**ARCHBISHOP RUNCIE CHURCH of ENGLAND (VA) FIRST SCHOOL**

**Early Years Foundation Stage Policy**

*“Each one should use whatever gift he has received to serve others, faithfully administering God’s grace in its various forms. If anyone speaks, he should do it as one speaking the very words of God. If anyone serves, he should do it with the strength God provides, so that in all things God may be praised through Jesus Christ. To him be the glory and the power for ever and ever. Amen.” (***1 Peter 4:10-11** *NIV)*

**Introduction**

Archbishop Runcie First School is a Church of England Voluntary Aided school which caters for children between the ages of three and nine years, drawing its pupils from a broad spectrum of society. In harmony with the Christian ethos of the school we offer all pupils unconditional welcome, valuing and celebrating their uniqueness as created beings. We offer the opportunity to experience the richness and diversity of God’s creation through the curriculum we offer and as we celebrate their God-given gifts and talents. In this way they are encouraged to explore values and beliefs and to identify with, and empathise with, those of other cultures. We are firm in our belief that we have all been given different talents, gifts and abilities. God works in different ways through each of us, and we all serve him faithfully as we use our gifts to glorify him. We should invest the gifts that God has blessed us with wisely.

**Rationale**

This policy sets out all aspects of the Early Years Foundation Stage curriculum and how it is managed on a daily basis.

**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.

**Objectives**

These aims are to be achieved in accordance with the requirements of the *‘Statutory framework for the early years foundation stage’* September 2014 through the following objectives:

* For children to be engaged in the learning process and for their learning to be relevant and purposeful
* Children learn through play, both indoors and outdoors
* To explore, investigate and, make sense of the world around them
* To be challenged in their thinking and helps them to practice and rehearse skills and to be motivated in their learning
* To encourage children to be inquisitive and curious.

**Planning**

Planning is supported using *Development Matters in the Early Years Foundation Stage, 2012:* This is non-statutory guidance based around four ‘*Key Themes’*, three ‘*Prime areas of Learning’* and four ‘*Specific Areas of Learning*’. Although superseded by *Early years outcomes, 2013* we believe the document supports staff to plan experiences that ensures the development of the whole child.

*Key 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.

Positive Relationships - Children learn to be strong and independent from a base of loving and secure relationships with parents and/or staff.

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* are:

• Personal Social and Emotional Development

• Communication and Language

• Physical Development

The four *Specific Areas* are:

• Literacy

• Mathematics

• Understanding the world

• Expressive arts and design

We have a two year rolling programme and plan learning experiences from this and the children’s’ interests believing they should play an active role in generating ideas for the curriculum. Staff plan weekly based on all prime and specific areas. Activities range from whole class adult directed activities to small groups across the curriculum ensuring breadth and balance. Opportunities are planned for children to carry out child initiated learning.

**Assessment**

Children entering school are observed during their first weeks to provide baseline information. Children are assessed against the *Early Years Outcomes.* In Reception and Nursery baseline assessments are moderated in the first instance in house and then within the Gosforth Trust whenever possible.

Monitoring of each child takes place through daily observations, discussions, photographs, record keeping and planned assessment. Progress is recorded for each child in their online Learning Journal and a summative assessment is made at the end of each term and recorded on the Newcastle 0-5 Tracker. We use a computer based programme for Learning Journals called Tapestry which parents are able to access and respond to. Cross moderation continues throughout the year with all staff in the Key Stage and the Year 1 teacher. Cross moderation also continues with colleagues within the Gosforth Trust.

At the end of reception year children’s final assessment results are recorded on the Early Years Profile and results are sent to the L.A. (Newcastle).

**Parental Involvement**

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 through a range of activities. Parents are encouraged to contribute to their child’s Learning Journal through the Tapestry programme.

**Reporting to Parents**

All parents are offered consultation appointments in autumn, spring and summer. In reception parents receive an end of year report and a summary of the achievements from the Early Years Profile. The profile data is discussed with the Year 1 teacher so that she/he can continue to help the children to achieve the early learning goals if they have not done so before they can access the K.S.1 curriculum.

**Transition**

The Early Years team work closely with professionals within school and other settings ensuring the children have the opportunity to visit in the summer term before they are admitted to our school. We have regular dialogue with parents and professionals to ensure we gain a full overview of the child and their needs. We aim to meet with the parents of before they start in nursery or reception.

Our school has Rising 3 provision and, the majority of our children have already taken advantage of wrap around care and are used to spending longer periods of time in a setting and being separated from parents and carers. Therefore we have agreed (following consultation with parents), from September 2019 we will **not offer a staggered start**.

For further information on admissions procedures please see the Admissions Policy.

**What does EYFS look like at ARFS?**

We recognise the need for consistency so that children’s experiences build seamlessly and consistently on previous learning. Therefore our vision for EYFS is set out below;

**Principles of our Nursery Curriculum,** based on “Bold Beginnings”

* Reading is at the heart of our curriculum; listening to stories, poems and rhymes to enhance vocabulary and develop comprehension. Story time is a valued part of our routine
* Strong foundations in the prime areas of learning are laid in Nursery to ensure children arrive in Reception personally, socially and emotionally ready to learn and are able and eager to take on increased challenges of the specific, content-led areas.
* Children will recognise and join in with stories with predictable phrases and recite some stories, nursery rhymes and poems by heart (twice each day).
* Day-to-day routines are instilled so that children feel safe, secure and happy; these include beginning and end of each day, snack and lunchtimes, hygiene routines, outdoor learning, PE in the hall
* Snack time is planned and timetabled as a communal activity and children are required to engage in conversation and learning by; counting plates/cups, describing the appearance and taste of fruit, singing a song or reflecting on previous learning
* Expectations for behaviour are set early including in the lunch hall
* Develop the children’s confidence, concentration and ability to listen instructions, develop effective working relationships with parents
* Generate a love of learning and enjoyment of school securing readiness to learn (resilience, perseverance, concentration, taking turns and cooperating)
* Children will have access to the outdoor area at free-flow times.
* One adult will lead an adult led activity and one will support learning at free-flow through “playful teaching”, challenging questions and intervention.
* All learning will be documented on Tapestry. We aim to add one piece of evidence to be added, for each child, each day.
* Gender stereo-typing will be challenged within play e.g. girls will be directed to play outdoors, on bikes or scooters and in construction areas.
* Role play is used to increase children’s opportunities to talk. These should be a balance of familiar everyday contexts such as a home corner as well as extending children’s imagination e.g. a space ship.
* Interventions and extra support is given to pupils to help them keep up with peers or catch up quickly. Learning is broken down into smaller steps and children are given time to practise and embed their learning.
* Children are given books from the school library to take home and enjoy (read by parents/carers)
* Children will be taught to write their name correctly
* Correct pencil grip is taught and all pencils and paint brushes are triangular to ensure this is reinforced.
* Maths provision will include numicon and base 10 (T&Os)
* An emphasis will be placed on teaching children to dress and undress independently by the end of Nursery in preparation for Reception.

**Principles of our Reception Curriculum,** based on “Bold Beginnings”

Reception includes all the principles for our Nursery in addition to;

* Reading is at the heart of our curriculum; listening to stories, poems and rhymes to enhance vocabulary and develop comprehension. Story time is a valued part of our routine.
* Texts are chosen that are challenging so pupils will encounter more demanading sentence structure, vocabulary and themes.
* Priority is given to language and literacy as the cornerstones of learning.
* Systematic synthetic phonics is taught daily using Letters & Sounds sequence of teaching but using the Read, Write Inc ditty for teaching the sound and letter formation.
* Reading books are consistent with the phonics phase at which children are working
* Children are taught to recognise a small number of common exception words or special interest words.
* Reading, writing and maths are given direct teaching time every day
* Children will have frequent opportunities to consolidate their growing knowledge
* Practical equipment is used to support children’s grasp of numbers; linking concrete experiences with visual and symbolic representations
* More formal, written recording is introduced when appropriate
* Children are taught correct posture and pencil grip to support controlled letter formation.
* Whiteboards are not used for writing as they are too chunky and do not allow children to use the correct grip or movements.
* Joins are not taught until Year 1.
* Children will have exercise books for Literacy and Maths in which there will be daily recording. Tapestry will evidence other areas of learning.
* A balance of adult led and independent evidence, across a range of contexts, will be used for EYFSP moderation.
* There is a balance of direct whole-class teaching, small group teaching, partner work and play.
* Our school timetables each of the different areas of learning; these may be taught directly as well as learned through play.
* Direct, interactive whole class teaching is used to impart knowledge.
* Teaching builds on previously learning and children are moved on swiftly from their starting points.
* Opportunities for play will be structured or unstructured, dependent or independent depending on which is deemed the most effective strategy by the teacher.
* Children are sufficiently challenged, staff have ambition and high expectations for all children
* Children will start quickly from the first week of the new academic year.
* Reception children will take part in whole-school events and celebrations
* Children will have access to outdoors at set times during the day, when it is the best space to provide opportunities e.g. developing physical skills, increasing heart rate and exploring the natural environment.
* Rules for behaviour are set early
* Challenging role play opportunities are provided beyond those of everyday contexts.
* Board games are given high priority; rules are taught and play modelled. Losing and winning is considered necessary learning.

Our Reception curriculum is designed to give children the necessary foundations for Year 1 and ensure children are “school ready”. We are clear that Reception is more than a repeat of children’s pre-school experiences in Nursery or earlier. Put simply, children will leave Reception with the ability to read, write and use numbers independently by the end of the year.

**Equal Opportunities**

Staff will endeavour to help all children to reach their full potential irrespective of race, gender, age or ability (see also Equality of Opportunity policy). Each child’s needs are considered on an individual basis and for those children that need a higher level of support the SENCo works with the class teacher and support staff to provide an appropriate level of support. Resources are monitored for gender or race stereotyping and selected to ensure a balance of cultural experience.

**The role of the Early Years Leader**

The Subject Leader will:

* Support colleagues in their planning, assessment and record keeping
* Keep up to date with developments within Early Years pedagogy and disseminate information to colleagues as appropriate
* Monitor progress in teaching and learning (through work scrutiny, lesson observations etc) and advise on resource needs and planning and development
* Analyse pupil work and data in order to set targets
* Take responsibility for organisation, ordering and maintenance of resources
* Prepare, organise and lead INSET and support teaching where necessary
* Be aware of the CPD needs of staff
* Liaise with other schools in the Gosforth Schools Trust, the LA Advisory Service, Headteacher and TLA committee.
* Lead staff in the review and development of policy and guidelines
* Review and update positional statements.

**Conclusion**

The way in which we approach learning and teaching has a direct impact on the development of the whole child. The methods we employ and the attitudes we foster are crucial to well-being and therefore to the potential achievement of each child.

This Policy is reviewed annually by the TLA Committee and staff, or more frequently if deemed necessary. In addition to this it should be shared with new or temporary staff.

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| **Date** | **Reviewed/updated** | **Staff involved** |
| July 2015 | New policy developed | BA for consultation with EYFS Staff |
| February 2016 | Reviewed  | BA and all new and existing EYFS staff |
| October 2018 | Reviewed and updated | TG and all EYFS staff |
| Jan 2019 | Updated to include Bold Beginnings principles /ARFS vision | KM/LC/LB/SS |