



# The Federation of Bishop Sutton and Stanton Drew Primary Schools



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## 1. INTRODUCTION

The Early Years Foundation Stage (EYFS) applies to all children from birth until the age of five and the Statutory Early Years Framework sets the standards for EYFS classes to meet to ensure that all children are kept healthy and safe and learn and develop well. Our federated schools follow the statutory EYFS framework for children within our Reception classes and our practice is further informed by the non-statutory guidance from Development Matters.

## 2. AIM

Our aim at Bishop Sutton Primary School and Stanton Drew Primary School (the Federation) is for children in the Early Years Foundation Stage to develop a love of learning and lay the necessary foundations to give them the best possible start to their education.

We will do this by offering a broad and balanced curriculum which will excite and engage the children and provides them with the skills and knowledge needed to make good or better progress from their individual starting points.

We want all our children to become happy, confident and resilient learners who enjoy coming to school and feel safe and nurtured within the school environment.

We will develop effective working relationships based on mutual respect with parents/carers to ensure that we fully understand the uniqueness and prior experiences of all our children.

Our curriculum celebrates diversity and promotes the children's personal, social and emotional development alongside their academic progress.

Children with additional needs, including SEND are supported appropriately. We will agree ambitious expectations for all children so that they are given the opportunity to realise their full potential.

## 3. TEACHING AND LEARNING

The Early Years Statutory Framework sets out five prime areas of learning within the EYFS:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language

And four specific areas for learning:

- Literacy

- Mathematics
- Understanding the world
- Expressive arts and Design

In addition to these areas of learning, are the Characteristics of Effective Learning, which develop a pupil's approach to learning as they develop. We believe these to be a strong reflection on how to develop skills to be an effective and motivated learner. These are:

- **Playing and Exploring** – engaging with activities and trying out new things
- **Active learning** – persisting with activities, maintaining focus and enjoying meeting challenges
- **Creating and thinking critically** – the opportunity to be creative through all areas of learning. Adults support children's thinking and help them make connections, to find new ways to do things and to change strategy as needed.

Literacy and language are a key priority of our curriculum. Story time is a valued part of our daily routine. Quality stories, poems and rhymes are used to feed the children's imagination, encourage reading for pleasure, enhance their vocabulary and develop their comprehension.

We teach reading and writing through a systematic synthetic phonics programmes called Unlocking Letters and Sounds which is followed throughout EYFS and Key Stage One.

The children have a daily direct teach of phonics which is taught in a structured way, building up the children's phonics knowledge and skills explicitly.

When ready, the children are given reading books to practice their reading which have words which match the sounds they have already learnt. As they learn more complex sounds, they progress through the books which contain a wider range of sounds they have learnt.

We use core texts as a basis for literacy planning. Our texts have been chosen for their good level of challenge, high quality language and to promote reading for pleasure.

We follow a whole school teaching for mastery approach in mathematics using Mastering Number and some aspects of the White Rose Maths programme. The children have a daily direct teach of mathematics where the children are given lots of opportunities to develop concrete experience of numbers and problem-solving with practical resources.

The children share daily snack time together, giving them the opportunity to develop key social and language skills such as co-operation, taking turns and asking for help.

Dependant on the expected learning outcomes, the children learn through a careful balance of whole class and small group adult-led activities alongside provocations for learning, directed and child-initiated play.

Play is an important part in helping children to develop their personal, social and emotional skills and gives the children the opportunity to investigate the world both physically and imaginatively. The children have access to our outdoor learning environment where they can explore the natural environment and develop their social interactions and physical skills.

Weekly Forest School sessions are run for children in our on-site Forest School area. These sessions primarily focus on developing the children's knowledge and

understanding of the world and allow children to take risks in an unpredictable environment whilst promoting their physical and emotional wellbeing.

#### **4. ASSESSMENT AND PLANNING**

Our teachers are ambitious for all children, and plan activities and experiences for the children that enable them to develop and learn effectively.

We also take into account the individual needs, starting points and development of each child in our care, and consider whether the child needs any additional challenge or support.

Our curriculum is carefully planned and linked so as to ensure that the children develop the foundational knowledge needed at the end of the EYFS to successfully access the National Curriculum for Year One.

Where a child may have a special educational need or disability (SEND), staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

At our Federation each area of learning and development will be implemented through planned, purposeful play and through a mix of adult-led, adult-directed and where appropriate child-initiated activities

Practitioners will 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, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year One. Staff at our Federation will use their experience and expertise, as well as keeping up to date with relevant research and training, to ensure that pupils are being delivered the best possible approaches to learning.

Ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their starting points and level of achievement. These observations are used to shape future planning and learning opportunities. Staff also take into account observations shared by parents and/or carers.

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

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the seventeen early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child and also Year One teachers in order to inform planning development for the children's move to Year One.

The profile is moderated internally (referring to the Development Matters guidance) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

## **WELFARE**

It is important to us that all children in the school are and feel 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand how they can support others. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

At our Federation we understand the specific legal requirements as stated in the EYFS Statutory Framework. They are covered in school policies for Safeguarding, Health and Safety (including Risk Assessments and First Aid), Administration of Medicines, Special Educational Needs/Inclusion, Behaviour and Anti-Bullying.

## **WORKING IN PARTNERSHIP**

We believe that for pupils to be strong confident and independent they need to have confidence in the people around them. At our Federation we recognise that relationships built on trust and respect are vital to a child's achievements. All staff involved in the EYFS aim to develop respectful, secure relationships with all children and their parents/carer, interacting positively and taking time to listen and communicate with them.

We recognise that parents/carers are children's first and most enduring educators, and therefore recognise the role parents have played, and their future role, in educating their children. We also understand that relationships between parents and staff at the school play an important role in each child's future, including their being part of a school community and we value being partners with parents through:

- Talking to parents/carers before their child starts school at induction meetings and stay and play opportunities.
- Arranging, where possible, visits by a teacher to all childcare provisions prior to children starting school.
- Providing information about commencing Reception at St. Peter's
- Giving children the opportunity to spend time in their Reception class for two induction visits before starting school.
- Providing an induction meeting for Reception parents/carers to meet with staff to discuss school routines, expectations and to answer any questions parents/carers may have.

## **TRANSITION**

At our Federation we believe that a smooth transition from Reception to Year One is important for a child's next steps in their school life. Reception and Year One class teachers work closely together in Term six to begin this process. We prepare Reception pupils by:

- Providing opportunities where possible for the new class teacher to spend time observing and getting to know pupils within their existing environment;
- Having a 'meet the teacher' session where pupils formally meet their teacher, in their new classroom before the end of their Reception year;
- Having circle time to allow children time to ask questions about the year ahead;

- Holding a parent consultation early in the academic year to establish how a child is settling into the school environment and again in Term 4 to discuss their child's progress.
- Operating an open-door policy for parents/carers with any queries or concerns. Conversely, if Foundation staff have concerns about the progress of a child, they will approach parents/carers to discuss them.
- Written contact through school newsletters
- Inviting parents to attend informal meetings about areas of the curriculum, such as our phonics workshop.
- Sending a written report on their child's attainment and progress at the end of their time in reception.
- Providing regular opportunities for parents to collaborate with their child and the school, in the form of workshops, celebrations and performances;
- Asking parents to support their child by listening to them read and working with them on any other homework tasks;
- Encouraging parents to volunteer within the school community, for example listening to pupils read in school, supporting school excursions or helping at Forest School.

## **MONITORING AND REVIEW**

It is the responsibility of those working in Reception to follow the principles stated in this policy. The EYFS Leader together with the Headteacher will monitor the performance of the EYFS as part of the whole school monitoring schedule.