



St John's Primary School
Early Years Foundation Stage Policy
July 2022

The purpose of this policy is to explain our EYFS practice and how we delivery it at St John's Primary School.

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1. Introduction

St John's Philosophy and drivers

At St John's we believe in every child having a bright future.

We achieve this through our curriculum drivers which are:

- living by our values (kindness, responsibility, respect, honesty, courage and determination)
- fostering a connection with nature
- promoting healthy lifestyles
- developing language and vocabulary

At St John's our intent is:

For learners who enter our EYFS to begin their lifelong learning journey by developing physically, verbally, cognitively and emotionally whilst also embedding a positive attitude to school and a love of learning.

By the time children leave our EYFS we want them to be enthusiastic about life and learning, to have acquired the key skills and knowledge they need for the age they are and to be ready to transition to their next stage of education.

2. Implementation

We implement our philosophy and intentions in the following ways:

Legislation

We adhere to the legal requirements of the Statutory Framework for EYFS (revised 2021).

Structure of St John's EYFS

We have a 56 place nursery for 2, 3 and 4 year olds and one 30-place Reception class.

Ladybirds is our 2-3 year old nursery and runs Mon – Fri 9am – 12pm and has 20 places.

Butterflies is our 3-4 year old nursery and has 36 places (across the week). Butterflies is open Mon – Fri 9am – 3pm and we offer 3 options for attending:

1. 30 hours Mon – Fri 9am – 3pm
2. 15 hours – Mon & Tues 9am-3pm and Wed 9am-12pm.
3. 15 hours – Wed 12pm-3pm and Thurs & Fri 9am-3pm

There are a maximum of 26 children in attendance at any time.

Bees is our 30 place Reception class. It has full-time school places and applications are made through Surrey Admissions.

Funding

For Ladybirds we accept:

- FEET (Free Early Education for Two Year Olds) funding (15 hours)

For Butterflies we accept:

- FEE (Free Early Education) funding for 15 hours (universal entitlement)
- Extended Entitlement – 30 hours for eligible three and four year olds.

Eligibility codes will need to be supplied where applicable.

Where parents need to pay for all or part of the week the following charges are applied:

- Ladybirds - £90 per week for 15 hours (term time only)
- Butterflies - £75 for 15 hours (term time only)
- Butterflies - £150 for 30 hours (term time only)

There is no reduction in fees for holiday taken or illness.

Places are term-time only. Term dates and INSET training dates are the same as for the school.

Curriculum content

At St John's we adhere to the Statutory Framework for EYFS (revised 2021) and work towards the Early Learning Goals at the end of Reception. We use Development Matters by *Julian Grenier* and Chris Quigley's Education Curriculum Companion to develop our curriculum.

The EYFS is based upon four guiding principles and these shape all our practice:

- Every child is a unique child
- Children learn to be strong and independent through positive relationships
- Children learn and develop well in enabling environments with teaching and support from adults.
- Children learn and develop at different rates and it is our duty to support that.

The Early Years Curriculum has 7 areas of learning and development and we use these to build our educational programmes. They are:

Prime Areas

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

Specific Areas

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

The EYFS also includes the characteristics of effective teaching and learning and staff plan activities that aim to develop these skills as much as possible. These characteristics highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them. Strong development in these characteristics builds the foundations for a child to become a lifelong learner. The three characteristics are;

Playing and Exploring – children investigate and experience things, and 'have a go'

Active Learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

Creating and Thinking Critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

We use our 'woodland friends' in EYFS classes to support children's understanding of these characteristics and to strengthen the skills. We have; 'The Have-a-go Mouse' (playing and exploring), 'The Determined Squirrel' (active learning), 'The Thinking Fox' (Creating and Thinking Critically) and also 'The Kind and Helpful Hedgehog' (to promote kindness and helpfulness)

We have used Development Matters, Chris Quigley and the Framework to guide us and have developed a curriculum that is bespoke to the children who come to St John's Primary School. We have considered their needs and built a curriculum that strengthens the prime areas, especially communication and language, and that supports the development of all children. We aim to give children many opportunities for hands on 'real life' experiences through things like forest school, the EYFS garden, observing nature and much more.

Planning and Teaching

All 7 areas of learning within the Early Years Curriculum are inter-connected and we build all learning opportunities with these in mind.

- We carefully set up our continuous provision both indoors and outdoors to provide opportunities for all children that extend their thinking and build their skills.
- Whenever possible, and appropriate, children's learning will be through first hand experiences and/ or structured play activities with plenty of opportunities for children to talk about what they discover and what they are being taught.
- We use a mixture of child-initiated and adult-led activities appropriate to children's age and stage of learning.
- Some areas of the curriculum, especially in Reception, need to be carefully planned for to ensure children learn all the skills and knowledge needed.
- Our phonics programme (Essential Letter and Sounds) delivers daily sessions that are fun and engaging in a highly structured programme. We support children's development in all areas of phonics and reading and work with parents to support them to help their child.
- Our maths teaching follows the White Rose suggested year structure and involves play experiences that encourage and support development and understanding of early mathematical concepts.
- We provide an enabling environment to encourage children to initiate their own learning and follow their own interests.
- We support children with their individual needs and plan more specific learning tailored to individual children where needed.

Throughout all our settings we work hard to settle children into each room, support them to learn and make progress whilst there and then support them to transition to their next setting. We work closely with parents and other practitioners to achieve this.

3. Impact (evaluation of what has been implemented)

Assessment

At St John's Primary School we carry out the DFE required assessments:

- 2 year checks are carried out in Ladybirds. These are shared with parents.
- In Reception we carry out the Reception Baseline Assessment within 6 weeks of children starting in our school.
- At the end of Reception EYFS profiles are completed for each child. Pupils are assessed against the 17 Early Learning Goals.

We believe that assessment is an integral part of the learning process as it informs practitioner's knowledge and understanding of the children. All rooms will carry out the following informal assessments as well:

- Key people and room leaders will carry out their own baseline assessment when children start with them so they can find out where a child is working at and what they can do. This information is used to inform our planning and the individual child's next steps.
- At set assessment points during the year, we look at whether children are 'on track' or 'not on track' for their age. This information is gathered on a 'Windscreen Assessment Sheet' and is used to inform children's next steps and our planning.
- We use Tapestry as an online learning journey to share what children have been doing at school with parents. We invite parents to contribute to this process and use the information we have on each child to plan their next steps. We use our knowledge to support children to continue making progress and to broaden their experiences and understanding.
- We also use our assessment and knowledge of children to help us identify where there is a need and to seek further support if appropriate.

4. Equal opportunities

All children are provided with their full entitlement to the curriculum regardless of their differences.

5. Special Needs

All teachers use quality first teaching techniques including scaffolding to remove barriers for children with SEND. Teachers should work towards the same learning objective for all children and children with SEND needs may access the learning in a different way.

Children with additional needs will have an Individual Support Plan created for them. These will be discussed with parents in line with our SEND policy.

6. Related Policies

Other Related Policies:

SEND Policy 2022
Behaviour and Wellbeing Policy
English Policy

Date policy agreed: September 2022

Date of next review: September 2023

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