

# St. Peter's C of E Primary & Nursery School



## Early Years Foundation Stage Policy

This policy has been formulated to meet the requirements of the Equality Act 2010.

**Adopted:** Summer 2023

**To be reviewed:** Summer 2026

## **Vision statement**

At St Peter's C of E Primary School, the growth and development of children and adults is central to everything we do. As a church school, we aim to serve and take care of our community by providing an education which inspires every child to be the best they can be. This is within a framework which is rooted in distinctive Christian beliefs and values whilst embracing diversity, respecting other faiths and worshipping together. We encourage an understanding of the meaning and significance of faith and promote Christian values through the experiences we offer to all our school community.

## **Equality statement**

St Peter's C of E Primary School is committed to valuing diversity by providing equality of opportunity and anti-discriminatory practice for all children and families. We also value our staff and are committed to good employment practice.

St Peter's C of E Primary School seeks to ensure that no member of the school community, or any person through their contact with the school, will receive less favourable treatment on the grounds of a protected characteristic. These include: race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependents, disability, sexual orientation, gender reassignment, age, trade union or political activities, socio-economic background, living situation, or spent convictions.

In this we include all members of the extended school community – pupils, staff, Governors, Parents / Carers and others from our local community. Partners, contractors and other visitors to the school are also expected to adhere to this policy.

## 1 Introduction

The Early Years Foundation Stage applies to children from birth to the end of Reception. We believe that the Early Years Foundation Stage curriculum is important in its own right and for preparing children for later schooling. It reflects the fact that children change and develop more rapidly in the first five years than at any other stage of their life. Key Stage One begins for our children at the beginning of Year One.

### 1.1 Foundation Stage Two (Reception) pupils are expected to start school on a full – time basis at the start of the autumn term in September.

In our school, children can join our Reception Class (FS2) if they are 4 at the beginning of the school year. Our Pupil Admission Number (PAN) is 12.

### 1.2 Foundation Stage One (Nursery N2) place allocations will be offered as follows:

Nursery children (N2) are able to join us if they are 3 at the beginning of the school year. We offer our nursery children full time (funded or paid for) or every morning. We do not offer afternoons only or ad-hoc sessions to ensure continuity for children and staff. Children in the nursery class are not guaranteed a reception class place at the school - this criteria is outlined in our admissions policy.

If you would like your child to attend the setting on a full-time basis, the following charges will apply:

£12 per 3-hour session  
£1.50 per lunch time

For a nursery child to attend school on a full-time basis, the charges would be as follows:

5 x lunch time sessions (12 – 12:30 pm) = £7.50  
5 x 3-hour afternoon sessions = £60  
Total cost = £67.50

### 1.3 Foundation Stage One (Pre-School N1) place allocations will be offered as follows:

If we have sufficient places available, children who turn 3 years old during the academic year, will be offered afternoon sessions only until the following September. These will be our pre-school (N1) children.

If your child is born between:	They are eligible for a <b>free part-time (15 hours)</b> place in the nursery class following their third birthday:
1 September and 31 December	Spring term (January) - afternoons only
1 January and 31 March	Summer term (March/April after Easter) - afternoons only
1 April and 31 August	Autumn term (September) - mornings or full-time

**1.5** The Foundation Stage is important in its own right, and also in preparing children for later schooling. This policy is based on the requirements set out in the Statutory Framework for the Early Years Foundation Stage (EYFS) that applies from September 2021.

**1.6** The FS staff work as a team combining the professional expertise of teachers, teaching assistants and other staff such as personal care assistants.

**1.7** Children joining our school have already learnt a great deal. The early-years education that we offer our children is based on the following principles:

- it builds on what our children already know and can do;
- it ensures that no child is excluded or disadvantaged;
- it offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors;
- it provides a rich and stimulating learning environment.

**1.8** For 2 days, during the first week in July, the FS2 (reception) children will go to Class 1 as part of their transition into Key Stage One.

The FS1 (N2) cohort will be invited to attend school for the 2 days on a full-time basis as part of their transition into the Reception class.

New Nursery children are invited to 2 “stay and play” sessions.

## **2 Aims of the Foundation Stage**

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021. The EYFS framework includes 7 areas of learning and development:

- Three *prime* areas of communication & language, physical development and personal, social & emotional development.
- Four *specific* areas of literacy, mathematics, understanding the world and expressive arts & design.

When planning our curriculum, provision and environment, we take into account the Characteristics of Effective Learning:

- Playing & exploring
- Active learning
- Creating & thinking critically

### 3 Teaching and learning style

**3.1** The features of effective teaching and learning in our school are defined in our policy on teaching and learning. They apply to teaching and learning in the Foundation Stage just as much as they do to the teaching and learning in Key Stage 1 or 2.

**3.2** The general features of good practice in our school that relate to the Foundation Stage are:

- the partnership between teachers and parents that helps our children to feel secure at school, and to develop a sense of well-being and achievement;
- the understanding that FS staff have of how children develop and learn, and how this must be reflected in their teaching;
- the range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions, and extend and develop the children's play, talk or other means of communication;
- the carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the Foundation Stage;
- the provision for children to take part in activities both adult-led and child initiated that build on and extend their interests, and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning, with appropriate and accessible space, facilities and equipment, both indoors and outdoors;
- the identification, through observations, of children's progress and future learning needs, which are regularly shared with parents;
- the clear aims of our work, and the regular monitoring of our work to evaluate and improve it;
- High Quality First Teaching

### 4 Play at the Foundation Stage

**4.1** Through play, our children explore and develop the learning experiences that help them make sense of the world. They practise and build up their ideas, learn how to control themselves, and begin to understand the need for rules. They have the opportunity to think creatively both alongside other children and on their own. They communicate with others as they investigate and solve problems.

#### **Outdoor Provision**

In the FSU, children have free access to outdoor space. This learning environment is set up to support and extend children's learning in all areas of the curriculum.

#### **Classroom Organisation**

Play is essential for young children's learning. Independent self-initiated learning is supported by well-resourced continuous provision.

The classroom is well-organised and designed to give the children space to move about between the different play activities safely. The teaching is designed to provide a stimulating learning environment inside and outside, with provision arranged into areas for different types of play and enhanced to provide appropriate challenge, excitement and enrichment. There is a high level of staff involvement in children's chosen activities and play. There are planned "focused activities" for specific children, or groups of children. Suitably differentiated activities, or adult interactions and interventions, are organised to meet the learning needs of each child. There is some whole class direct teaching for short periods, such as RWI phonic sessions or FS2 maths.

Observations of the children support and inform the teaching strategies used in the early years. It helps us understand the children's interests as well as their current skills, knowledge and understanding. It also allows staff to plan and deliver their "next steps".

We encourage the children to become independent by ensuring that the resources and equipment are accessible to them. We promote a growth mindset and a "can do" attitude. Despite their young age, we believe that there is no ceiling to what our children can learn and do.

## **5 Inclusion at the Foundation Stage**

**5.1** We believe that all our children matter. We give our children every opportunity to achieve their best.

We do this by taking account of our children's range of life experiences when we are planning for their learning.

**5.2** At the Foundation Stage, we set realistic and challenging expectations keyed to the needs of our children to ensure that as many children as possible achieve the Early Learning Goals by the end of the stage. Some children progress beyond this point. We help them do this by planning to meet the needs of both boys and girls, of children with special educational needs, of children who are more able, of children with disabilities, of children from all social and cultural backgrounds, of children from different ethnic groups, and of those from diverse linguistic backgrounds.

**5.3** We meet the needs of all our children through:

- planning opportunities that build on and extend the children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a variety of teaching strategies that are based on children's learning needs; providing a wide range of opportunities to motivate and support children, and to help them to learn effectively;
- offering a safe and supportive learning environment, in which the contribution of all children is valued;
- employing resources that reflect diversity, and that avoid discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills; monitoring children's progress, and providing additional support as necessary.

## 6 The Foundation Stage Curriculum

**6.1** Our curriculum for the Foundation Stage reflects the areas of learning identified in the statutory guidance. Our children's learning experiences enable them to develop competency and skill across the areas of learning.

**6.2** We have designed our own curriculum based around the requirements of the statutory framework. We have used 'Developments Matters' to ensure age appropriate progression. We cover the required skills and knowledge through termly topics which incorporate high quality texts, stimulating activities, continuous and enhanced provision, child led activities, assessment responses, adult interventions and "in-the moment" planning.

Our FS2 and Nursery children are taught phonics through Read, Write Inc. (WRI) which is a high-quality proven scheme of teaching early phonics, reading and writing. Our FS2 children have a specific, short, daily maths session from either The National Centre for Excellence in the Teaching of Mathematics (NCETM) scheme (For number) or White Rose Maths. (shape, space, pattern and measure)

**6.3** We plan in the FS in three phases (long-term, medium-term and weekly) to ensure both subject knowledge (The 'what') and pedagogy (The 'how') are covered. Plans are continually being adapted to meet the needs of our children and we are flexible in our approach to allow for WOW moments, misconceptions and following specific interests.

## 7 Assessment

**7.1** Ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also consider observations shared by parents and/or carers. Within the first 6 weeks that a child starts reception, the EYFS Teacher will administer the Reception Baseline Assessment (RBA). At the end of the EYFS, staff complete the EYFS profile for each child.

The Foundation Stage Profile is the nationally employed assessment tool that enables teachers to record their observations at the end of the Foundation Stage, and to summarise their pupils' progress towards the Early Learning Goals.

**7.2** We share the information contained in the Foundation Stage Profile at our parental consultation meetings.

Parents/Carers are vital partners in the assessment process.

**7.3** The FS staff complete ongoing assessments (observations) against the 7 areas of learning and hold discussions to make decisions about children who are and are not "on track". Where children are meeting the intent of our progressive curriculum we deem them to be "on track". Children who are not "on track" are given extra support within the provision or in individual or small group interventions.

At the end of the final term in F2, 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 (expected)
- Not yet reaching expected levels (emerging)

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with the child's parents and/or carers. We send a summary of these assessments to the LA for analysis. The child's next teacher uses this information to inform planning for the year ahead and as part of their transition.

**7.4** FS staff keep learning journals, and use these to record examples of each child's work, some observations of their play and "wow moments". There is no longer a statutory requirement to gather evidence for every milestone children meet. Instead, staff have more time to interact with the children and all members of the FSU team pride ourselves on having a good understanding of the interests and abilities of each individual child. These learning journals are shared with parents at each parental consultation meeting and on other occasions when they have the opportunity to come in and share their children's learning experiences.

**7.5** Parents of FS2 receive an annual report that offers brief comments on each child's progress. It highlights the child's strengths and development needs, and gives details of the child's general progress. We complete these in June, and send them to parents in early July each year. Parents of Nursery children have the opportunity to come into the FSU to view their learning journey and have an informal chat about their child's progress.

## **8 The Role of Parents & Carers**

**8.1** We believe that all parents and carers have an important role to play in the education of their child. We therefore recognise the role that parents have played, and their future role, in educating the children. We do this through:

- gathering information from parents about their child before their child starts in our school such as Stay and Play sessions or a teddy bear's picnic;
- opportunities given to the children to spend time with FS staff before starting school;
- inviting all parents to an induction meeting during the term before their child starts school;
- staff are available for informal discussions at the school gate every morning and afternoon
- Longer in-depth discussions can be arranged in advance by appointment.
- offering a range of activities, throughout the year, that encourage collaboration between child, school and parents such as Coffee afternoon, and Church services.

**8.2** From FS2 there is a formal meeting for parents and carers in the Autumn and Spring terms, at which they can discuss the child's progress in private with the teacher. Parents and carers receive a report on their child's attainment and progress at the end of each school year.

## **9 Resources**

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer to promote independent learning. We monitor resources to ensure that they

*'Unlocking the gates to a lifelong love of learning and faithfulness'*

are appropriate and in good condition. We teach the children to take care of the resources in the FSU.

### **10 Monitoring**

This policy is monitored by the governing body, and will be reviewed in three years, or earlier if necessary.