



Pauntley C of E Primary School

EYFS Policy

School Mission Statement Stepping out boldly with God

'Jesus said, follow me.' Matthew 9.9

Pauntley is an inclusive and caring school of choice. We are child-focussed, with core values to enable us all to follow Jesus's example and so flourish and contribute to the local community and the world God loves.

Aims

Every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. A safe, secure and happy childhood is important in its own right and it provides the foundations for children to make the best of their abilities and talents as they grow up.

- *Early Years Foundation Stage Profile 2012*

At Pauntley Primary School we believe that the first five years of a child's life are a crucial time of development. We aim to provide a secure foundation for learning and support the child as they acquire new skills and knowledge and develop socially, emotionally, spiritually, physically and creatively. We provide a safe, caring environment and deliver a broad, balanced and creative curriculum. We believe that multi-age classes where children develop at their own rate and where there is no ceiling on that development is the ideal setting for children in their early years.

Our curriculum is based around seven core values which underpin positive learning attitudes and the development of the whole child. As a Church of England School we identify Christian values which underpin the whole of our community. Our core values are Courage, Respect and Friendship.

At Pauntley the Reception children follow The Early Years Foundation Stage (EYFS) curriculum and Development Matters milestones. These are used to plan our learning opportunities and form assessments about children's development. The EYFS is based upon four themes where each of these themes has a clear principle.

A Unique Child

Each child is a competent learner from birth who can be resilient, capable, confident and self-assured. We recognise that children develop in different ways and at varying rates. We use praise and encouragement as well as celebration and rewards to encourage children to develop positive attitudes towards learning.

Positive Relationships

Children learn to be strong and independent through positive relationships. We aim to develop caring, respectful and professional relationships with children and their families.

Enabling Environments

Children learn and develop well in enabling environments where there is a strong partnership between school and home. The learning environment encourage children to feel confident, secure and challenged.

Learning and Development

Children develop and learn in different ways and at different rates. The curriculum is structured by the areas of learning in the EYFS Development Matters document.

The EYFS is made up of seven areas of learning.

Prime areas

PSED- Personal, Social, and Emotional Development.

CL- Communication and Literacy

PD-Physical Development

Specific areas

L-Literacy

M-Maths

UW-Understanding of the World

EAD-Expressive Arts and Design

All of these areas are linked and are equally important. All areas are developed through a balance of adult led and child initiated activities. In all these areas the children will have the opportunity to develop and demonstrate the characteristics of effective learning.

Playing and Exploring- engagement

Finding out and exploring

Playing with what they know

Being willing to “have a go”

Active Learning-motivation

Being involved and concentrating

Keeping trying

Enjoying achieving what they set out to do

Creating and thinking critically-thinking

Having their own ideas

Making links

Choosing ways to do things

Curriculum

The curriculum is taught through adult and child led activities daily. The activities are linked to topics and we follow the children’s lead when their interests are obvious. These activities are recorded in the children’s Learning Journals. We ensure that all areas of learning are met by ongoing planning, observing and assessing topics which have been taught. This enables the children’s learning can be extended and challenged. The long term plan ensures a thorough coverage of the skills outlined in Development Matters.

All children are encouraged to develop skills in all seven areas of learning. If they favour certain activities staff will ensure to link that activity with other skills to be developed.

In both the classroom and outside learning area the children have the opportunity to develop core skills. For example in the castle role play area the children are encouraged to write on scrolls and in the outside area children can record numbers when playing with natural materials.

The outside area is used throughout the year and is organised to enable the children to develop their knowledge and skills in all areas of the EYFS and demonstrate the characteristics of effective learning. It is used for both adult and child initiated learning. The children are involved in planning the continuous provision resources used at the start of each topic. They are expected to extend their learning in a safe and responsible manner as well as get out what they need and organise themselves.

They will be encouraged to explore, try new experiences, practice skills, persevere, concentrate and take risks. Staff will be at hand to model, support and encourage. Observations will be recorded and any questions will be un-intrusive and not interrupt the “flow” of learning. Evidence of learning will be recorded in Learning Journals and will be cross-referenced to the class teacher’s records and Development Matters. Every fortnight the children have access to the Forest School area where the Forest School Leader plans exciting activities linked to the topic work and giving the opportunity to be creative and work on a larger scale in our stunning school environment.

Speaking and Listening

Communication and language is prime area of the EYFS and at Pauntley we believe that all children need to be effective communicators. They are given many different opportunities to develop their speaking and listening skills by playing in the role play area, listening to and talking about stories, playing in Small World and sharing news.

Reading

At Pauntley, reading is considered a vital skill. The children have opportunities throughout the day to read in the book corner, listen to stories, recite poetry and read to an adult. They have access to a range of carefully chosen books from wordless books to structured phonic appropriate fiction and non-fiction and picture books. When they begin school the focus is on enjoying books and learning vital book skills by looking at wordless books eg, where you start a book, what is happening in the story, who the characters are etc. Staff model asking and answering questions. At Pauntley we follow the Letters and Sounds programme and the children have a daily phonics lesson. They are introduced to sounds and have the opportunity to apply and practice. As children develop their phonic knowledge they will move to a phonically matched reading book to read at home and at school. They also take home a box of letters and key words to consolidate. Assessments are ongoing to ensure the children are on the appropriate phase. Children will have the opportunity to read to an adult daily. Provision will be made for children who require time to consolidate their reading. Children have a guided reading session every week to help develop their comprehension skills.

Writing

When starting school children are encouraged to make marks inside and outside using, chalks, water, brushes, paint and pens. As they learn their phonics the children are given the opportunity to form letters in both adult led and child initiated activities. Throughout the year they are encouraged to become independent writers using sound mats, word banks and word books for support. They are provided with a range of writing resources to use at the writing table. Staff model the writing process and the children learn about different kinds of writing eg lists, labels and stories through their topic work based activities.

Maths

The children have opportunities daily to learn and develop maths skills and knowledge. Activities are initially practical before they move on to recording their learning more formally. Staff use the White Rose resources to plan maths alongside Development Matters.

Assessment and Planning

All children are assessed on starting school using Development Matters and teacher judgement. This enables staff to plan the next step of development in all areas of the EYFS.

A long term plan maps out coverage of skills and knowledge as well as topics to be covered. Medium term plans which are written termly are used as a guide for weekly planning. First hand experiences are planned to provide opportunities for challenges appropriate to the development of the children. In the EYFS assessment of attainment and progress is based on observation, discussion, questioning and evidence of the children’s independent learning. Valuable evidence is also collected of targeted learning. These observations are made by all staff and are recorded in their Learning Journals. This continuous formal and informal assessment enables staff to identify children who may need help in a particular area. Extra provision will be put in place to support these children. Parents are also invited to send in observations of informal home learning on Magic Moment sheets. Each child’s progress is recorded against the seventeen assessment scales derived from the Early Learning Goals in Development Matters.

Special Educational Needs and Disabilities (SEND)

We work closely with parents of children with SEND to ensure they receive appropriate support to help them access the curriculum and reach their potential.

Equal Opportunities

We recognise all children as individuals and all are treated fairly regardless of gender, race, religion, disability or background. We celebrate different beliefs and differences within the school community and the children are expected to show respect and tolerance to all.

Home/ School Links

The school offers Stay and Play sessions every other Friday for pre-schoolers throughout the year. During the summer term the new children join the class for about six mornings and parents are invited to coffee and cake sessions where they can find out more about school. Home visits are offered and staff visit the children in their pre-school settings. In September the school's "Open Door" policy enables parents to talk to staff and look at their child's Learning Journals. Parents are invited into school to celebrate their child's learning in our Friday Assemblies. The school values the contribution that parents and carers make and works closely with the home.