Responsibilities

- The provision and development of this Early Years Policy is the responsibility of the Governors of St Luke’s School.
- The responsibility for delivering the aims in this policy rests with the Headteacher and the Reception Class Staff.

Aims

At St Luke’s C.E. Primary School, our over-riding aim in the EYFS is for our pupils to develop a positive foundation for life long learning. We will achieve this by promoting and supporting the four key themes in the EYFS statutory framework:

- 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

Delivery / Implementation

There are seven areas of learning and development within the EYFS, of which three are “prime areas,” and four “specific areas.”

The prime areas:
- Communication and language
- Physical development
- Personal, social and emotional development.

The specific areas:
- Literacy
- Mathematics
- Understanding of the world
- Expressive arts and design

In planning and guiding children’s learning, staff regularly reflect on the way that children learn using:

The learning characteristics:

- playing and exploring – the way they investigate, explore and ‘have a go’
- active learning – the way they concentrate, persevere and enjoy achievement
- creating and thinking critically – developing ideas and strategies for doing things

Planning within the EYFS is based around half termly themes, using the Development Matters Statements as planning objectives. These plans are used by the EYFS teacher as a guide for weekly planning; however the teacher may alter these in response to the needs, achievements and interests of the children.

We plan and deliver learning for all of the areas through, purposeful play and learning experiences, with a balance of adult-led and child-initiated activities. Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. Staff routinely interact with the children to question, challenge and take the children’s learning forward.

Assessment

Regular assessment of the children’s learning in the EYFS takes the form of observations. Staff are skilled at observing children to identify their achievements, interests and next steps for learning, using the Development Matters Statements to assess against. These observations are recorded in a variety of ways and are used to inform the EYFS Profile. Within the final term of the EYFS, we provide a written summary to parents/carers, reporting their progress against the 17 Early Learning Goal descriptors, alongside a short narrative describing the child’s three learning characteristics.

Equal Opportunities

This policy operates in line with the school’s Equal Opportunities Policy. Every child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability.

Monitoring

The Headteacher, Deputy Headteacher and Subject Managers will carry out monitoring of the EYFS as part of the whole school monitoring schedule.

Date Policy Agreed: March 2017