

## Early Years Foundation Stage Policy Sutton Veny CofE Primary School

**Together**, through **friendship**, in **peace** and with **courage**, we reach for the stars.

Colossians 3:12: '**clothe yourselves with compassion, kindness, humility, gentleness and patience.**'

This policy reflects the central beliefs that we should build upon, and broaden, children's knowledge and understanding of the world, and continue a learning journey which will enrich the rest of their lives.

### **Our aim is:**

- to give children the best possible start to their school life
- to foster a love of learning and develop academic and social skills in a safe, supportive and caring environment where individuals are valued
- to ensure the children learn that they have a responsibility to their class, school and community and to know that caring for others is at the centre of this
- to promote tolerance and celebrate diversity
- to appreciate the Christian ethos of the school.

### **Curriculum and learning – key principles**

The child's well-being and progress, both academically and socially, is at the centre of our decisions. We recognise the key role of parents in their children's learning and work to promote and develop a thriving partnership between them and the school.

The curriculum is planned to ensure coverage, continuity and progression with assessment opportunities continuously built in. It reflects the way that young children learn, through purposeful and well planned activities, a wide variety of topics and first hand experiences. Children are encouraged to become independent, resourceful, resilient and curious through both self-initiated and adult-led learning.

Children progress through the Early Years Foundation Stage and, once completed, move on to the National Curriculum for Key Stage 1.

### **The EYFS Curriculum consists of the following areas:**

#### **Characteristics of Effective Learning:**

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically

#### **Prime Areas:**

- Personal, social and emotional development
- Physical Development
- Communication and Literacy

#### **Specific Areas:**

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

### **Planning and Organising the Curriculum**

A long term plan is in place to show the content through the year. From this, termly, weekly and daily plans are written based around short topics and themes, with Literacy and mathematical skills at their core, and strong links to curriculum subjects like geography, science and history. The school aims to provide a broad and balanced curriculum which includes 'themed' weeks that may be linked to the school's rolling programme of focused themes. We highly value self-initiated learning, structured play and problem solving as a means to create an exciting exploration of the world around us, and to fully develop the children's language, social and physical development. Opportunities to use the outside environment are planned for to maximise the children's experiences and enhance their learning environment.

We follow our own phonics programme and believe that a rapid acquisition of sounds knowledge is pivotal in ensuring that children make the best possible progress in reading, writing and spelling, making the process exciting and successful. We keep parents involved in this process as their support is invaluable to the success of the scheme.

Mathematical skills are taught through resource-based class, group and self-initiated activities and games. Religious Education and Personal, Social and Health Education are closely linked and are taught both through topics, daily life and discrete teaching. Technology in the classroom is in daily use and ICT skills are also taught as discrete lessons. PE is timetabled to include outdoor and indoor games, gymnastics, yoga and dance. There are daily opportunities for art and design technology and these subjects are taught through topic work and discretely. Music is taught through topic songs and rhymes, enhanced with instrumental and body percussion, and elevated by a visiting music teacher. It also forms part of the daily whole school worship.

### **Involving and Informing Parents**

We highly value the support of parents and aim to keep them fully informed about school life and the progress that their children are making. We do that in a variety of ways:

- There is a welcome meeting the term before the child starts school to give information about the school, the staff and to receive an induction pack
- Staff visit the pre-school settings and children visit the Reception classroom in the summer term.
- A school calendar is given to each family when they start the school containing dates of the events through the year
- A 'Back to School' night, in the first term of year, gives further information about the school, routines and curriculum.
- 'Learn-Along' mornings are offered in Term 1 to give parents the opportunity to work alongside their children.
- Parents evenings are offered in Term 2, 4 and 6
- Individual reports to parents are issued in Term 3
- The final Foundation Stage assessments are reported to parents in Term 6
- In Term 2 there is a 'Curriculum Evening' to provide further detail about maths and literacy teaching.
- Each child has a Link Book for adults to record comments about how they are progressing with their reading. This also has information about the phonics programme and the expected maths skills.
- A weekly 'Maths Activities' booklet is issued informing parents of the current maths learning focus and to support learning at home.
- The website provides school and class information, including guidance on the reading scheme.
- The staff are available on the playground at the beginning and the end of the day
- Parents are encouraged to be parent 'readers' in the classroom
- Whole school newsletters are delivered by email every term
- At the end of the year the parents receive their child's Learning Journey along with their literacy and maths books.

### **Assessment and Record Keeping**

Children in the Foundation Stage are continually assessed through observation and skilled questioning, in the form of spontaneous written observations, check lists, formal assessments and photos. This ongoing assessment informs the teachers on the individual needs of the children and supports their planning. Children have individual records, which contain transition documents from pre-school settings and on-going assessments to check progress. Individual Learning Journeys, maths and literacy workbooks are kept by the class teachers and this informs assessments for the Foundation Stage Profile. The FS2 teaching staff attend annual moderation sessions with other schools.

### **Monitoring and Evaluation**

Regular monitoring takes place to ensure the quality of provision in EYFS. The Headteacher reviews and moderates the Class Teachers' assessment judgements. The school analyses the progress and achievement of the setting compared to pupils locally and nationally to identify strengths and areas for further development. The Foundation Stage Leader makes an annual action plan to identify key areas of development.

The inside and outside classroom areas are monitored by the Foundation Stage Leader and the Headteacher to ensure that learning takes place in a safe environment. Judgements are recorded on our Self Evaluation Form. The Foundation Stage Leader monitors the provision of appropriate resources to inspire children and support the curriculum, with advice sought from curriculum subject leaders.

<b>Approved by:</b>	Curriculum and Pupil Welfare Committee	<b>Date:</b> June 2025
<b>Last reviewed on:</b>	June 2025	
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