and cursive letter formation. Children have the opportunity to develop their writing skills in accordance with their age, ability and competence.

Mathematics

We aim for children to achieve mathematical understanding and a firm foundation for numeracy through practical activities and using and understanding language in the development of simple mathematical ideas. Pre-number work is covered through nursery rhymes and number activities. Children are given the opportunity to learn about number, shape, space, position, pattern and measurement. Towards the end of the Foundation stage children start learning to tell the time and are given opportunities to learn about money and simple calculations.

Understanding The World

Children will learn about living things, their environment, the world around them and the people who are important in their lives. Children are also given opportunities to develop computing skills and to work with and use modern technology.

Expressive Arts and Design

We provide opportunities for all children to explore and share their thoughts, ideas and feelings through a variety of art, design, technology, music, drama, movement, dance and imaginative play activities. Children are given opportunities to make paintings, drawings, collages, models and use basic musical instruments. Children also learn new songs and rhymes and enjoy singing them with each other.

Assessment

- Children entering school are observed during their first weeks, to provide baseline information.
- Within the first 6 weeks of their first term. All children complete a formal baseline assessment as set out by the government. This enables school to identify the starting point of your child when they join us.
- Monitoring of each child will take place through daily observations, discussions, photographs and record keeping and planned assessment. Self – initiated activities are collected and collated in each child's Learning Journey, which parents are welcome to contribute to/look at.
- Children's progress in the seven areas of learning is tracked throughout the year.
- Stage Profile is sent to parents.
- The profile data is discussed with the Year 1 teacher so that she/he can continue to help the children to achieve.

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Assessment through Observation

Children give indications of their learning all of the time through what they say, what they do, how they approach activities etc, and it is primarily by observing children that judgements are made to inform records and planning. These observations are recorded in a variety of ways e.g. photographs, post it's, annotations on work and sharing books.

Transition

Changing from a pre-school/ nursery setting can be daunting for both parents and children. We aim to make this transition as easy and comfortable as possible for all involved. The foundation team work closely with professionals from other settings to ensure the children have visits so they become comfortable with their new environment. We have regular dialogue with parents and professionals to ensure we gain a full overview of the child and their needs. We aim for each child to visit our setting in the summer term, prior to this visit we aim to visit children at their pre-school/nursery setting.

Partnership with Parents/Carers

We greatly value the contribution and knowledge which parents and carers bring. In order to draw on this as effectively as possible we try to include parents as much as possible. Formal meetings which are offered to parents include –

- A summer visit for the children to visit the school and spend an afternoon with reception class in **July**.
- An admission meeting for parents/carers to explain school and class routines in **July**.
- Pre-school/Nursery visits will take place in **June**
- Autumn term: parents evening to discuss settling and any initial language or behavioural needs – **October/November**.
- Spring term: parents evening to discuss progress, Foundation Stage Profile and achievements **February/ March**.
- Summer term: parents receive school report, reporting targets already being met and next steps on the Early Years Foundation Stage Profile (EYFSP) – **July**.

Safety

The safeguarding of pupils in EYFS is paramount. All staff in the Early Years setting have undertaken Safeguarding training which is updated annually or sooner if any changes are implemented. We aim to keep all children safe at Broadbottom CE (VC) Primary School, so that parents are confident to leave their children with us and pupils are happy to be left. Please see the Safeguarding Policy below.

Christian Ethos

Our Christian Values will be reflected through our Early Years Foundation Stage planning, teaching and reflections. We also use and support the schools behaviour policy and code of conduct.

Review date: April 2022

Approved by governors – July 2022