



Being different, succeeding together

ST MARTIN'S PRIMARY SCHOOL

EYFS POLICY

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UNCRC Article 2: Rights apply to every child without discrimination

UNCRC Article 3: Every adult should do what is best for the child

UNCRC Article 12: Every child has the right to a voice

UNCRC Article 19: Every child has the right to be looked after and kept safe

UNCRC Article 28: Every child has the right to education

UNCRC Article 29: Every child has the right to be the best they can be

UNCRC Article 31: Every child has the right to rest, relax and play

Introduction

‘Children develop quickly in the early years, and early years practitioners aim to do all they can to help children have the best possible start in life. Children have a right, spelled out in the United Nations Convention on the Rights of the Child, to provision which enables them to develop their personalities, talents and abilities irrespective of ethnicity, culture or religion, home language, family background, learning difficulties, disabilities or gender. This guidance helps adults to understand and support each individual child’s development pathway.’

(Development Matters in the Early Years Foundation Stage (EYFS) 2012)

Aims

This policy intends to outline the provision for children in the Foundation Stage at St Martin’s Primary School.

It recognises that within the Foundation Stage we have a play based pedagogy, using observation, assessment and planning to build the curriculum around the unique child.

We aim to:

- Provide a safe, challenging and supportive learning environment which is sensitive to the needs of all children
- Provide a broad, balanced and creative curriculum
- Ensure opportunities for children to learn through planned, purposeful play
- Enable choice and decision making that positively impacts learning
- Work in partnership with parents/carers, the school family and wider community

The Early Years Foundation Stage Curriculum

At St Martin’s Primary School we cover the seven areas of learning as outlined in Development Matters (2012)

Prime areas:

- Personal, social and emotional development
- Physical development
- Communication and language

Specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design



We aim to deliver these through discrete carpet based sessions as well as planned, purposeful play, with a balance of adult led and child directed activities. We acknowledge that none of these can be delivered in isolation and that the prime areas act as the 'building blocks' for secure learning and progress in the specific areas.

Through our curriculum planning we have identified specific learning intents based on providing a broad and balanced curriculum that builds upon the knowledge, understanding and skills of all children, whatever their starting points. The curriculum has been carefully sequenced to ensure that the small steps approach builds on their learning over time and retrieval activities are used throughout the year to ensure pupils revisit learning.

It has also been planned to provide foundational knowledge by looking at the Bailiwick Curriculum and intent documents to ensure pupils are ready to build on this learning throughout the rest of their St Martin's journey.

We acknowledge that young children's learning is often driven by their own interests so flexibility is planned in to allow for the unique child to take ownership of some aspects of their learning.

The planning, resourcing and use of the learning environment is an essential part of the curriculum in ensuring pupils apply their learning through their play and are able to take risks within this learning. We ensure this by providing a well organised enabling environment with carefully planned enhancements to allow for high quality play and by training staff to provide high quality interactions that take learning further. It is through these experiences that staff are able to observe pupils' characteristics of learning, Leuven involvement and well-being scales and gain a deeper understanding of how securely each child is applying what they have been taught.

As a Gold Rights Respecting school, pupils within the Foundation Stage are taught about The United Nations Convention on the Rights of the Child in the Autumn term. Pupils are taught about the importance of all their rights but the two focused on in more detail are Article 28: The right to an education and Article 19: The right to be safe. These rights support pupils in voicing their own feelings and the language of rights becomes embedded in daily conversations to support positive interactions.



Alongside the bespoke St Martin's curriculum staff also teach using the following schemes:

- Little Wandle phonics
- White Rose Maths
- Number sense maths
- Kinetic Letters handwriting scheme
- Drawing club
- Get set for PE
- Kapow Music
- Discovery RE

These schemes are used with fidelity but are adapted to reflect the schools use of Kagan cooperative learning and HQIP strategies.

Role of the Adult

Within the department we have two full time teachers, two full time class based LSAs and one part time intervention LSA who works 1-1 with specific pupils.

During carpet based sessions teachers and LSAs are both placed at the front of the class and engage in on-going dialogue with each other throughout the session to share in the moment observations and feedback. Observations are also noted in the classbook. This on-going formative assessment continues throughout the day and this knowledge is then used to shape the teaching and learning experiences for each child.

During continuous provision teachers and LSAs are facilitating children's learning. They do this through sharing experiences, asking questions, providing additional support or seeking out additional information to add to pupils current knowledge and drive learning forward. Staff work hard to build relationships with pupils to ensure they feel comfortable enough to take risks.

All staff use Evidence for Learning on their ipads to record key moments of learning with pupils and tag these against the relevant areas of learning. This formative assessment helps to build up an accurate picture of each child's development, it is vital in understanding what pupils can do independently and in planning for next steps.

Our intervention LSA works in a quiet area within the department to support pupils with targeted areas. This starts from the second week of Reception and aims to ensure that through early intervention all learners within the Foundation Stage make good levels of progress. We have a particular focus on early language and as part of this our intervention LSA has been trained in ELKLAN



and also uses speech link and learning link programs to begin to close these gaps.

Teachers and the intervention LSA meet once a half term to discuss pupils, look at assessment tools (e.g. phonics data) and formative assessment notes/observations to ensure the correct pupils are being targeted. Pupils are fluidly targeted with some pupils being seen for only 6 weeks and others remaining a focus for the whole year.

Staff meet with the States Early Years team twice a year to look at summative assessments to ensure judgements are consistent and are a true reflection of the cohort.

The first meeting takes place in Autumn 1 and focuses on pupils attainment (emerging, expected, exceeding) against their age and stage (30-50 months or 40-60 months) in only the prime areas.

The second meeting takes place in Summer 2 and looks at pupils' attainment against the ELGs in all areas of learning.

In school, data gathering is done by staff in February, assessing pupils in all areas of learning. Once this data is collected a meeting takes place with all staff in the department to discuss key themes, specific pupils and what adaptations may be required within planning and the environment to support all learners in making progress.

Transition

Providing pupils with a high quality transition package is key in ensuring pupils feel safe and supported as well as making sure we have all the necessary information needed to provide them with bespoke support from their first day of school.

The principles underpinning our Transition packages are:

- To make transition to school sensitive and supportive towards the needs of the children and their parents/carers
- To establish good relationships between all involved
- To use information gathered about pupils in a proactive way

Pre-school Transition

We do this through our own in school transition package, Enabling Smooth Transition meetings and visits to preschool/nursery settings.



School Transition

Our in school package consists of 5 in school visits of 45 minutes. The sessions are planned to ensure pupils and parents spend time in the setting as well as making sure key school messages and important information is given to parents to also support them during this big transition.

The five sessions run as follows:

Session 1- All parents and pupils visit the Foundation department and spend time playing in the setting and meeting the two teachers and 3 LSAs that will be working with their child.

Session 2- All pupils spend the time in the department playing and familiarising themselves with the setting. Parents go to the main hall for a welcome talk given by the Headteacher and States Early Years Team.

Session 3- All pupils spend the time in the department playing and familiarising themselves with the setting. Parents go to the main hall for an information session led by the Head of Foundation Stage focused on explaining how the classes run at St Martin's.

Session 4- Class specific session where only the pupils from one class visit the setting. Parents stay with pupils for this session to meet their child's class teacher and LSA.

Session 5- Class specific session where only the pupils from one class visit the setting. Parents go to the hall for an information session led by the school ALNCO about how all learners are supported. During this session other agencies such as HIC and school nurses are invited to attend to speak to parents about support they can offer.

Any pupils who may benefit from a bespoke transition package are supported in a way best suited to them e.g. additional sessions, private sessions.

Enabling Smooth Transition Events

Information is also gathered through two States Early Years Team planned events.

Event 1 is an Enabling Smooth Transition session for ALNCOs where all preschools and nurseries, SALT and any other agencies involved with pupils meet with school ALNCOs to share information that is relevant to pupils each school is



receiving in the September. This information is then shared with the class teachers by the ALNCO.

Event 2 is an Enabling Smooth Transition session for class teachers where all preschools and nurseries attend to share key information on pupils each school is receiving in the September.

The information gathered at these events is used to ensure staff are prepared to support pupils in exactly the areas required. The information is also used to create the two classes.

Visits to Settings

During the summer term a member of staff from school will visit each setting that a pupil is attending from.

The Foundation Stage leader is responsible for contacting the settings to book in an appropriate time to visit the pupil/pupils. This should ideally be a time where pupils are in continuous provision to enable staff to play with the pupil and establish conversation in a very natural way.

The aim of these sessions is to allow pupils to share their current setting with one of their new adults and help them in making links between what is happening now and where they will go to school.

Transition to Year 1

Transition to Year 1 has four different focuses; familiarisation with the new environment, meeting their new teacher, the sharing of information and class mixing.

Familiarisation with new Environment

During the Friday afternoons when the new pre-school pupils visit the department pupils visit the Year 1 areas on rotation. They visit both the Year 1 discovery zone and the Year 1 garden, during these sessions they are able to familiarise themselves with where they will learn next year. During these sessions Year 1 teachers spend some time with the pupils during their play to introduce themselves in a natural and low key way.

Class Mixing

Classes are mixed in line with the whole school approach; taking into account gender, term of birth, ability, ALN needs, friendships, previous information about personality mixes from pre-schools/nurseries.



The classes are mixed in a co-operative way with both class teachers creating an initial mix before gathering feedback from LSAs in the department.

Once a potential mix has been agreed these are then trialled during the Friday afternoon transition sessions and any required changes made before meeting their new teachers.

Meeting their new Teacher

As part of the whole school transition package pupils will visit their new class teachers in their classrooms 3 times to share story time, play and learn.

Information Sharing

As part of the whole school transition package, class teachers from Reception meet with both class teachers in Year 1 to share key information about the pupils they are receiving. This information will include the Pupil Passports used by the whole school, information about reading levels and EYFS end of year profile data to show where each pupil is against the early learning goals.

Inclusion

St Martin's Primary School is committed to supporting all pupils in its care which is captured in our school tagline 'Being different, succeeding together'.

The School has created a welcoming environment that is both safe and stimulating allowing its pupils to learn and grow in confidence.

If a child may have ALN, the school's ALNCO (Additional Learning Needs coordinator) provides support and guidance and works with staff and parents/carers to consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In the Foundation Stage, we work closely with parents/carers to identify needs and provide additional support as early as possible to ensure all pupils make progress. This is supported by our Intervention LSA working with pupils as soon as an area of need is identified.

Positive Partnerships

We value the respectful partnerships we develop with parents and recognise the importance of working together. When parents/carers and school staff work together the results have a positive impact on the child's development. To make this a successful partnership the information, knowledge and expertise needs to be shared both ways.



We welcome and encourage parents/carers to participate in their child's education in a number of ways;

- Transition settling in sessions
- 1-1 parent teacher meeting in September before their child starts at school
- Drop in and workshop events
- Parents evenings twice a year
- Wow moments
- Uploading home learning onto the dojo
- Helping on trips/with events

We, as a department, share information about their child's learning in a number of ways;

- Weekly dojo posts
- Parents evenings
- Private dojo messages
- End of Year report
- Supporting pupils in uploading their own learning to Dojo
- Workshop events

Whilst we have scheduled Parents appointments twice during the year it is important to note that many smaller meetings will take place throughout the year to support parents/carers and share information.

Monitoring and Review

The effectiveness of this policy will be monitored and evaluated by the headteacher and EYFS lead and will be reviewed on an annual basis. The policy may be updated at any time in line with the publication of new statutory and non-statutory documents.