



# Oxenhope Church of England Primary School

## **Early Years and Foundation Stage Policy**



**If you are concerned about the safety of a child, act!**

Our Named Persons for Child Protection are (Headteacher), Alice Jones and Gillian Dyson (Pastoral Manager), Caroline Auty (Class Teacher), Oliver Thurlby (Class Teacher), Joanne Brown (Class Teacher) and Laura Smales (Learning Support Assistant)

Useful phone numbers:

School – 01535 642271

Social Services Initial Contact Point 01274 437500

NSPCC – 0808 800 5000

West Yorkshire Police – 101 or 999







Created By:	Last reviewed:	Next Review Date:
A Jones	September 2022	September 2024

## Our School Vision

We are a community where each person is valued by God. We nurture confidence, delight and discipline in seeking the skills needed to shape life well.

Life in all its fullness; John Chapter 10 v 10.

At Oxenhope our school values are:

<p><b>Love</b></p> 	<p>'Love your neighbour as yourself' Luke 10 v 27</p> <p>Just like Jesus was 'moved with compassion' we want to instil the children of Oxenhope with selfless kindness towards others. The ultimate aim is to do good to other people, whoever they may be.</p>
<p><b>Service</b></p> 	<p>'Serve one another in love' Galatians 5 v14</p> <p>At Oxenhope we actively seek opportunities to work together to help others. As even Jesus washed the disciple's feet we can learn from his example and seek to do good where we can, both locally and globally.</p>
<p><b>Forgiveness</b></p> 	<p>'Forgive us our sins as we forgive those who have sinned against us.' Luke 11 v 4</p> <p>These are the words we quote in our school prayer. As we appreciate how much we have been forgiven, we can forgive others.</p>
<p><b>Courage</b></p> 	<p>"Have I not commanded you? Be strong and courageous. Do not be afraid; do not be discouraged, for the LORD your God will be with you wherever you go." Joshua 1 v 9</p> <p>It is important that the children go from Oxenhope with a determined strength that they can bravely overcome whatever challenges they are faced with.</p>
<p><b>Endurance</b></p> 	<p>'Be joyful in hope, patient in affliction, faithful in prayer.' Romans 12 v 12</p> <p>Jesus' followers are challenged to think of life like a race. However - NOT a short sprint but a marathon! The bible says that we are made stronger for the future every time we endure and refuse to give up. We teach our children to persevere and not give up hope.</p>
<p><b>Respect</b></p> 	<p>'So, in everything, do to others what you would have them do to you.'</p> <p>Matthew 7 v 12</p> <p>At Oxenhope we teach children how to value others, whoever they may be, and celebrate what makes us different and unique.</p>

Aims:

- To give each child a happy, positive and fun start to their school life in which they can establish solid foundations on which to expand and foster a deep love of learning.
- To offer each child a wide range of new and exciting experiences and give them the opportunity to consolidate, explore and test them out along with their own, individual experiences.
- To enable each child, through encouragement and high expectations, to develop, to the full, socially, physically, intellectually, and emotionally.
- To offer a structure for learning that has a range of starting points and unlimited opportunity for development.
- To encourage children to develop independence within a loving, secure, and friendly atmosphere.
- To support children in building relationships through the development of social skills such as cooperation and sharing.
- To help each child to recognise their own strengths and achievements through experiencing success and developing the confidence to work towards personal goals.

Oxenhope C of E Primary School follow the curriculum as outlined in the Early Years Foundation Stage (EYFS) document, which is available from the school office or to download at:

[Statutory framework for the early years foundation stage \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

This clearly defines the core of what we teach. In addition, we also follow the International Primary Curriculum to meet the non-core requirements of the document. The following policy details the specifics of our setting.

The EYFS framework includes seven areas of learning and development, all of which are seen as important and interconnected but three areas are seen as particularly important for igniting children's curiosity and enthusiasm for learning, for building their capacity to learn and form relationships and thrive (DfE 2021), they support children's learning in all other areas, they are known as the prime areas.

The prime areas are:

- Communication and Language – Listening and Attention, Understanding and Speaking
- Physical Development – Moving & Handling and Health Self-Care
- Personal, Social and Emotional Development – Making relationships, Managing feelings and behaviour and Self-confidence and Self-awareness

The specific areas of learning develop essential skills and knowledge for children to participate successfully in society. The specific areas are:

- Literacy – Reading and Writing
- Mathematics – Numbers and Space, Shape and Measures
- Understanding the World – People and communities, The world and Technology
- Expressive Arts and Design – Exploring and using media and materials and Being Imaginative

### Characteristics of Effective Learning

The EYFS also includes the characteristics of effective teaching and learning. The Reception teacher plans activities with these in mind. They highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them.

The three characteristics are;

- 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.

### Teaching strategies

The early years staff ensure there is a balance of adult led, adult initiated and child-initiated activities across the day. Although much of the time is spent with children self-selecting tasks, the interaction between the adult and child is essential as the adult's response to children builds understanding and therefore guides new learning.

The adult's role is to continually model, demonstrate and question what the child is doing. In some cases, the adult will ask a child to come and complete a task or game with them; at other times they will participate in a child's game, extending it where possible. By the Summer term in Reception the children will experience many more adult directed tasks as they prepare for their transition to year 1.

### Play

Learning through play is an important part of our Early Years classroom. We believe children learn best from activities and experiences that interest and inspire them. Using children's interests as a starting point, we provide children with stimulating, active play experiences in which they can explore and develop their learning to help them make sense of the world. They have opportunities through their play to think creatively and critically alongside other children as well as on their own. They are able to practise skills, build upon and revisit prior learning and experience at their own level and pace.

Play gives our children the opportunity to pursue their own interests and inspire those around them. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. We believe it is important that adults take an active role in child-initiated play through observing, modelling, facilitating and extending their play. Getting the balance right between child-initiated play, which is controlled, and adult led activities is very important to our EYFS setting.

### Teaching

We include direct, carefully planned, adult led experiences for children in the form of structured adult led teaching and adult led group activities. These are particularly important in helping children to learn specific skills and knowledge and it is often through children's play that we see how much of this learning children have understood and taken on. Each day we follow a timetable with set routines in place.

We set aside times each day when the children come together to be taught in the more traditional sense, gathered on the carpet as a class. In these sessions we focus on our topic work, maths, literacy, phonics, and stories. These sessions help to develop vital habits of learning: learning as a group, listening to the teacher, taking turns to answer, sitting still etc. Reading and story play are an important part of the day. We want to make sure our children have a love of reading books and leave the EYFS with a bank of stories they know well, both traditional and modern classics. We make sure there is always time for a whole class story at the end of the day but also that there are many opportunities to enjoy books at other times.

### Planning

We believe many children need to be given a starting point to learn new things and find topics are a great way to fire the imagination. To this end we have joined the rest of the school in using the International Primary Curriculum to teach non-core areas of learning. The topics are flexible to ensure we also follow the children's interests, school themes and local or national events. Every half term staff plan the next topic, and book in visits and/or visitors that will enhance the learning. The EYFS teacher plans in more detail on a weekly basis using daily notes, observations and interactions with children to inform where the learning journey should move to. The EYFS

teachers plans the termly, half-termly and weekly topics. This allows the staff who work regularly with the children, to plan and design activities, provision and teaching moments, which will be relevant and engaging for all.

### Visits and visitors

The part that visits and visitors play in the curriculum at Oxenhope C of E Primary School is given great emphasis, even in the Early Years. These can range from a visit to the local shop, to travelling further afield by coach. Where possible, we encourage parents and carers to support us with our school trips but for safety reasons we say no to younger siblings coming along.

Visitors also really enhance a topic, and we like to have 'experts' coming in to talk to the children, a doctor or police officer for example. We often ask parents if they are able to share knowledge or a skill, be it cooking, how to bath a baby, painting mehndi patterns on hands or playing a musical instrument.

### Classroom organisation

Our Early Years classroom has defined areas with clearly labelled resources to ensure children can access them easily. The classroom is set up in a way to provide children with experiences and activities in all of the seven areas of learning. Our EYFS unit is designed in a way so that children can cover the seven areas of learning in endless different ways. We try to move away from having designated areas for writing and maths and instead have a structure of incorporating these resources in to all the areas. A variety of activities are planned for and set up in the different areas each day. The adults move to whichever area their focus for the session/day is.

The outdoor area is an important part of the classroom with many children choosing to learn outside for much of the day. As with the inside learning areas, we also have created an outdoor space that allows children to consolidate their existing knowledge and learn new concepts. This is, once again, planned in a way that doesn't box children's learning to one area. There are reading, writing and maths resources around the outdoor space, so that children can use these wherever they are. Whilst outside, physical activity often dominates, with climbing, running, cycling, ball skills and other active games being key.

Each child has their own labelled peg and we encourage children to take responsibility for keeping their PE kits, book bag and other belongings safely in one place.

### Assessment, observations and portfolios

Assessment is an essential part of the learning and development of children in the EYFS. It involves all staff observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations.

To ensure we have evidence of a child's progress in the EYFS we use a range of strategies all of which come together in their individual online Tapestry Portfolio. We are very proud of our portfolios: these are photos, videos and observations which create a detailed picture of the child. Where appropriate, we include individual next steps for children's learning. These next steps inform planning for the next day and week ahead. Staff have access to multiple iPads and school devices, which are used to capture images and note observations and next steps for learning using the online Tapestry programme. Parents have access to their child's online portfolio using personal login details. They are encouraged to contribute through uploading 'WOW' moments. 'Wow' moments are where significant events that happen at home can be recorded and shared with their child's class teacher. An electronic copy of their child's portfolio is given to parents when their child enters Year 1 or leaves our setting.

On Entry to Reception Class we carry out baseline assessments for each child. At three points during the year the Class Teacher submits assessment data to the Head Teacher showing each child's development across the seven areas of learning.

At the end of Reception the class teacher assesses each child against the 17 Early Learning Goals (ELG) and comments on whether their development within each ELG is either 'emerging', 'expected' or 'exceeding'. This information is also communicated to parents and carers in the Reception child's end of year report and can be discussed in the final Parents' Evening in Reception.

### Role of staff and key workers

The class teacher is the named key worker for each child in the setting. This role is to help ensure that every child's care is tailored to meet their individual needs and to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.

All adults within the Early Years setting actively seek to form positive respectful relationships with the children in their care. The formation of healthy relationships between parents, teachers and children is essential in enabling children's well-being now and their future successes. There are rare occasions when significant adults cannot be in the class and we aim to be consistent in who covers these absences.

### Partnership with parents and carers

We believe that parents and carers are a child's first educator and therefore work very closely to ensure they are involved in what we do with their child at school. We want parents to feel they can speak to us about their child at any time and feel comfortable in our setting. A cohesive and effective induction process is vital to this success.

We are aware that most parents will be part of the school for the next seven years and want them to get to know their child's peers and their families at this time. Wherever possible, we hold events to allow children and their families to come together. This allows parents to form connections with one another that can help support their children and their peers throughout their primary school experience. An induction event is available for new parents and carers where information is shared with the parents about their child's next steps in schooling at school. We provide the opportunity for a home visit where parents can share concerns and ask questions and the teacher can find out as much as possible about individual children from birth to 5.

Over the first few days we put specific time allocations in place, to allow parents to stay with their children and support the transition into school. We ask that parent's hand over to the class teacher at the classroom door. We have a short, staggered entry into Reception, this aids children as they settle into new routines and learn the rules of school. Parents are invited to attend a Parents' Meeting twice a year and teachers are available most mornings and evenings to talk and to discuss more urgent matters. We also offer coffee mornings, family assemblies and stay and plays throughout the year.

### Health & safety and safeguarding

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. We follow the safeguarding and welfare requirements detailed in the Early Years Foundation Stage Statutory Guidance

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/299391/DFE-00337-2014.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/299391/DFE-00337-2014.pdf)

and Reception follow the school's child protection and safeguarding policy.

It is important to note that members of staff do not use their mobile phones or personal handset devices in the classroom and are prohibited from taking photographs with their personal handsets. Members of staff do, however, use school iPads and devices to take photographs as evidence to support the regular observation assessment cycle in the EYFS. These photographs are used in children's portfolios, in class displays and on the school website. All parents are asked to state if they give permission for their child's image to be used on the school website through the paperwork in their initial starter packs. We are a healthy school and our children receive their daily free fruit and milk entitlement at our 'Rolling Snack Table'. Here, the children are encouraged to

independently select and organise their own snack. Fresh drinking water is also available and accessible at all times during the day. Children are offered free school meals, but they are also welcome to bring their own packed lunch if preferred. We have a kitchen set up in the Hall which no child is allowed to enter unless with an adult for a specific reason.

We also have a safeguarding lead for EYFS.