



**St John's C of E
Primary & Nursery School
Kingston**

**Early Years
Foundation Stage**

The school community at St John's have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

Updated: June 2019
Review: July 2022

**Sophie Constable & Ann Hutchinson (EYFS Leaders)
Teaching & Learning Committee**

Mission Statement

St John's nurtures the educational, spiritual and moral development of all within its community, regardless of culture and belief. We foster in our pupils mutual respect and responsibility based on the core Christian values, and fulfil our school motto: "Believe Inspire Achieve".

Vision

Our vision is for our whole school community, through the love of God, to respect and understand the Christian values and the beliefs of others.

We ensure that our children are happy, successful learners who enjoy learning, make progress and achieve their full potential.

Our Christian values will inspire our children to develop resilience and confidence.

Our children will lead safe, healthy, caring and fulfilling lives, becoming responsible citizens who make positive contributions to society.

We want everyone in our school to flourish and to know 'life in all its fullness' (John 10:10).

Rights Respecting School

St John's School is working towards becoming a Rights Respecting School and as such strongly believes in and promotes the United Nations Convention on the Rights of the Child. This policy exemplifies these rights and our practice aims to ensure that Children's rights are at the centre of life at St John's.



Aims

At St John's our key aim is the highest possible achievement for all of our children.

- We aim to provide a stimulating and challenging learning environment through the teaching of a carefully planned broad and balanced curriculum and the effective use of resources.
- We aim to provide for appropriate access to the curriculum for all children through our equal opportunities and special needs policies.
- We aim to teach children the necessary intellectual, personal and social skills to learn and develop.
- We aim to establish mutually supportive working relationships between staff, parents, governors, volunteers and external agencies to actively share responsibility for the education and care of our children.
- We aim to create a welcoming, safe, secure and caring community where everyone feels valued and respects the culture and beliefs of others.
- We aim to build positive links with the local community.
- We aim to prepare children for their future needs both in education and beyond.

Our Early Years Principles

- All children have a right to high quality learning experiences and high quality care.
- Children are social learners and interaction with adults and children is crucial.
- Play and the child's own motivation are essential to learning.
- Social, emotional, intellectual, physical and moral development are interrelated, each contributing to and supporting the other.
- The child's needs, interests, home language, family, community and culture are an essential basis for developing the curriculum.
- Learning in the early years is important in its own right; it is not just a preparation for primary schooling.
- What children can do not what they can't do, is the starting point in children's learning.
- Children are active learners. They learn through all their senses, through exploration, investigation, trying out, listening, watching and play.
- The children's learning is child led.

Importance of Play

Play is the leading form of development for young children. It is the major vehicle by which children gain access to the curriculum and it should permeate all areas of activity in line with our school vision for our children to be successful learners. It is a multifaceted process that can involve the child in varying levels of intellectual, physical, social and emotional activity. Children learn by making sense of new experiences in meaningful contexts. They are active learners.

At St John's the starting point for learning comes from what the child knows. Opportunities should be planned for the child to use their knowledge and build upon this by extending existing competencies. Play is a valuable way of enabling children to achieve this through self-motivated activity.

Play gives children broad opportunities to become flexible thinkers. It helps them to develop unique alternatives for problem solving, negotiation and compromise. It is central to the development of a child's ability to use symbols. Symbolic play contributes to increasing competency in the use of abstract symbols in reading, writing and mathematics.

Play helps to stimulate language development, creativity and imagination. Children need time and space to play alone as well as collaboratively. The adult will intervene where appropriate or invited to extend the play opportunity.

The adult's role in play is to plan for and provide a well-resourced, well managed, and stimulating environment and to interact to extend play situations where appropriate. Close, careful observation of children's play provides rich, contextualised opportunities to assess the range of child's needs, developing concepts, and skills.

All adults at St John's take an active role in child's play. Everything the adult contributes has an impact on the environment and therefore the children's play.

Their role involves:

- Planned and purposeful interaction
- Appropriate and timely intervention
- Resourcing
- Identifying areas for extension and support
- Planning for progression and development
- Keeping effective records
- Making focused observations
- Education and informing parents and colleagues
- Promoting and celebrating the status of play in the curriculum

Planning

The Early Years curriculum takes account of the following areas of learning

Prime areas of learning

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

Specific areas of learning

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Achievement of these prime and specific areas of learning is underpinned by using the Characteristics of Effective Learning

- Playing and exploring
- Active learning
- Creating and thinking critically

Personal, Social and Emotional Development

- There are opportunities to develop confidence, self-respect and a positive sense of themselves.
- There are opportunities to establish effective relationships with other children and adults by working as part of a group as well as working independently e.g. toilet, dressing, and personal hygiene, selecting an activity or resources.
- Their concentration is developed; they are encouraged to focus on their task by questioning. Seeking help when needed is also encouraged.
- There are opportunities to initiate ideas and to solve simple practical problems and to

- explore new ideas.
- There are opportunities to take turns and share fairly.
- They are encouraged to express and manage their feelings, behaving appropriately.
- There are opportunities to treat living things, property and their environment with care and concern.
- There are opportunities to show a range of feelings, such as wonder, joy, sorrow etc., in response to their experience of the world.
- Opportunities are given to develop respect for people of other cultures and beliefs.
- Opportunities are given for pupils to develop an understanding of what is acceptable and unacceptable and why.
- Opportunities to respond to relevant cultural and religious events are given.

Communication and Language

Language embraces all the areas of experience in the early years. There are opportunities to speak and to listen throughout the school day, enabling them to extend their vocabulary and to express themselves fluently and experience an environment which is rich in language.

This takes place in many different ways including role-play activities and speaking to small groups and the whole class.

All other subjects contribute to opportunities to develop confidence and communication skills.

Physical Development

Our children are provided with opportunities to be active and interactive both inside and outside and to take an active interest in their health and wellbeing.

- Physical development, mobility, skills both in the indoor and outdoor environment, physical control, awareness of space and of others are developed over time.
- Coordination, control and movement skills are encouraged and supported
- Activities are often linked with music and language.
- Skipping, action songs, the clapping of rhythms, dance and games are used to support their physical development.
- Opportunities for using a range of small and large equipment, balancing and climbing apparatus increase skills and enable them to move with increasing control and co-ordination.
- Children's understanding of the importance of being physically active and making healthy food choices is encouraged.

Literacy

Literacy involves encouraging the children to link sounds and letters to begin writing and reading. Children listen and respond to stories, rhymes, songs, and poetry.

They make up their own stories (using pictures, words, symbols and letters) and role-play with confidence.

Labels, signs and names all form part of their environment.

In the Nursery children begin by exploring phonics and working on

- Environmental sounds
- Instrumental sounds
- General sound discrimination
- Rhythm and rhyme

- Alliteration
- Voice sounds
- Oral blending and segmenting

In Reception through Read Write Inc the children develop phonic knowledge and skills which they are encouraged to use in their reading and writing. Daily phonic sessions give an opportunity to build skills and support all children. They begin to recognise letters of the alphabet by shape and sound. Sound sheets are sent home during the year to help encourage letters/sounds and practice letter formation.

Writing

They begin to write their names with appropriate use of upper and lower case letters. Letter formation and correct pencil grip are supported and modelled.

Daily sessions provide opportunities for sharing texts; encourage writing for different purposes, to develop independence and confidence.

Reading

Children are given access to a wide variety of reading materials and each class has a dedicated book corner.

Children begin to recognise that print and pictures convey meaning and that, in English, print is read left to right and top to bottom.

Big books are introduced from an early stage. In Reception, the children take part in focused Literacy input on a daily basis.

Reading books are sent home from after October half term and changed once a week. A reading record is sent with the books to encourage parents to comment on their child's progress.

Children in the Nursery are given the opportunity to take a book home to share with their families.

Mathematics

Daily Mathematics input provides opportunities for children to develop and improve Maths skills in counting, understanding/using numbers, and calculating- simple addition/subtraction problems, understanding shapes, spaces and measures.

- The use of number in other subjects e.g. number rhymes, songs, stories, P.E., counting games, provide opportunities to practice using number and number operations such as addition and subtraction and to explore shape and space is actively promoted.
- There are opportunities to begin to develop mathematical language and ideas such as circle, in front of, bigger than and more.
- They recognise, repeat and recreate patterns.
- They compare, sort, match, order, sequence, count and record numbers.
- They begin to apply their developing knowledge and understanding of maths to solve practical problems.
- They recognise and use number to 20, and are familiar with larger numbers from their everyday lives.
- Learning takes place through a range of practical activities: sand, water, role-play in shopping (coin recognition), games and puzzles.

Understanding the World

This area of learning requires provision which enables the children to make sense of their physical world and community. Opportunities to explore and investigate help us to guide the children as they develop their understanding. Time is dedicated to helping them build observational skills.

- Many activities offer opportunities to develop knowledge and understanding of the world e.g. children are encouraged to discuss and investigate the materials they are using, where they live, their environment and the world around them, their families, past and present, events in their own lives, living things and other objects.
- Construction kits, building bricks and junk materials provide starting points for technology.
- Children are encouraged to look closely at change, patterns, similarities, differences and to talk about their observations. They may record their observations. They must have opportunities to ask questions, to gain information about why things happen and how things work.
- They must explore and select materials and equipment and use skills such as cutting, joining, folding and building for a variety of purposes.
- They learn how to use a range of technical equipment e.g., PCs, iPads and Cameras.
- Opportunities are given for the handling of materials safely and with increasing control. Children learn how to use scissors, hold pencils and paintbrushes correctly.

Expressive Art and Design

Children have opportunities on a daily basis to explore a wide range of media and materials, sharing thoughts, ideas and feelings.

These activities assist the development of communication skills and their expression of ideas and feelings in creative ways:

- They are stimulating and enjoyable and contribute to the development of children's imagination and aesthetic response.
- Opportunities, through art, music, dance, stories and imaginative play are given. These include opportunities to use and develop their own imagination, to listen, observe and communicate opinions and ideas.
- Opportunities to explore sound and colour, texture, shape, form and space in 2D and 3D are provided.
- The children are given opportunities to respond to what they see, hear, smell, touch and feel.
- They are given opportunities to use a widening range of materials, suitable tools, instruments and other resources to express ideas and to communicate their feelings.

Assessment/Record Keeping

Evidence of activities and learning will be collected in a number of ways:

- Observation notes
- 2Simple programme
- Samples of work in Learning Journals

- Reading records
- Parental involvement e.g. WOW stickers

Baseline Assessment

A baseline assessment is carried out in the first weeks after entry in September. Further to that ongoing assessments are carried out throughout the year and contribute to the end of year data.

Early Years Foundation Stage Profile

The teachers observe the children throughout the day making a record along with photographic evidence and work samples. They track the children's progress on the computerised Early Years Foundation Stage Profile (SIMS) termly.

All children are challenged and supported through targeted questioning by all staff in the setting. The observational assessments inform the teachers planning for next steps for every child. More Able and Gifted and Talented children are set a range of challenges as appropriate. The curriculum is extended through problem solving to apply the skills they have already learnt.

Children with special educational needs are identified and supported should the need arise; the child is placed on the SEND register in consultation with parents/carers, so that targeted support can be given and progress monitored.

Reading records

Reading records are sent home with reading books from after October half term. When a child is heard read at school the reading record is used to record this.

Behaviour

The emphasis at all times is acknowledging and rewarding good behaviour in a positive way.

- Children receive positive praise from all adults to develop self-esteem and motivation.
- Stickers may be given by staff for general good effort, work and behaviour. Alternative stickers can be awarded by the Head Teacher or other members of staff for very special behaviour or work.
- Each child receives lots of help and guidance and explanation to help them make positive choices.
- Children are involved in making their own set of class rules.
- The children are taught about being responsible learners and making good choices.
- Parent's attention is drawn to the child's behaviour if necessary.
- If behaviour continues to be a problem, the parents will meet with the head teacher.
- Specific and individual home-school links may be set up to help the child and parents as in the Home School Agreement.
- Good behaviour, effort and work is celebrated in Merit Assemblies led by a member of the SLT or a senior teacher.
- In Reception the children are allocated house teams and house points are given throughout the year. These contribute to the whole school house point strategy.

It is the responsibility of the Foundation Stage Leader to review this policy

Legal framework

This policy has due regard to statutory legislation, including, but not limited to, the following:

- Childcare Act 2006
- The Safeguarding Vulnerable Groups Act 2006
- The GDPR
- Data Protection Act 2018

This policy has due regard to statutory guidance including, but not limited to, the following:

- DfE (2017) 'Statutory framework for the early years foundation stage'
- DfE (2018) 'Keeping children safe in education'
- DfE (2018) 'Working together to safeguard children'
- DfE (2015) 'The prevent duty'

This policy is intended to be used in conjunction with the following school policies:

- Early Years Foundation Stage (EYFS) Assessment
- Behaviour Policy including Positive Handling
- Special Educational Needs and Disabilities (SEND) Policy
- Teaching and Learning Policy
- Child Protection and Safeguarding Policy
- Allegations of Abuse Against Staff Policy
- Drug and Alcohol Policy
- Equal Opportunities Policy
- Allergies including Food and Nuts
- Managing Pupils with Medical Conditions
- Health and Safety Policy
- Data Protection Policy
- Complaints Procedures Policy

Approved by the Governing Body:

Signed: _____ Chair of Governors

Signed: _____ Headteacher

Date: _____