

“Every child is a unique child of God.”



Whinmoor St Paul's (VA) C of E Primary School

Early Years Foundation Stage Policy

Every Child is a Unique Child of God

At Whinmoor St. Paul's Church of England Voluntary Aided Primary School, everything we do is underpinned at all times by the Christian ethos of valuing the individual. We believe that every child is respected as a unique child of God, the future adults in society. We believe children are gifts from God and we are privileged to work with their families and carers, to enable them to live life to the full.

Agreed Date: January 2022

Review Date: January 2025

Signed: Chair of Governors: Mrs R Davies

Date: 19/01/2022



Our Mission and Ethos

At Whinmoor St Paul's Primary School we believe that every child is a unique child of God and lives in a world that God has made.

We aim:

- To provide a safe nurturing environment where every child can achieve his/her full potential
- To inspire a lifelong love of learning
- To value all faiths and cultures and to celebrate diversity
- To develop a sense of respect and responsibility towards self, others and the world in which we live
- To build strong relationships with the local community, our city and the wider world.

And to do all this as a caring community based on strong Christian values.

The Governing Body and staff of Whinmoor St Paul's Primary School take as our first priority the responsibility to safeguard and promote the welfare of our pupils, to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place within our school to identify, assess, and support those children who are suffering harm and to keep them safe and secure whilst in our care.

The Early Years Foundation Stage (EYFS)

The Early Years Foundation Stage (EYFS) is an important stage in its own right, it provides the foundations for all future learning and applies to children from birth to the end of the Reception year. It is a period of rapid growth and development, during which children discover a great deal about the world and themselves. Early experiences are critical in developing concepts, skills and attitudes, which can be positively influenced by adult relationships at home and school. Early education helps to nurture social, intellectual and physical well-being and thereby helps to equip children with the positive attitudes and habits of learning needed to embark on future education and life ahead.

The EYFS is based upon three principles:

- **A unique child** – developing resilient, capable, confident and self-assured Individuals.
- **Positive relationships** – supporting the children in becoming strong and Independent.
- **Enabling environments** – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- **Learning and developing** – An acknowledgement that children learn in different ways and at different rates.



At Whinmoor St Paul's, children can join our nursery from three years of age and join our Reception Class in the year they turn five. Children apply via the Leeds admissions process and Schools Admissions Policy for a place in reception class. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life.

A Unique Child

We recognise that every child can become a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

Inclusion/Special Educational Needs (SEND)

All children and their families are valued at Whinmoor St Paul's School. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the school's SENDCo is called upon for further information and advice. Appropriate steps are taken in accordance with the school's Local Offer. We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experiences and interests, and develop their self-esteem and confidence.
- Using a wide range of teaching strategies based on children's learning needs;
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively.
- Providing a safe and supportive learning environment in which the contribution of all children is valued.
- Using resources which reflect diversity and are free from discrimination and stereo typing.
- Planning challenging and appropriate activities for children.
- Monitoring children's progress and taking action to provide support as necessary.

Welfare and Safety

The Governing Body and staff of Whinmoor St Paul's School firmly believe, "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."

(Statutory Framework for EYFS 2021)

We take as our first priority the responsibility to safeguard and promote the welfare of our pupils, to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place within our school to identify, assess, and support those children who are suffering harm and to keep them safe and secure whilst in our care.



It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. We believe children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (See Whole School Safeguarding Policy).

We understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2021. We understand that we are required to:

- Promote the welfare and safeguarding of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture, equipment and resources are safe and suitable for purpose.
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe and efficient management of the setting and to meet the needs of the children.

Positive Relationships

At Whinmoor St Pauls we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- Talking to parents about their child during a home visit.
- Children and their parents having the opportunity to spend time with their teacher before starting school.
- Supporting children through a robust transition programme from Nursery to Reception.
- Inviting all parents to an induction meeting during the term before their child starts school and again during the first half term of the child's year in order to share baseline assessment and to discuss how together we can support their child's development across the EYFS curriculum.
- Encouraging parents to talk to the Early Years Lead, child's teacher or key worker if there are any concerns.
- Parent Consultation Meetings. There is one parent consultation meeting for parents/carers in the Autumn term one meeting in the Spring term and one meeting in the Summer Term. In these meetings the teacher and the parent discuss the child's progress, transition (How have they settled in?), strengths, targets and any particular issues (homework/ attendance/ punctuality etc). Parents receive a verbal report on their child's attainment and progress at the meetings and a written report at the end of the year.
- Allowing parents access to their child's learning journey and assessment records through the online package "Tapestry" and in reception class through



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individual reading records and in class floor books, including Maths and Learning Journey.

- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: workshops, celebration assemblies, Navitty performances, school visits and the summer fayre.
- Providing a quiet and confidential area where parents are able to discuss any concerns.

Enabling Environments

At Whinmoor St Pauls we aim to create an attractive and stimulating learning environment where children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision.

Effective learning builds and extends upon prior learning and follows children's interests.

Effective planning is informed by observations of and time spent playing with the children to ensure we follow their current interests and experiences. Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further develop individual learning.

Learning and Development

In the EYFS curriculum, there are seven areas of learning and development of which three are "prime areas" and four are "specific areas."

The prime areas are:

- Communication and Language.
- Physical Development.
- Personal, Social and Emotional Development

These prime areas begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas.

The specific areas are:

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

These specific areas include essential skills and knowledge. They grow and develop out of the prime areas, and provide important contexts for learning.

At Whinmoor St Paul's:

"Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is used as an essential part of children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. There is an on-going judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Practitioners must respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1."

(Statutory Framework for EYFS 2017)



Experiences and activities planned will reflect the different ways that children learn. Teachers, Early Years Practitioners and TAs will support children in using the three Characteristics of Effective Learning to underpin their learning and development.

- **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 EYFS 2021)

Through careful assessments and observations, including information provided by parents, children's development levels are assessed. The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. However, if a child's progress in any prime area gives cause for concern, staff will discuss this with the child's parents and/or carers and agree how to support the child. This may also include a discussion with the SENDCo in order to access Special Educational Needs support.

Equal Opportunities

We believe that every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and five have a major impact on their future life chances. Each child is an individual and brings to the setting diverse experiences arising from a unique combination of family, religious and language backgrounds. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, sexual orientation, age, special educational needs, disability, and social circumstances. We work to ensure that each child knows that he or she is valued and that each other's background is understood, respected and reflected throughout the foundation stage. From this basis every child can maintain and develop a confident and positive self-image, which is the foundation of a happy and successful life.

We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all pupils, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive PSHE will foster good relations between pupils, tackle all types of prejudice, including homophobia, and promote understanding and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010.

Health and Safety

At Whinmoor St Pauls, there are clear procedures for assessing risk which include procedures for keeping children safe during outings and for any aspects of the environment or provision as follows:

- Fresh drinking water is available at all times.
- Children's dietary needs are recorded and acted upon when required;
- A first aid box is accessible at all times and a record of accidents and injuries is kept.
- First Aid will be administered by trained staff only.
- A health and safety policy and procedures which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.
- A fire and emergency evacuation procedure and policy.



- An E-Safety policy stating how mobile phones and cameras are to be used and stored securely whilst children are in the setting. Cameras that are used in school must not be used for staff's own personal use.

Transition

From Nursery to Reception Class

During the summer term prior to a child's entry into the Reception year, the following procedures have been put into place to ensure successful transition:

- Parents and children are invited to look around the school, meet the staff and ensure they know about school procedures.
- Each pupil new to Whinmoor St Paul's will receive a Home and/or setting visit from the Early Years Lead/Reception Teacher. The number of visits will depend on the parent's requests, child's needs and how much information gathering is required in order to support the child's transition.
- Several visits with and without parents will take place in the Summer Term, to enable pupils to meet one another and all the staff and familiarize themselves with the school environment.
- Children requiring extra support can have additional visits regardless of their setting.

From Reception Class to Key Stage 1

During the summer term prior to entry into Year 1, the following procedures have been put into place to ensure successful transition:

- Year 1 teachers will visit and interact with the children in their reception classroom.
- Children will make several visits to the Year 1 classroom, including participating in a typical Year 1 lesson.
- The EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. Each child's level of development is assessed against the early learning goals. The profile indicates whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging').
- Year 1 teachers are given a copy of the child's report together with a short commentary on their skills and abilities in relation to the three key Characteristics of Effective Learning. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1.

At the start of Year 1, activities and experiences will be planned to encourage play based, independent learning with the 'Characteristics of Effective Learning' still underpinning practice.



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Evaluation

By discussion with the Governors, Head Teacher, Foundation Stage Team and parents.

We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all pupils.
Inclusive PSHE will foster good relations between pupils, tackle all types of prejudice, promote understanding and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010.