

# Powick Church of England Primary School

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## Early Years Foundation Stage Policy

Reviewed: September 2024

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# Powick CE Primary School

## ***'Embracing Learning Together'***

At Powick CE Primary School we are a caring Christian community where everyone is welcome and, following the example set by Jesus, we thread kindness and compassion through everything we do. Through working together, we desire for everyone in our community to flourish by developing their God given talents.



*Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.*

*(Statutory framework for the early years foundation stage 2021)*

Our Early Years Foundation Stage policy describes the framework upon which the practice and philosophy of the Early Years at Powick CE Primary School is based. This policy works in conjunction with the whole school policies of Powick CE Primary School.

### **Our Philosophy**

At the heart of the Early Years Foundation Stage at Powick CE Primary School are our children! We value each individual and their personalised learning journey. We recognise that to enable our learners to fulfil their potential we must begin with each child's unique starting point, and then inspire, challenge and support their learning, laying firm foundations for all future learning to build upon.

At Powick CE Primary School we have high expectations. We value play and first-hand experience, we design our creative curriculum around the needs and interests of our young learners, to ensure that learning and teaching activities are purposeful, meaningful and memorable. We recognise our role in enabling our learners to develop emotionally, socially, physically, creatively, and intellectually and strive to provide a nurturing and exciting environment for learning which builds confidence, independence and curiosity.

### **Our Aims and Principles**

We believe that the development of the whole child is crucial and that our provision underpins future attitudes towards learning. At Powick CE Primary School we strive to:

- Provide a happy, caring, safe and secure environment for learning, which meets the individual needs and interests of the children
- Ensure that all children feel valued and respected
- Develop caring, respectful relationships between children and adults
- Provide a high quality curriculum in line with Early Years Foundation Stage documentation
- Support children in becoming aware of moral and social values and responsibilities
- Encourage active learning and first hand experiences through indoor and outdoor play, using verbal and non-verbal communication
- Encourage children to become self-motivated, confident and independent learners with a positive attitude to learning and self-discipline
- Value the cultural diversity within our school, community and the wider world
- Foster positive home school links and share a common sense of purpose with parents

## Our Early Years Foundation Stage Curriculum

High quality learning and teaching within the Powick CE Primary School ensures that:

- Our children are at the centre of decisions about the curriculum
- The curriculum reflects the way that young children learn, through purposeful and well planned play and first hand experiences
- We take account of children's previous learning and experiences, ensuring that next steps in learning build upon these
- The curriculum is planned to ensure continuity and progression in the development of key skills
- The environment, both indoors and outdoors, is well planned and resourced to promote independence
- Children's learning is not compartmentalised into subjects, but enables them to make links throughout all areas of learning
- Practitioners work in partnership with parents and colleagues
- Practitioners have high expectations of all children
- Practitioners understand how children learn and the developmental stages of growth and learning
- Children enjoy learning

Our unique, tailored curriculum is supported by the statutory and non-statutory guidance for the EYFS and supports learning and development within 7 main curriculum areas;

### **Prime Areas**

Personal, Social and Emotional Development  
Communication and Language  
Physical Development

### **Specific Areas**

Literacy  
Mathematics  
Understanding the World  
Expressive Arts and Design

The first three areas are known as the Prime Areas and the four other areas are the Specific Areas. The prime areas begin to develop quickly in response to relationships and experiences, running through and supporting learning in all other areas. The prime areas continue to be fundamental throughout the EYFS.

### **Personal, Social and Emotional Development**

'Who we are (personal), how we get along with others (social) and how we feel (emotional) are foundations that form the bedrock of our lives.' (Birth to 5 Matters)

Through our SCARF curriculum and positive relationships with our practitioners, children will be supported to develop a positive sense of self, their emotional understanding and the quality of their relationships within school and the wider community. Through adult modelling and guidance, they will learn how to set simple goals, have confidence in their own abilities and look after their bodies.

### **Physical Development**

Children are given opportunities to move in a variety of ways and use equipment to develop and practice their fine and gross motor skills, whilst they develop an increasing understanding of how their body works. This is done both indoors and outdoors, by working with a wide range of resources. Children will be taught aspects of dance, gymnastics, ball skills and games through PE lessons to develop gross motor function and have the opportunity to access a large variety of resources to build fine motor strength in their hands ready for writing and using smaller tools.

### **Communication and Language**

This covers all aspects of language development and provides a foundation for the core literacy skills. Developing a child's competence in speaking and listening is of great importance. Children will learn to be able to express themselves effectively, sharing their own experiences and having an awareness of the listener's needs. They will develop their ability to follow instructions and understand 'how' and 'why' questions in relation to stories or recent events. We aim to extend and enrich a child's vocabulary through the implementation of story time, rhymes, role-play and group discussions.

### **Literacy**

This area of learning supports the development of linking sounds to letters and understanding that from this we can read and write. Children will be immersed in a print rich environment and begin to recognise the importance of reading and writing as a way to communicate with others. We actively promote the importance of reading and writing which is done through stories, songs, poems, mark making and writing using a wide range of media, whole class shared reading, phonics sessions and small group guided reading and writing. Pre-writing activities encourage correct pencil control, left/right orientation and letter formation. Children have the opportunity to develop their writing skills in accordance with their age, ability and competence. We encourage children to treat books and other resources with respect and stories are shared daily with the children to develop their comprehension and encourage an enjoyment of reading.

### **Mathematics**

Children will develop a strong number sense and a deep understanding of numbers to 10, the relationships between them and the patterns within those numbers. They will experience frequent and varied opportunities to build on and apply this understanding, using a variety of resources to help them develop a concept image of number. Through an enhanced curriculum of rich opportunities, children will develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. They will develop positive attitudes and interests in mathematics, look for patterns and spot connections, and talk about what they notice.

### **Understanding the World**

All children are given the opportunities to explore, solve problems, investigate, and make decisions. They will learn about their surrounding environment, living things, other areas of the world and people who are important in their lives. Children are also given opportunities to listen to a broad selection of stories, non-fiction, rhymes and poems to foster their understanding of our culturally, socially, technologically and ecologically diverse world; building important knowledge and extending their vocabulary. Children learn about our core Christian values and demonstrate these in daily school life, alongside developing an understanding and respect for other cultures and beliefs. We recognise and value the impact of real life experiences and we

provide opportunities to enhance the children's learning through outdoor learning and educational visits.

### **Expressive Arts and Design**

We encourage children to develop their artistic and cultural awareness to support their imagination and creativity. They are given frequent opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. Children will develop their understanding, self-expression, vocabulary and ability to communicate through the arts, and have the opportunity to perform for audiences of various sizes.

Planning for Learning and Teaching also reflects characteristics of effective learning which are essential for children's development. 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

These characteristics of effective learning underpin teaching and learning in the EYFS and form part of the skills and attributes that children need to acquire by the end of their learning journey in EYFS.

### **Assessment**

We use baseline assessments at the start of the academic year in Reception to assess each child's starting point. We believe that assessment is a key element in the success of a child's learning journey and thus is a crucial part of the planning and learning cycle. As part of our daily practice, we observe and assess children's development and learning to inform our plans. Children's progress is shared with parents during our two parents' evenings, held in the Autumn and Spring Terms.

#### **Assessing against the Early Learning Goals**

Within the final term of Reception, we provide the parents with a report based on their child's development against each of the Early Learning Goals and the characteristics of their learning.

Half termly assessments are carried out to monitor children's learning and progress. Observations are used continuously to support the assessment process.

We value the contribution of Parents and Carers in the assessment process. Staff are readily available at the end of each school day for questions and discussions.

### **Organisation**

At Powick CE Primary School we allocate 30 children in each class. The Reception class has a teacher and full time teaching assistant. The Reception class is housed within the main school building, with a specific outdoor area attached to their classroom. The Reception class use the children's toilet facilities which are shared with Year 1.

The delivery of the curriculum changes in line with the developmental needs and interests of the current cohort and in line with recent educational developments. Staff plan for focus activities, child initiated opportunities and organise free flow provision daily.

The Reception team plans weekly and works alongside the rest of the school in its curriculum.

### **The Learning Environment**

Learning through play is an important part of our Early Years classroom. We believe children learn best from experiences that interest and inspire them. Using children's interests as a starting point, we provide children with stimulating, active play experiences in which they can explore and develop their learning to help them make sense of the world. They have opportunities through their play to think creatively and critically alongside other children as well as on their own. They are able to practise skills, build upon and revisit prior learning and experience at their own level and pace. Play gives our children the opportunity to pursue their own interests and inspire those around them. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. We believe it is important that adults take an active role in child initiated play through observing, modelling, facilitating and extending their play. Getting the balance right between child initiated play and adult led activities is very important to us.

Resources are freely accessible and clearly labelled to enable children to develop independence. Display spaces are interactive to support children in consolidating their learning and are used to celebrate achievements, inspire and support.

The outdoor area is an extension of the classroom and there is a variety of resources to facilitate learning. In this area, there is both continuous and enhanced provision for children, providing opportunities for them to make their own choices and become confident in taking risks.

### **Transitions**

Establishing smooth and successful transitions into and out of Reception Class is fundamental at Powick CE Primary School. Successful transitions are facilitated by;

- Induction Meetings – parents/carers with school staff
- Providing induction information packs to Reception parents and carers
- Stay and Play sessions – families and children becoming familiar with the Reception setting during the summer term prior to starting in Reception
- Liaison with outside agencies and previous settings
- A part time induction into Reception at the beginning of the year

- Moving up/familiarisation sessions with Year 1 setting and staff during the summer term

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