



Trispen, Truro, Cornwall. TR4 9BJ. Tel: 01872 279539.  
Email: [secretary@st-erme.cornwall.sch.uk](mailto:secretary@st-erme.cornwall.sch.uk). Website: [www.st-erme.cornwall.sch.uk](http://www.st-erme.cornwall.sch.uk)

# Early Years Foundation Stage Policy 2017

Date adopted by Governors:	March 2017
Review date:	January 2018
Author:	L Peters

## **Introduction**

At St Erme with Trispen Community Primary School, we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be rewarding and enjoyable for everyone. As a school, we agree that the purpose of teaching is to facilitate effective, active learning experiences which will equip children with the skills, knowledge and understanding necessary for their everyday lives and the future and enrich their lives. This policy seeks to secure consistency in practice and management and identify the ways in which teaching and learning are characterised in order to create a consistent, effective and well managed learning environment in which the individual needs of each child can be met. All staff and governors are asked to agree this policy and adhere to the principles in practice.

## **Aims**

Our agreed aims in the EYFS at St Erme with Trispen School are as follows:

- **Developing emotional wellbeing;** building self-esteem, confidence, security and independence.
- **Preparing children for life;** learning about taking risks, communication, tolerance, cooperation, aspiration for achievement.
- **Fostering a love of learning for all;** the development of awe and wonder, excitement, enthusiasm, and essential skills.
- **A social responsibility for all;** developing social skills and relationships, respect, communication, accountability, acceptance and empathy
- **An inclusive environment** which is calm, consistent, secure, safe, healthy and where everyone feels valued.
- **High expectations for all;** clear and high expectations, a quality environment and respect for all.
- **Community involvement;** an open door policy, working with the whole family to build and develop partnerships.

## **Effective Learning**

Effective learning takes place when children are:

- Happy, healthy, safe and secure (including emotionally secure)
- Enjoy their learning
- Challenged and stimulated
- Encouraged to be independent and solve problems for themselves
- Encouraged to make positive contributions and take a pride in their achievements

- Able to achieve and recognise their potential
- Are encouraged to work in a variety of ways including with others
- Have confidence
- Are aware of expectations and routines
- Well supported by staff and parents

## **The learning environment**

Our learning environment comprises 3 main areas, Frogmore Classroom, Trehane Classroom and our outdoor environment. We believe that children learn best when the environment in which they find themselves is ordered, well managed, well-resourced and planned. In order to maximise the learning environment in our EYFS we aim for the environment to:

- Be welcoming and well organised.
- Be safe
- Reflect the children's interests
- Encourage independence ensuring well labelled and organised resources
- Provide resources and stimulation which will enable children to develop their learning
- Enable children to 'practice' and 'rehearse' their learning to enable them to develop at their own pace
- Enable children to make choices about their own learning
- Enable children to select their own resources for their learning
- Enable children to follow routines easily
- Include resources which are of good educational quality
- Ensure ICT is available for use as an aid to learning
- Be varied to encourage and inspire
- Have distinct areas such as reading or role play areas to encourage and inspire whilst being flexible enough that learning in one area can be taken elsewhere if the child chooses to do so.
- Encourage everyone to take pride in the school

## **EYFS curriculum**

At St Erme with Trispen School we follow the statutory requirements for EYFS and Nursery curriculum. There are 7 areas of learning that underpin the EYFS curriculum, with 17 Early Learning Goals (ELGs) to be achieved before the end of the Reception year. We realise that all children develop at different speeds and in different areas and aim for all children in our care to achieve all ELGs, with a good level of development.

## **Prime areas of Learning and development**

We aim to develop these areas in all aspects of school life, across all areas of learning, development and play. We do this by:

### **Personal, Social and Emotional Development (PSED)**

- Modeling and encouraging positive relationships at all times between children and children, children and staff, staff and staff and staff and parents.
- Encouraging children to be confident in the choices they make but also be aware of the consequences of their actions.
- Children will be taught how to play co-operatively with others and how to be sensitive to others' needs.
- Celebrating success and learning, acknowledging that mistakes help learning take place, so children are not afraid to make mistakes and develop a "can do" attitude to their learning.
- Clear routines and boundaries within the setting that are followed consistently by all children and adults. Successes and achievements are celebrated, rewarded and shared.
- All children are treated as individual but valued equally.
- Children's feelings are respected and diversity is welcomed and celebrated.
- Reception children will have weekly PSHE/Seal lessons, where all aspects of PSED will be addressed and taught.

### **Physical development (PD)**

- The classroom environment will have a variety of ways for children to develop fine and gross motor skills, including; drawing, painting, writing, play dough, threading beads and construction areas. Role play areas (both inside and outside) will include; mark making, building, cooking, brushes and pushing items such as prams and wheelbarrows. There will also be creative areas in both classrooms for cutting, tearing, gluing and sticking.
- The outdoor environment will include ride on resources to develop balance and co-ordination skills. Items such as; scooters, bikes, wheelies and wheel barrows will be fully accessible to children, in addition to climbing areas, the sand pit and water tap.
- Children will have the opportunity to use gymnastic equipment to develop balance and co-ordination as well as use ball, hoops and bean bags. This will be both within PE lessons and throughout free-flow time.
- Children will be involved in choosing, preparing and serving snack, as well as having the choice of what and when they eat. They will learn how to pour their own drinks and how to wash their own dishes.
- We will teach the importance of hygiene and encourage them to wash hands at appropriate times.
- Children are encouraged to change themselves into coats, waterproofs, painting aprons and wellies when appropriate. We will work with the reception children across the year to develop the skill of dressing independently before and after PE.
- Within the setting, we will work with children and parents to support children who are not fully toilet trained. This will include putting children into clean and dry clothes as well as changing nappies when needed. All this will be dealt with in a sensitive and supportive way to encourage the development of the child's physical needs.

## **Communication and Language (CL)**

We believe that communication is one of the key areas of development and support this in every opportunity through:

- Develop times of quiet and silence (this give greater meaning to spoken words).
- Giving children time to reflect and respond without them feeling pressured to answer.
- Taking time to listen and talk to the children at every opportunity.
- Gaining the child's attention before speaking to them (for example saying their name).
- Allowing each child time to initiate talk with an adult (at times adults wait for the child to start the conversation without jumping in with questions).
- Commenting on what a child is doing rather than always asking questions.
- Using visuals and routines to aid understanding and keeping language simple and child friendly.
- Extending language and vocabulary at every opportunity, ensuring that children use the past, present and future tenses correctly.
- Model and encourage children to answer 'how' and 'why' questions, to enhance their understanding.
- Giving children clear choices and less choice when appropriate – keeping instructions minimal and straight to the point.
- All adults modeling good speaking and listening skills at all times with children and each other.

## **Specific areas of Learning and development**

We aim to develop these areas whenever possible across all areas of learning, development and play. We do this by:

### **Literacy (L)**

- We follow the Letters and Sounds daily phonics scheme, with all Nursery and Reception children having daily sessions. Children are grouped according to their current ability and moved through the groups and phases as they develop their understanding. In some cases child may be taught in different classes depending on their specific needs.
- Children have daily access to literacy activities within their free flow time, to help develop and support the early stages of writing. Across the academic year, the amount of taught input will increase, particularly when the majority of the cohort appear to be 'writing ready'.
- Reception children will have daily guided reading sessions to help develop and support the early stages of reading.
- In Nursery, children will be provided with reading books to take home when they begin to show an interest in books. In Reception, all children to be given a book to take home to support the guided reading sessions at school.
- Children will have the opportunity to mark make and write in all areas of the classroom environment, including: outdoors using chalks, paints, sand, shaving foam; indoors using paints, pens, pencils, crayons and chalks.
- Reception children will have a 'chat book' book to record writing in their own way.
- All attempts at writing will be praised and celebrated.

### **Maths (M)**

- Children will have daily access to mathematical activities within their free flow time, helping to give children basis mathematical skills and knowledge. These activities include; counting, recognizing and reading and writing numbers, simple addition and subtraction, recognizing and naming 2D and 3D shapes, measuring in a variety of contexts, in addition to creating and solving their own mathematical problems. Across the academic year, the amount of taught input will increase.
- Little Big Maths (in Nursery) and Big Maths (in Reception) will take place every day, helping the children to grasp concepts such as; reliable counting of objects, recognizing numbers, counting in order, doubling and halving.
- Children have a maths book to record their work when appropriate.
- Maths activities will be practical, with photographic evidence being taken and recorded where necessary.
- There will be visual representations of numbers for children to see around each classroom and outside.
- Children will be encouraged to count at every opportunity, including when collecting things, when handing out snack, playing games etc.
- Maths will not only be seen as an inside lesson, but something that can be taken anywhere. Lessons will use the natural environment to help understand every concept of maths.

### **Understanding the world (UTW)**

- We will celebrate all people, communities and cultures and share our experiences of each one.
- We will build strong links with parents and families and make them feel welcome at any time within our classroom environment.
- We will learn about the world around us, exploring how things work, move and grow.
- The children will have access to computers and iPads for age appropriate activities as well as being taught how to use them affectively and safely.
- Children will have access to the interactive whiteboard (IWB) within all taught lessons as well as in their own free flow time. Children will be taught how to be independent in this.
- Children will be taught to observe and care for the natural world around them, taking time to observe differences, similarities and changes over time.

### **Expressive Art and Design (EAD)**

- Children will have continual access to a craft area, where they are free to make and create things as they wish. This should be done as independently as possible, to create individual pieces of work. Adults will support by asking prompting questions to encourage the children to use the correct resources for their task.
- Within the craft area there will always be paints, crayons, pencils, a variety of paper and materials, junk modeling, scissors, glue and sticky tape.
- There will be access to music in the classroom, which the children can choose themselves.
- Children will have weekly music lessons using the 'Rainbow Pond' plan of study.

- Each classroom will have its own role-play area which will be created and enhanced by the children and from their ideas. The outdoor areas should be used imaginatively, taking role play outside too.

## **Assessment**

We use several ways to assess the children's development at St Erme with Trispen School.

**Online Learning Journals** – each child has their own online Learning Journal, which documents their development while at school. These include written observations carried out in school, photos and developmental learning stages. ALL adults who work in the room will contribute towards this, but class teachers will oversee them.

**Books** - All Reception children will have chat books to record written and pictorial work in, a maths books for all maths work and a topic book for topic linked work. These will map the development in these areas and provide evidence to support the child's Learning Journal. Each piece of work will be linked to the Development Matters document, by showing the strand/s that were taught / could've been achieved in each piece of work. These will be differentiated for each child to ensure work is unique to them.

**E-profile** – School will use the county developed E-profile system to track the children's progress over their time in school.

Children entering **Nursery** will be assessed on baseline to give us a clear indication of where they have started from. They will then be formally assessed at the end of each half term, with next steps of learning noted for each child.

## **Characteristics of teaching and learning in practice**

- National legislation and guidance are followed.
- Plans are created by the teacher in outline and adapted during the week to ensure they meet the needs of children.
- Opportunities for learning include an appropriate balance of adult led and child led activities.
- Adults may lead/demonstrate play in order to stimulate ideas and develop learning but this will be balanced with allowing the child to lead and explore their interests.
- Preferences and learning styles are considered and catered for.
- Children are encouraged to be as independent as possible and to solve problems for themselves.
- Children are taught 'life' skills including how to keep themselves safe and healthy.
- Children are given constructive feedback and are encouraged to assess their own development so that they know how to improve
- Children's understanding is systematically checked to allow for focused intervention.
- Pupil voice is encouraged so children will be involved in decision making wherever possible.
- We encourage real life experiences where possible and take the children out of the safety of the school environment regularly in order to facilitate this.

- ALL staff make ongoing observations of children's progress and development both in adult and child initiated work and these observations are used to inform future planning.
- All children are allocated a key person. Key workers work with all the children but will pay particular attention to the development of their key children.

## **Inclusion**

All children at St Erme with Trispen Primary School regardless of physical, emotional, academic ability, gender, religion or race will be given equal opportunities at accessing and thriving within all aspects of school life. Some children with specific needs may have an adult assigned to them to help support them, however staff take joint responsibility for children with additional or special needs; no one member of staff is responsible for their needs and staff work as a team in order to meet the needs of the pupils.

## **Partnerships with parents.**

We believe that children's learning is enhanced by positive relationships between parents and school. Parents have a fundamental role in helping children to learn. We aim to develop a strong relationship with families in a number of ways including (not exhaustive):

- Regular open days
- Parent teacher meetings
- End of year reports
- Updates in regular newsletters
- Learning journeys
- Information boards

## **Governors and the wider community**

Governors support teaching and learning at St Erme with Trispen Primary School by:

- determining, supporting, monitoring and reviewing the school policies
- Allocated resources effectively
- Ensuring the premises are fit to support teaching and learning
- Ensure health and safety regulations
- Visiting regularly
- Ensuring that teaching and learning is monitored regularly (through the headteacher/SLT)
- Ensuring staff development and performance management promote good quality teaching
- The current link governor for EYFS in **Claire Bourne**.

Links are made with a wide range of other partners including partner schools, the church, the police and other community groups which supports the school's teaching and learning.