

Bilston Church of England Primary School

'Hand in hand towards faith and high achievements'



Early Years Foundation Stage Policy

Our Vision

'Hand in hand together with faith we will strive to achieve all things'

'I am able to do all things through him (Jesus) who strengthens me'

Philippians 4:13

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BILSTON CHURCH OF ENGLAND PRIMARY SCHOOL



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1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies from September 2021](#).

3. Structure of the EYFS

EYFS at Bilston CE Primary School currently comprises 2 Reception classes with a capacity of 30 pupils in each. Each class has a class teacher and a support member of staff, Reception pupils across the base are also supported by a Higher Level Teaching Assistant (HLTA) and a support member of staff.

4. Curriculum

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 that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics

- Understanding the world
- Expressive arts and design

Planning/Timetabling

The timetable for learning is adapted to meet the needs of our children at various points in the year. In Autumn Term, this is more heavily weighted on child led learning, during which time adults actively engage with children through their chosen activity with the intention of moving children's learning on from their current point. This requires a sound staff knowledge of the steps within our skills and knowledge progression grid for each area of learning. Literacy and Mathematics are taught as discrete daily lessons with ample opportunities to develop in these areas throughout the provision. In Autumn 1, phonics is taught (following the RWI scheme) to children in a whole class context with identified opportunities for staff to practise oral blending, reading and writing sounds and words with children on a 1:1 basis. Phonics is taught in ability groups from Autumn 2 with one of the Reception classrooms being used as a quiet space throughout each morning session to allow children to concentrate and make rapid progress in their phonics work.

Skills and knowledge in Expressive Art and Design and Understanding the World are modelled by staff within the setting with identified objectives planned for each week.

When children are ready, they will be encouraged to record more of their ideas and take part in some adult led tasks. This allows for staff to explicitly teach at children's individual level and move their learning on. It also gives the children the chance to become more independent in applying their learning and supports their transition into the next phase of primary education.

Below is a timetable of a typical week in Reception at Bilston CE Primary from Autumn 2:

**BILSTON CHURCH OF ENGLAND PRIMARY
WEEKLY TIMETABLE**

	9.00-9.20	9.20-10.15	10.15-10.25	10.25-11.45	11.45-12.00		1.00-1.20	1.20-2.45	2.45-3.05	3.05-3.30		
MONDAY	REGISTRATION – Dough Disco, Date, number of children present	Drawing Club	Child led learning	Snack time + Number Sense	RWI taught in ability groups	Child led learning	Story	Lunch	EAD/ UtW input	Child led learning	Maths	Story/ Reflection
TUESDAY		Drawing Club	Child led learning				Story	Lunch	EAD/ UtW input	Child led learning	Maths	Story/ Reflection
WEDNESDAY		Drawing Club	Child led learning				Story	Lunch	EAD/ UtW input	Child led learning	Maths	Story/ Reflection
THURSDAY		Drawing Club	Child led learning				Story	Lunch	Maths	RE	Physical Development Soccer 2000 (2.15-3.30)	
FRIDAY		Achievement Assembly	Child led learning				Story	Lunch	EAD/ UtW input	Child led learning	Maths	Floor book

Upon arrival at school each day, children are encouraged to complete a handwriting task (name writing) and choose a book from the class reading area. Dough Disco is also used as a ‘wake up activity’ to develop the muscles in children’s hands to support with fine motor control. Children have a daily phonics lesson, working in ability groups, following the Read Write Inc. phonics programme, adhering to the carefully planned sessions from the scheme.

Every half term, our work in Reception is guided by a topic:

- Autumn 1: Marvellous Me
- Autumn 2: Let’s Pretend
- Spring 1: Animal Explorers
- Spring 2: Heroes and Villains
- Summer 1: A long time ago...
- Summer 2: Let’s go on Holiday!

Within these topics, we focus on a different fiction text each week, details of these can be found on our EYFS page.

Child Led Learning sessions are opportunities for children to engage in the continuous provision set up in the Reception base whilst also accessing a range of enhanced activities to practise and apply skills

and knowledge linked to the topic or weekly story. During these times, staff work alongside pupils, modelling and teaching new skills and knowledge within the setting. As per the new EYFS Framework, the focus is on engagement with pupils rather than collecting evidence. Children are involved in the planning process of this, with their ideas and interests taken into consideration.

Our daily Maths lesson is a practical, hands on session where children work with learning partners with a range of manipulatives to develop their understanding of number and simple mathematical concepts. We use the Power Maths and White Rose schemes as a basis for our planning and delivery of Mathematics to ensure a mastery approach in line with the rest of the school. Number Sense is also used as a short session to develop and consolidate children's basic understanding of number.

Afternoon Topic sessions are linked to the weekly story but have a greater focus on the teaching of skills and knowledge within Understanding the World (UTW) and Expressive Art and Design (EAD).

Each day ends with a story – listening to a range of stories is invaluable to children from a young age, developing their listening skills, vocabulary, imagination and love of reading. As a Church school, we also have a daily opportunity for reflection, worship and prayer where children explore the school values. Ending each day in this way provides a calm end to each busy day in Reception!

Our curriculum is skills and knowledge based, through this, we have a 'basic offer' (available on the EYFS page of the school website) which is a breakdown of the skills and knowledge in each area of learning and the points at which throughout the year we would expect most children to be accessing particular skills and knowledge. We use this, along with our flexible topic planning, to follow the children's interests whilst ensuring that we are offering a well rounded curriculum.

The development and individual needs of every child are at the heart of what we do and for those who may find learning more difficult, carefully planned interventions are in place to ensure that no child is

left behind and every child is given the best chance to succeed, preparing them well for life beyond Reception.

5. Assessment

At Bilston CE Primary School, 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 take into account observations shared by parents and/or carers.

Within the first 6 weeks that a child **starts Reception**, staff will administer the Reception Baseline Assessment (RBA).

At the **end of the EYFS**, staff will 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
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and staff knowledge of the children in their care, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development through termly reports and parents meetings.

Each child is assigned a key person (Class Teacher) who helps to ensure that their learning and care is tailored to meet their needs.

The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

Home learning opportunities are shared through links and tasks sent via Marvellous Me and Education City. Parents also have an account to log any reading activity with their child on Boom Reader.

Each child has a 'Padlet'. The individual QR code is shared with parents and they are able to access weekly observations of their child as well as add any 'wow moments' of their own from home.

We run weekly Family Learning sessions where parents are invited to work with their children on a range of practical activities to support and enhance their learning in school.

Parents are also invited into school for 3 craft sessions each year, these are popular events where children and parents work together on a selection of creative activities, these sessions are also used as a platform to share guidance with parents linked to supporting learning at home.

7. Safeguarding and welfare procedures

Children's understanding of their well-being, both physical and mental, is a big part of the work we do in Reception. Our daily provision provides children with opportunities to explore their feelings, self regulate their behaviour and build positive relationships with others. We use the 'The Colour Monster' as a reference for children to identify their feelings and think about how they can respond to them appropriately. We encourage children's awareness of their health and physical well being by promoting good oral health, healthy eating, exercise and limits to their 'screen time' with explicit opportunities for these to be taught within our topic based curriculum.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by J.Booth (EYFS Co-ordinator) annually.

At every review, the policy will be shared with the governing board.

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy