



St Barnabas CE Primary School

"Preparing for a positive future, achieved through faith."

Christian values are central to the life of our school, where we are devoted to inspire our children to succeed, flourish and live life in all its fullness.

"Let your light shine."

Matthew 5:16

Early Years Foundation Stage Policy

Policy Updated:	September 2024
Date reviewed and agreed by Governors:	November 2024
Date of next review:	September 2025
Headteacher:	Miss J Hodgkinson
Chair of Governors:	Dr C Kressel

When we succeed in giving every child the best start in the early years, we give them what they need today. We also set them up with every chance of success tomorrow.

Development Matters 2021

Introduction

- St Barnabas Church of England Primary School is an aspirational school where we prepare our children for a positive future, achieved through faith and aim to give our children the knowledge, skills, self-belief and love of learning to 'let their light shine,' pursue their dreams, be the best they can be and have a happy and successful future. Our dedicated staff team nurture and help every child to face their individual challenges with courage and determination and to discover their own unique talents and strengths.
- St Barnabas CE Primary School is based in Warrington. It is a one form entry school in an area of high deprivation. Historical data identifies children entering school with low attainment across the Prime Areas of Learning.
- Our school is an exciting and engaging place to be, with a warm ethos that is recognised by all those who visit. It is a place where children become happy, confident and independent learners who develop excellent relationships with staff and their peers.
- EYFS consists of Two-Year-Old Provision, a Nursery Class and a Reception Class. The phase is led by an EYFS Leader who works in partnership with an experienced teacher and highly skilled teaching assistants.
- Children can join the two-year-provision the term following their second birthday with two-year funding, or the Nursery class, the week following their third birthday. We also provide both government and self-funded 30 hour places.
- The Nursery provision has recently been refurbished, providing a calm and welcoming extended indoor learning environment. Ongoing investment across the phase supports the development of high-quality learning spaces, both indoors and out, facilitating early years pedagogy.
- This policy is:
 - A statement of our aims, principles and philosophy that guides teaching and learning in the Early Years Foundation Stage
 - Based on requirements set out in the 2021 statutory framework for the Early Years Foundation Stage (EYFS).

Our Aims

Through the implementation of this policy, we aim to:

- Meet the statutory requirements of the new EYFS Framework;
- Implement the four guiding themes of the EYFS Framework into our everyday practice: □ Unique Child □ Positive Relationships □ Enabling Environments □ Learning and Development;

- Provide a broad and balanced curriculum; a curriculum that fulfils the Educational Programme for each area of learning and the Characteristics of Effective Teaching and Learning;
- Give each child a happy and positive start to their school life in which they can establish a solid foundation for a love of learning;
- Enable each child to develop socially, physically, intellectually and emotionally;
- Encourage children to develop independence within a secure and friendly atmosphere;
- Support children in building relationships through the development of social skills such as cooperation and sharing;
- Work alongside parents to meet each child's individual needs to ensure they reach their full potential, and
- Promotes equality of opportunity and anti-discriminatory practice.

Statutory Requirements

- This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) for 2023.
- All practitioners working in EYFS at Primary School, will ensure the following requirements are implemented within the new Statutory Framework:
 - Learning and development requirements
 - Assessment
 - Safeguarding and welfare requirements
- A regular team audit of the requirements will take place, identifying key next steps.

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:

- For children aged 2, we have at least 1 member of staff for every 5 children
- For children aged 3 and over where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification is working directly with the children, we have at least 1 member of staff for every 13 children. Where a person with the above qualifications is not working directly with the children, we have at least 1 member of staff for every 8 children
- For children in our reception class we comply with infant class size legislation and have at least 1 teacher per 30 pupils.

We value the diversity of individuals within the school. All children at St Barnabas CofE Primary School are treated fairly regardless of race, gender, religion or abilities. All children and their families are valued within our

school. In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

All staff who obtained a level 2 and/or level 3 qualification since 30 June 2016 must obtain a PFA qualification within three months of starting work in order to be included in the required staff:child ratios at level 2 or level 3 in an early years setting. To continue to be included in the ratio requirement the certificate must be renewed every 3 years.

We promote good oral health, as well as good health in general, in the early years by talking to children about:

The effects of eating too many sweet things

The importance of eating a healthy balanced diet and regular exercise

The importance of brushing your teeth

We follow Public Health England guidance on supervised toothbrushing to make sure that it is evidence-based and safe.

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy.

Curriculum

Our early years setting follows the curriculum as outlined in the latest EYFS statutory framework.

The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. 3 areas, known as the prime areas, are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The **Prime** areas are:

- Communication and language: Listening, Attention & Understanding / Speaking
- Physical development: Self Regulation / Managing Self / Building Relationships
- Personal, social and emotional development: Gross Motor Skills / Fine Motor Skills

The **Specific** areas of Learning develop essential skills and knowledge for children to participate successfully and help to strengthen the prime areas, these are:

- Literacy: Comprehension/ Word Reading /Writing
- Mathematics: : Number / Numerical Patterns
- Understanding the world: Past and Present / People Culture and Communities/ The Natural World
- Expressive arts and design: Creating with Materials / Being Imaginative and Expressive

The EYFS Framework also includes the **Characteristics of Effective Learning**, identifying the way young children learn, interacting with others and their environment. These underpin learning and development across all areas and support the child to remain an effective and motivated learner, these are:

- **Playing and Exploring:** Finding out and exploring / Playing with what they know / Being willing to 'have a go'
- **Active Learning:** Being involved and concentrating / Keeping trying / Enjoying achieving what they set out to do
- **Creating and Thinking Critically:** Having their own ideas / Making links / Choosing ways to do things

Intent:

- At St Barnabas CofE Primary, we have high expectations for all children. We aim for all groups of children to make progress across a broad balanced curriculum and be ready for the next stage of their education, achieving good outcomes.
- Our aims are, to develop lifelong learners in a learning environment that is happy, provides high quality care, promotes independence, supports emotional well-being, celebrates and promotes individuals interests and fascinations. These aims begin by getting to know our children, what they know and can do.

Implementation:

- A carefully designed and sequenced curriculum has been developed using, the new EYFS Educational Programmes for each area of learning, Curriculum Maestro, recent research and additional guidance. It identifies key skills and knowledge for children to be taught term by term, deepening learning and enabling them to achieve the early learning goals at the end of the EYFS phase. Identified skills and knowledge that children learn and master in EYFS, are prerequisite to those that will be encountered in Key Stage One. Regular reflection and development will ensure ongoing development to meet the learning needs of each cohort.
- Through high quality texts, fiction and non-fiction, a broad balanced curriculum is facilitated. A curriculum enhanced through a range of first-hand practical experiences, within and beyond school.
- Communication and language are central to our curriculum and promoted through every workshop area, carefully chosen texts, high quality adult-led interactions and carefully targeted language interventions including Wellcomm and NELI.
- High quality learning environments are in place indoors and outdoors, facilitating early years pedagogy. They provide opportunity for children to practise, consolidate and apply ongoing and new learning, across all areas of learning and the characteristics of effective teaching and learning.
- Across the daily routine, practitioners ensure children have a balance of child-initiated and adult-led activities. It is recognised that young children learn by, taking part in activities guided by knowledgeable adults and lead their own learning sensitively supported by practitioners. During the summer term, the balance of learning is developed to support smooth transition within EYFS and into Key Stage One.
- Practitioners engage with parents at points of transition, within home learning and the observation process. The school SENCO ensures rapid response to children identified personal needs. Integrated services are used to maximise children's learning potential.

- Across EYFS, we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

Impact

- Formative assessment, day-to-day observations of learning, are integral part to the learning and development processes in EYFS. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to identify and shape future / next steps in learning. Practitioners also take into account observations shared by parents and/or carers.
- Practitioner best-fit assessment judgements are regularly externally moderated to ensure accuracy.
- Majority of children at St Barnabas Primary School make good progress and an increasing number are ready for the next stage of their education. Historical data shows the % of children achieving the 'expected' level at the end of EYFS is below the national data set. Our predicted target for the end of 2025 is 56%
- Parents are regularly informed of their child's progress throughout the academic year.

Effective Teaching and Learning

Through significant investment we have created welcoming, attractive and stimulating learning environments, facilitating early year's pedagogy. Defined indoor and outdoor areas , provide children with a choice of resources enabling them to practice, consolidate and apply key skills. Provision has been carefully planned to ensure it is progressive across the phase, meeting the learning needs of all children. Our provision is an on-going development as we seek to ensure it remains of the highest quality and meets and challenges the learning needs of changing cohorts.

Across the daily routine, practitioners ensure children have a balance of child-initiated and adult-led activities. It is recognised that young children learn by taking part in activities led by knowledgeable adults and leading their own learning.

Our Early Years planning has each child at its centre. We plan our teaching, learning and provision from our children's interests as a starting point whilst also carefully tailoring it around themes and significant events throughout the year.

The long term curriculum plan that sits beside this has been developed across the phase to ensure a progressive and sequenced curriculum is in place. Through a robust observation and assessment cycle, activities are carefully planned to ensure on-going progress for all children, enabling them to meet at least 'expected' levels across all areas of learning. We recognise that children learn to be strong and independent from secure relationships. The role of the Key Person is securely in place. Practitioners are knowledgeable, supporting children in their adult-led and child-initiated learning. All children in EYFS have access to a wide range of age appropriate enrichment activities.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

Inclusion/Special Educational Needs and Disability (SEND)

All children are treated as individuals and have equal access to all provisions available. They are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities.

Assessments take into account contributions from a range of perspectives to ensure that any child with potential Special Educational Needs and Disability is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the schools SENDCo is called upon for further information and advice. Appropriate steps are taken in accordance with the school's Inclusion policy for SEND.

Assessment

At name of your school, ongoing assessment is an integral part of learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

When a child is aged between 2 and 3, staff review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

Within the first 6 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 17 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.

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 upon request.

Working with parents and carers

We recognise that parents and carers are a child's first and most enduring educators and we value the contribution they make. We recognise the role that parents and carers have played, and their future role, in educating their children. We endeavour to ensure there is excellent lines of communication between ourselves and home.

Parents and carers are kept informed of their child's learning in a variety of ways, including:

- Our on-line learning journal, Evidence Me
- Weekly newsletters
- Regular 'Stay and Play' sessions
- Cosy reading sessions

- Class Dojo messages – whole class information and individual messages
- Parents evenings and open evenings
- Phonics/reading workshops
- Informal conversations at the start/end of each day
- A wealth of useful information about our curriculum and how to support children at home is available on the Nursery and Reception class pages of the school website
<https://www.stbarnabasceprimary.co.uk/class/reception>
<https://www.stbarnabasceprimary.co.uk/class/nursery>

Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

Prior to starting school there are Open Days during the Autumn Term for families prior to application (Dates available on the School website). This is followed by a detailed transition model that has been carefully developed to ensure a timely yet supportive programme. This has proven very successful for all children. These events introduce all staff to the parent/carer(s) and the child, and enable staff to gather and share detailed information to support a successful transition. Children attend sessions prior to the summer break to enable them to become familiar with their new learning environment.

Children in St Barnabas Reception and Nursery classes are expected to wear uniform. This is detailed on the school website and is important to ensure children can fully access our physical curriculum and environment. We request children do not wear earrings.

Staff across EYFS work closely with internal specialist staff and integrated services to support next steps in learning for identified children. Our school has very high expectations of behaviour and a zero tolerance approach to aggressive play and language. Through the year, home learning is supported through regular workshops. During the summer term, transition processes are then securely in place for all children as they continue their learning journey into Key Stage 1.

Monitoring Arrangements

This policy will be reviewed by the EYFS leader and approved by the Governing Body annually.