

Sutton-at-Hone Church of England (Voluntary Aided) Primary School



Early Years Foundation Stage Policy



A Church of England Voluntary Aided School
Diocese of Rochester

Sutton-at-Hone C.E. Primary School Policy Document

Intent

At Sutton-at-Hone we aim to:

- ensure that every child has a happy, positive start to school life within a safe and secure environment
- provide all children with access to a broad and balanced curriculum that gives them the range of knowledge and skills needed for good progress through school and life
- provide quality and consistency in teaching and learning so that every child makes good progress and develops a love of learning
- develop a close working partnership between staff and parents/carers
- ensure that every child is included, supported and challenged to reach their full potential
- help every child recognise their own strengths and achievements by developing their independence and confidence

Through an enriched, Christian environment we aim to create a happy setting where children feel safe and secure and are motivated to experience and explore new learning opportunities. Through our curriculum we teach children the skills to be inquisitive, curious, independent learners and develop their knowledge and understanding.

Legislation

This policy is based on requirements set out in the [‘Statutory framework for the Early Years Foundation Stage \(EYFS\)’ \(September 2021\)](#).

Implementation

The EYFS framework includes seven areas of learning and development which are all important and interconnected.

Three of the areas are referred to as Prime Areas. These are particularly important for building a foundation for igniting children’s curiosity and enthusiasm for learning, forming relationships and thriving (Early Years Framework 2021).

The Prime Areas are:

Communication and Language	Listening, Attention and Understanding Speaking
Personal, Social and Emotional development	Self-Regulation Managing Self Building Relationships
Physical Development	Gross Motor Skills Fine Motor Skills

The four remaining areas, known as specific areas, provide opportunities for the prime areas to be applied and children to learn new skills and gain knowledge and understanding.

The Specific Areas are:

Literacy	Comprehension Word Reading Writing
Mathematics	Numbers 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

Structure of the EYFS

At Sutton-at-Hone we have two Reception classes, each with a Teacher and a Teaching Assistant. Every day the children can move freely between the two reception classrooms and the outside area. During these free-flow opportunities members of staff engage with the children, supporting them to investigate and problem solve, encouraging them to ask questions and develop a sense of wonder, modelling new skills and developing communication and language skills. The staff across both Reception classes work closely together to share children's achievements as well as areas for development.

As well as opportunities for children to explore their own learning, we believe there is also a need for direct teacher-led activities to ensure that children gain essential knowledge and skills. This is provided through whole class teaching and small group sessions.

The Curriculum

Our curriculum is based around cross-curricular topics. Each topic planned is included in the curriculum for specific reasons and develops the children's knowledge, understanding and skills so that they leave the Reception Year ready to start the KS1 curriculum. We also consider the interests, experiences and prior learning of the children when planning, setting up activities and providing learning opportunities within each area of our continuous provision.

The continuous provision is set up with a variety of resources for children to access as well as play-based activities which are used to enhance children's learning and encourage the three

Characteristics of Effective Teaching and Learning which are set out in **Development Matters 2021**. These are:

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

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

Creating and thinking critically – children have and develop their own ideas, making links between ideas, and develop strategies for doing things.

We enrich and enhance our curriculum with special events, celebrations and memorable experiences related to our topics.

Each day we follow a routine which provides times for whole class teaching of phonics, maths and topic work as well as group teaching of reading. These times provide the children with opportunities to listen and concentrate, take turns and share their ideas and knowledge.

At Sutton-at-Hone we aim to develop a love of reading and so share stories every day. The children are given the opportunity to vote for one of the stories that will be read at the end of the day and we use our maths skills to count the votes together and decide which book has the most. Children are exposed to a wide range of both fiction and non-fiction texts through topic work and continuous provision, which gives us lots of opportunities to introduce and discuss new vocabulary.

We teach phonics daily, following Letter and Sounds Little Wandle scheme and our teaching of mathematics is guided by White Rose.

Assessment

During the first term in Reception, the EYFS staff assess the starting point of each child using a mixture of the statutory government baseline and teacher observations. This allows us to identify areas of strength as well as areas for development within the cohort which we then use to inform our curriculum and planning.

During the first term of school every child also completes a speech and language assessment in the form of a game which allows us to identify any specific needs and provide support with speech or language development where needed.

Throughout the year, we make regular assessments of children's learning and development and use this information to ensure that future planning reflects identified needs so that all children make good progress from their current stage of development.

At the end of the year, we assess whether each child is 'expected' - working at the expected level of development or 'emerging' – is not yet working at the expected level of development, within each strand of the seven areas of learning. This data is submitted to the local authority and is also shared with the child's next teacher who uses it to make plans for the class as they move into Year 1. This information is also shared with parents in the end-of-year report.

Inclusion

All children receive quality first teaching daily and group activities are differentiated accordingly. Where children have been identified as having a specific need, intervention programmes will be implemented. Teachers and Teaching Assistants plan and deliver programmes where needed and liaise with the Special Educational Needs and Disabilities Coordinator (SENDCO).

Safeguarding

It is important that all children in the school are safe. 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 around them.

We educate children on the importance of boundaries, rules and limits to help them understand why they exist and we encourage them to become responsible for their own behaviour by supporting them to make the right choices. We help children to self-regulate and manage their emotions appropriately.

We teach the children how to recognise and manage risks in a supervised environment and we aim to protect the physical and mental well-being of all children.

We are a healthy school and participate in the free milk for under 5's and the free fruit scheme provided by the government. Children in Reception are entitled to universal free school meals and we ensure that the kitchen staff are aware of any children with allergies or other dietary requirements.

Children are asked to bring in water bottles so that they have access to water throughout the day.

Parent Partnership

We recognise that parents/carers are their child's first educators, and we value having a positive relationship with them throughout their child's time at Sutton-at-Hone.

We do this through:

- Inviting the parent and child for stay and play sessions before they start full time in September. This gives us the opportunity to get to know the child and discuss things that they enjoy as well as learn about any specific needs that they may have
- Operating an open-door policy for parents/carers with any queries or concerns or inviting a parent in for a meeting if we have any concerns about a child's progress
- Sharing a child's successes with their parent/carer and providing opportunities for parents/carers to share their child's achievements from home or outside activities.
- Written contact through home-school contact books
- Offering parent-teacher consultations during the year at which the child's progress and wellbeing is discussed
- Inviting parents to a range of events throughout the year such as Sports day, Christmas production etc.
- Sending home a written report on their child's progress at the end of their time in Reception.

Impact

We recognise that every child is unique and that all children develop at different rates and learn in different ways. We strive to provide an environment in which our children can develop a positive attitude towards their learning and in which we can support every child to become independent, resilient, curious learners, laying the foundations for their next stage of development.