

Our Approach to the Early Years Foundation Stage	The Environment	Teaching and Learning
<ul style="list-style-type: none"> • We encourage the children to develop creative thinking, curiosity and successful acquisition of skills by building upon what they already know; • We ensure that all children are supported at a level and pace that enables them to realise their full potential; • All children have the opportunity to access the whole curriculum by using a variety of teaching styles ; appropriate to the needs of the children and the curriculum; • We are proud of the relationships that we nurture with parents/carers in supporting the education of the children, encouraging a team approach which involves home and school working together • We aim to support children through their transition from pre-school provision to school by: <ul style="list-style-type: none"> • Visiting children in our main feed pre-schools and nurseries in the summer term (and even before if necessary) • Inviting parents to a new parents evening before children start at school • Providing an open morning for children and their parents to attend. Allowing time for both children and parents to become familiar with the school environment and meet other children and parents • Provide stay and play sessions for children before they start school to enable familiarity with the setting and practitioners. 	<ul style="list-style-type: none"> • Children in the EYFS have access to both an indoor and substantial outdoor learning environment area where provision is carefully planned to cover the different areas of learning in the Early Years Foundation Stage Curriculum, meet the needs of every child and to nurture their interests and fascinations. • Provision is planned to be exciting and stimulating where children are motivated to learn; • Children are encouraged to play and active role in their learning ; to question, discuss and listen to other points of view in the knowledge that their opinions are valued. • We are committed to outdoor learning giving children the opportunity to learn through active play and exploration; • Our environment provides the children with opportunities to take part in activities that build on and extend their interests and skills and develop their intellectual, physical, social and emotional abilities, enabling them to develop into confident and independent learners; <p><u>Transition to year 1</u></p> <p>We aim to support children through their transition from reception to Year 1 by:</p> <ul style="list-style-type: none"> • Offering children opportunities to spend time in our Year 1 class during the Summer term. • Inviting Year 1 teachers into reception class for shared teaching during the Summer Term. • In the final term in Reception, the Year 1 teacher will meet with the Early Years staff and discuss each child's development against the Early Learning Goals in order to support a smooth transition to Year 1. 	<ul style="list-style-type: none"> • Teachers meet weekly to ensure that there is a continuity in teaching, planning and assessment between classes. • The planning objectives within the foundation stage are gathered from the development matters statements from the EYFS document. • Teaching staff plan activities and experiences for children to enable them to develop and learn effectively. • Early Years staff take into account the individual needs, interests and stage of development of each child, and use this information to inform planning and challenge all learners. • In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice. • All EYFS staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. • Assessments are made throughout the year to track each child's progress and highlighting any gaps in their learning. Changes are made within the planning and provision to close the gap to ensure all children reach their full potential. • Online 'Learning journeys' are used to record, monitor and track the progression of skills, learning experiences and characteristics of effective learning for each pupil throughout the Early Years Foundation Stage.

Early Years Policy

‘Roots to Grow and Wings to Fly’

In our school our Christian vision shapes all we do. As a proud Church school, we are rooted in love. We aspire to nurture and help our children flourish as respectful, compassionate citizens who seek to positively contribute to our local community and the world beyond. Our school family role model our Christian values of: Courage, Hope/ Aspiration, Compassion, Forgiveness, Trust and Respect.

Rationale

‘Every child deserves the best possible start in life and support to fulfil their potential. A child’s experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in it’s own right and it provides the foundation for children to make the most of their abilities and talents as they grow up,’

(Early Years Foundation Stage Profile- Department for Children, Schools and Families 2012)

The Early Years Foundation Stage applies to children from birth to the end of their reception year. At St Bartholomew’s Church of England First School children are admitted in the September following their fourth birthday.

Our Early Years Ethos

Learning through play is an important part of our Early Years provision. We believe that children learn best through activities and experiences that interest and inspire them. We provide children with stimulating, play based experiences in which they can explore and develop their learning to help them make sense of the world. We encourage children to think creatively and critically alongside other children as well as on their own. We provide opportunities for children to practise skills, build upon and revisit prior learning and experiences at their own pace. We believe it is important that adults take an active role in child initiated play through observing, modelling, facilitating and extending their learning. Creating a balance between child initiated and adult led activities is very important to us.