



“Every child is unique and has amazing potential for growth and change.”

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At St. George's, children can start in our Reception class the academic year that they turn 5.

The philosophy of the Early Years framework is embedded in the teaching and learning at St. Georges.

- **A Unique Child** – developing resilience, capability, confidence and self-assurance of an individual.
- **Positive Relationships** – supporting children to become strong and independent through positive relationships.
- **Enabling Environments** – creating environments to support and extend children's development and learning.
- **Learning and Development** – providing challenging, playful opportunities across the prime and specific areas of learning and development for all children, including children with special educational needs and disabilities.

Our policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the EYFS just as much as they do to the teaching in Key Stage 2.

Features that relate to the EYFS are:

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that teachers have of how children develop and learn, and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- encouragement for children to communicate and talk about their learning, and to develop independence;
- support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- identification of the progress and future learning needs of children through observations;

Learning through Play:

“Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development.”

Through play, our children explore and develop learning experiences, which help them make sense of the world. They have the opportunity to practise skills, develop ideas and think creatively alongside other children as well as individually. The children communicate with others as they investigate and solve problems. They have the opportunity to express fears or re-live anxious experiences in controlled and safe situations.

Characteristics of effective learning:

Playing and exploring - engagement

Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

Active Learning - motivation

"Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods."

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning."

Creating and thinking critically - thinking

"When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions."

Areas of Learning:

The EYFS is made up of three prime areas of learning:

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

And four specific areas

- English
- Mathematics
- Understanding the World
- Expressive, Arts and Design

The prime areas are fundamental throughout the EYFS and cannot be delivered in isolation from the others. The specific areas are essential skills and grow out of the prime areas. All areas are delivered through a balance of adult led and child initiated activities. In each area there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS.

Fundamental British Values:

At St. George's the Fundamental British Values are reinforced throughout school life. In Reception, the children learn about democracy, rule of law, individual liberty and mutual respect and tolerance through everyday experiences in the classroom. The children are supported by familiar adults to take turns, to work together with others, and to treat each other with kindness and respect. There is a clear expectation of classroom rules and a behaviour system that is in line with the rest of the school. Adults in Reception treat the children as individuals, and the children are valued and listened to. They are supported to consider their feelings, actions and consequences.

Examples of how we promote Fundamental British Values are:

- Celebrating and marking British occasions and festivals
- Teaching children to listen to each other and wait before speaking, how to have a conversation
- Kindness, helpful, respectful of others
- Table manners
- Learning about our heritage and history
- Being polite, saying please and thank you
- Listening during story and song time
- Teaching empathy and understanding
- Appropriate behaviour and learning right from wrong
- Taking turns and sharing
- Learning British weather and seasons
- Being part of local community through outings and partnerships with local schools, nurseries etc.
- Making friends and friendship
- Tolerating others and mutual respect
- Cooking, eating and learning about traditional British food
- Celebrating British authors and illustrators

Inclusion and SEND needs:

All children and their families are valued at St. Georges. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. The school is fully conversant with the Code of Practice and Inclusion is a strength of the School. Children with SEND are identified at the earliest opportunity, and concerns are discussed immediately with the school SENCO and parents/carers. The school uses IEP's and Pupil Passports to support children's learning where appropriate i.e. pupils with EHCPs or high level SEND support.

Our teaching team receive regular and relevant training opportunities to support their understanding of children with SEND and develop practical strategies to support in the classroom. To accommodate a range of learning styles, sessions are planned, wherever possible, in a multi sensory way so that various activities will cater for all pupils in the spirit of inclusion.

Please refer to our SEND policy for further information.

For pupils for whom English is an additional language we have the support of our EAL team who support with resources and teaching. Opportunities are provided both in the classroom and in individual/group settings to learn and reach a good standard in the English language.

Displays and resources aim to reflect linguistic and cultural diversity.

Transition from Nursery to Reception:

The majority of our transition process takes place in the summer term.

- At St. George's all of our Reception children come from external settings. We have good relationships with local nurseries, which foster quality communications between the settings when children are transitioning into St George's.
- Nursery schools will be contacted during and discussion will take place about all children due to start at St. Georges.
- A member of the EYFS team will visit the nursery setting where possible in order to support transition.
- Transition documents will be passed on from the nursery setting to the Reception Class.
- All parents will have the opportunity to meet with the Reception class teacher in order to discuss their child's individual needs and interests when starting school.
- Taster afternoons are offered to all children coming into Reception.

- Parents are invited to attend an Induction Evening where we explain the EYFS curriculum, routines and procedures, meet the staff and to look at their child's classroom.

Transition from Reception to Year 1:

- During the final term in Reception, each child is assessed against the ELG's and this information is passed onto the Year 1 teacher. The characteristics of effective learning will also be reported upon.
- There are opportunities for the children to send questions to Year 1 during the second half of the Summer Term and a class teddy is sent to investigate.
- During the Summer Term the Year 1 teacher will visit Reception in their classroom to start building a relationship with them and to get a picture of the class.
- The Reception children will have the opportunity to visit their new Year 1 classroom and to spend time with their new teacher.
- The Reception children share the playground with year 1 children and this supports with transition.
- Reception and Year 1 work together throughout the year, for example going on trips together, in order to support transition.

Staffing:

Supervision is carried out on staff working in the Early Years. The teacher and TA's are supervised by senior management in supervisory sessions and performance management. Class teachers hold relevant qualified teacher status. Support staff hold a minimum of an NVQ Level 3 certificate, and at least one member of staff is Paediatric First Aid trained.

Mrs Shaw is the Head of the EYFS and is also the Designated Senior Lead for Safeguarding

Mrs Sadiq is the Deputy Head of the EYFS and is also the Deputy Designated Senior Lead for Safeguarding.

Key Person:

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. In Reception, due to the small class sizes, the teacher and teaching assistants act as 'Key Person' to all children.

Reporting to parents:

- Parents will be invited to attend a meeting with the class teacher early on in the Autumn Term in order to discuss how their child is settling in and to share information about their child.
- There are formal meetings for parents in the Spring and Summer Term at which the teacher and the parent discuss the child's progress.
- Parents receive an interim report on their child's progress at the end of the first time and at the end of the Summer Term (Foundation Stage). The final ELG data is reported to the LA.
- There is an open door policy at St. Georges where parents can communicate with the Reception team at any time that is appropriate.

The Learning Environment:

The Reception classroom is organised to allow children to explore and learn securely and safely. The classroom is set up in learning areas, where children are able to find and locate equipment and resources

independently. There is also an outdoor classroom that the children can access during child-initiated time. We plan activities and resources both inside and outside enabling the children to develop in all the areas of learning. The Reception children have their own playground. Risk assessments are maintained for both areas.

Monitoring and review:

It is the responsibility of the Foundation teachers to follow the principles stated in this policy. There is a named Trustee responsible for the EYFS – Barry Kicks. This Trustee has the opportunity to discuss EYFS practice with the practitioners and provide feedback to the whole Board of Trustees, raising any issues that require discussion.

The Head Teacher of Lower School and senior managers carry out the monitoring of the EYFS through observation during learning walks, formal observations, books trawls, weekly scrutiny of planning and discussion as part of the whole school development plan.

This policy will be reviewed annually or as and when legislation/guidance changes by the EYFS staff, Lower School SLT.

Policy reviewed: January 2018

Next review: January 2019