



High Aspirations, Moral Strength, Spiritual Depth

At Andrews' Endowed CE Primary School, we nurture each child and value their uniqueness. We are a fully inclusive church school deeply committed to the pupils, parents and community we serve.

Through a broad and challenging curriculum, we encourage our children to become deep thinkers, resilient learners and compassionate, responsible citizens.

Our children leave Andrews' Endowed as aspirational, articulate and empowered life-long learners; equipped with the moral strength and spiritual depth they need to make their world a better place.

Our Christian values of Love, Courage and Respect underpin all that we do.

Introduction

This policy has been developed to reflect the 2021 statutory framework for the Early Years Foundation Stage (EYFS). It shows how Andrews' Endowed CE Primary School has organised and implemented the EYFS curriculum.

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2021.

Definition

The Foundation Stage is valued as a stage in its own right and is not just preparation for Key Stage 1. It is a distinct phase that provides rich and diverse opportunities for lifelong learning. The Foundation Stage begins when children reach the age of three and continues until they reach five. The last year of the Foundation Stage is often described as the reception year. The introduction of the Foundation Stage does not change the point at which attendance at school is compulsory, which is the beginning of the term after a child's fifth birthday.

Aims of early education

The EYFS seeks to provide:

- quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind
- a secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly



- partnership working between practitioners and with parents and/or carers
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported

(Statutory Framework for the Early Years Foundation Stage 2021, p.5)

The Foundation Stage Curriculum

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the *prime* areas, are:

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to

- manage emotions,
- develop a positive sense of self,
- set themselves simple goals,
- have confidence in their own abilities,
- to persist and wait for what they want and
- direct attention as necessary.

Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.



Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their:

- core strength,
- stability,
- balance,
- spatial awareness,
- co-ordination and
- agility.

Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading.

Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together.

Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.

Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built.



In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures.

It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Understanding of the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters.

In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.

The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

(See Statutory Framework for the Early Years Foundation Stage 2021, p.8-10)

In addition, we follow:

- a blend of the Living Difference and Understanding Christianity religious education schemes,
- a P.E. programme involving outside and inside activities - including gymnastics, games, athletics and dance,
- French provided by a French teacher,
- music taken from the Music Express scheme used throughout the school and
- Personal, Health and Social Education.

Many of the above areas are also included in the topic work we cover in class.

Computers are used in the classroom, along with a range of other technology, such as programmable robots called Beebots, microphones, cameras and iPads with age appropriate coding, maths and phonics games. These are all accessible during child initiated time and the adults also use them with children.



Approaches to teaching and learning in the Foundation Stage

“Practitioners must consider the individual needs, interest, and stage of development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development. Practitioners working with the youngest children are expected to ensure a strong foundation for children’s development in the three prime areas. The specific areas of learning provide children with a broad curriculum and with opportunities to strengthen and apply the prime areas of learning. This is particularly important in developing language and extending vocabulary.”

“Play is essential for children’s development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults. Practitioners need to decide what they want children in their setting to learn, and the most effective ways to teach it. Practitioners must stimulate children’s interests, responding to each child’s emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning. As children grow older...there should be a greater focus on teaching the essential skills and knowledge in the specific areas of learning. This will help children to prepare for year 1.”

(Statutory Framework for the Early Years Foundation Stage 2021, p.15-16)

Play is one of the most important aspects of our reception class. Young children do not make a distinction between play and work and the classroom provides a rich learning environment. Through careful resourcing, organisation and planning our children are able to learn through play. An effective reception class;

- ✓ values the children as unique and as learners able to effect their own learning
- ✓ helps children to develop positive relationships
- ✓ has an environment that plays a key role in enabling the learning
- ✓ ensures that all areas of learning and development are equally important and inter-connected and that children develop and learn in different ways and at different rates.

The organisation of the day is planned to encourage these opportunities to take place through using the whole environment - both inside and outside. The children are taught how to use the outside area and an adult works with them to continue their learning using the resources and space outside.

There are three types of learning seen in the Foundation Stage.

Child initiated; where the child makes choices from within the learning environment to meet his/her own outcomes for learning. Adult interaction supports and extends the play to enable the child to make progress.

Adult initiated; experiences where the practitioner provides the resources to stimulate and consolidate learning. These experiences may not always require the direct involvement of an adult.

Adult directed; experiences which are planned and supported by practitioners and which aim to meet specific learning outcomes. As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year



The curriculum through the year is designed to be challenging and enriching and is organised into topics.

The following are our current (2021) topics for each half term, but we have built in flexibility to continually adapt our curriculum to best suit the needs and interests of our learners.

Term	Topic	Themes
Autumn 1	Pleased to meet you 	PSED / CL – settling into school, making friends, understand why we are all different, resolve conflicts, play fairly, share, respect others, follow rules, understand feelings and look after school property. Communicating with adults and peers
Autumn 2	What is that sound? 	UTW / EAD / CL – using their senses to explore the Autumn sounds around them. Learning about special events in their lives, using different materials / colours / designs / music to express their experiences
Spring 1	Dinosaurs 	EAD / CL – designing and making a 3D model / information chart using a variety of joining and cutting techniques, researching, sharing own knowledge and using appropriate descriptive language.
Spring 2	Around the world 	UTW / PSED / EAD – understanding differences in countries around the world, painting, printing and collages techniques, exploring forces and creating music and dance.
Summer 1	In the Garden 	UTW / PSED / EAD – exploring clay and making models, looking after the environment, exploring and comparing minibeasts and habitats, growing and planting, using digital cameras and voice recorders.
Summer 2	Once upon a time 	EAD / L – retelling, acting out and writing stories, creating sounds patterns and producing graphics music scores, dancing and designing, making and evaluating models.



Planning

“In planning and guiding children’s activities, practitioners must reflect on the different ways that children learn and reflect these in their practice.

Three characteristics of effective teaching and learning 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.”

(Statutory Framework for the Early Years Foundation Stage 2021, p.16)

The planning provides

- stimulating hooks, such as a book, resource, visit or visitor
- coverage of the seven areas of learning
- the three characteristics of effective learning
- flexibility to adapt to the changing needs and interests of the class
- opportunities for adult-initiated, adult-directed and child-initiated learning
- consideration of the further support needed for children with special educational need or disability, linking with relevant services from other agencies, where appropriate.

Daily Literacy and Mathematics teaching

Phonics is taught daily following the Department for Education ‘Letters and Sounds’ Guidance, using a phonics programme linked to the Oxford Reading Tree, called ‘Floppy’s Phonics’.

The ‘Floppy’s Phonics’ programme employs the methods the government and literacy experts advocate called synthetic phonics. This is where children are taught the separate sounds and are shown how to blend these to write words and to segment them to read words. We hold an information evening for parents and carers to show how it is used in the school in the Autumn Term.

The main reading scheme in the school is the Oxford Reading Tree book bands and this is supplemented with books from other schemes to provide consolidation and breadth. Book bands are closely linked to the phonics phase that the children are currently working within.

Shared and modelled writing is taught through Literacy inputs and small focused groups and the children complete guided and independent writing tasks through a topic focus.

Maths is taught following the White Rose maths scheme through whole class maths inputs and small focused groups. The children also take part in a variety of activities provided as enhancements to our continued provision and individual tasks.



Throughout the week we also cover literacy and mathematics within topic work, through well-chosen resources and meaningful interactions with the children.

Equal Opportunities and Special Needs

At Andrews' Endowed CE Primary School we believe that the equality of opportunity is important for all pupils irrespective of gender, ethnicity, social circumstances, religion or belief and intellectual capacity. Within the Foundation Stage we strive to reflect and respect this diversity in our choice of resources and in the model we set for children. We strive to plan an environment for a child that is free from stereotypical images and discriminatory practices. In this way and through appropriate differentiation we try to meet the needs of all pupils. Individual education plans are written and updated three times throughout the year with the SENCo - Special Educational Needs Co-ordinator.

Assessment in the Foundation Stage

“Assessment plays an important part in helping parents, carers and practitioners to recognise children’s progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process.

(Statutory Framework for the Early Years Foundation Stage 2021, p.18)

Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are recorded online using Tapestry Learning Journals, which can be viewed by parents/carers, the whole Reception class staff team and the School Leadership Team. These observations, along with observations shared by parents/carers on the same forum, are used to shape future planning.

Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA).

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

These are assessed over the year when the children are at play and work. The majority of the assessments are made when the children are involved in their own chosen activities to ensure that they really understand the concepts. The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters guidance) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.



Safeguarding and Welfare

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 caring for them. The safeguarding and welfare requirements, specified in this section, are designed to help providers create high quality settings which are welcoming, safe and stimulating, and where children are able to enjoy learning and grow in confidence.

We promote good oral health, as well as good health in general, in the early years by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth
- Inviting a dental nurse to visit the class and share important information.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

Policy Review

This policy will be reviewed at least every three years and earlier where there are significant changes in national EYFS policy, and/or changes made to the EYFS curriculum.

Control Box

Version	3	Date/Effective from	Summer 2021
Author	Jenny Hudd Anelda Ryan	Review Date	Summer 2024
		Responsibility	

Associated Policies, Documents, Agencies:

Equalities Policy

SEND Policy

Assessment Policy

Curriculum Policy