

# St. Martin's Church of England (Aided) Primary School



**St. Martin's**  
C. of E. Primary School  
*Serve one another in love*  
Galatians 5v13

## EYFS Policy

*'Serve one another in love'*  
*Galatians 5v13*

"St. Martin's School isn't just a school, it's a family. Firmly rooted in the Christian faith, the St. Martin's family will share the love of Christ with our diverse school community – all unique and special, made in God's image, with everyone welcomed and included."

### Rationale

At St. Martin's School we aim to provide the youngest children in the school with an enriching, fun, challenging learning environment. We are an inclusive setting. One that is accessible and appropriate to all children during all stages of development. Our provision enables children to flourish with a focus on the Church of England's vision of education.

We are aware that children enter the Early Years Unit at different stages of development and with varied pre-school experiences. Therefore, we aim to make the transition to school as smooth and encouraging as possible.

Using the up-to-date EYFS statutory guidance materials and non-statutory Development Matters, we create an ongoing cycle of plan, do, review and evaluate children's learning and good practice in order to nurture and challenge happy, confident children.

### Entry

## St. Martin's Church of England (Aided) Primary School

Children enter St. Martin's School's Early Years Unit in a single annual admission at the beginning of the Autumn term. The age of the Foundation Stage children can range from four to five years old. Those with birthdays on or after 1<sup>st</sup> April have the option to attend mornings only or, at the parents' discretion, full time.

The day starts at 8.50am and finishes at 3.20pm. Children who choose to attend the morning session only start at 8.50am and may choose to finish at 12 noon or stay for lunch until 12.45pm.

During the transition period children are offered a part time timetable, which quickly builds up to full time after the first week.

We have a popular Breakfast and Afterschool club which runs daily. This is an optional and additional service provided within the school and may be subject to change.

### Parents as Partners

When each child starts school they have already made major steps in learning that has been assisted by their parents. In working together we aim to:

- show mutual respect for one another
- make parents feel welcome and valued
- communicate and share information about their child's development
- keep parents informed about the curriculum
- share learning and extend in order to reach next steps
- use our School Drivers as a focus for our Christian Values each term.

We believe that learning is a shared process. We believe that where partnerships are strong and children are encouraged to take ownership over their own learning, academic resilience grows and children develop a lifelong love of learning.

### Curriculum

2021 saw the introduction of the new EYFSP. This outlines the statutory requirements for all Early Years providers. St. Martin's meets the requirements of the new EYFSP and has developed a rich curriculum that is reflective of the needs of the children in school, encourages high expectations for all learners, supports early language development and is inclusive.

Within the Early Years Foundation Stage there are seven areas of learning, each focusing on important aspects of a child's learning and development. Using the Early Years Foundation Stage guidance, the Early Years Team at St. Martin's School aims to provide enriching learning opportunities in every area of learning.

Our long and medium term plans are available on the class page on the website.

# St. Martin's Church of England (Aided) Primary School

The three characteristics of effective learning, three prime and four specific areas of learning and development are all interconnected. They are defined as follows:

## Prime Areas of Learning

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

## The specific areas of learning

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

## Characteristics of effective learning

- Playing and exploring
- Active learning
- Creating and thinking critically.

Within the Personal, Social and Emotional Development area of learning we aim to:

- provide opportunities for children to become valued members of the class
- help each child build a strong self-image
- encourage an enthusiasm for learning and be confident learners
- provide opportunities that enable children to cooperate and listen to one another.

Within the Mathematics area of learning we aim to:

- provide opportunities for children to develop their understanding of number
- provide opportunities for children to investigate measure, shape and pattern
- investigate calculations, explore, practice and talk about their findings
- solve simple everyday problems.

Within the Communication and Language and Literacy areas of learning we aim to:

- provide opportunities for talking in different contexts
- encourage conversations with children and adults
- extend the range of vocabulary by listening carefully playing with and investigating language
- provide children with stimulating stories and a rich variety of books.
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## St. Martin's Church of England (Aided) Primary School

Within the Understanding the World area of learning we aim to:

- allow children to make decisions
- provide opportunities for children to find out about their environment and their culture
- encourage thinking and asking questions
- plan, predict and make mistakes.

Within the Physical Development area of learning we aim to:

- provide opportunities for children to practice and develop fine and gross motor skills in a variety of contexts
- investigate the body and understand how it works
- encourage a healthy lifestyle.

Within the expressive arts and design area of learning we aim to:

- provide opportunities for children to explore and investigate a wide selection of art materials
- provide opportunities for imaginative role play, music, movement and dance
- share and discuss thoughts and feelings
- encourage the use of new technology.

### Assessment

We are acutely aware of the differences between each child's pre-school experiences. Base line assessment begins with any nursery or pre-school assessments that we are provided with. We also implement the statutory baseline assessment within the first six weeks of a child joining our EYFS Unit.

We build a picture of each child within the first few weeks of the Autumn term, taking into consideration written assessments and conversations with nursery/pre-school key workers, parents and our Early Years Team observations.

This provides the Early Years Team with suitable starting points for planning learning experiences and activities that will suit all individual needs.

Ongoing assessment takes various forms throughout the year. We observe each child independently accessing practical learning experiences each term. We frequently observe children in group situations throughout the year, both in adult led and child led situations. We annotate photographs and video recordings and plan for next steps. We also gather independent work and must do work to document significant developments and achievements throughout the year. Next steps are set individually or as a group and are fed into the plan, do, review cycle.

We make summative judgements on entry and at the end of each term based on the formative evidence collected. In the Summer term we assess children against the Early

## St. Martin's Church of England (Aided) Primary School

Learning Goals. Children are assessed as either emerging towards or at the expected level of development in all 17 goals.

At the end of the Foundation Stage judgements are collated and reported to the LA. They are shared with parents and the next class teacher.

### The Setting

All Reception children work together in the Early Years Unit during their first year in school. We have access to two indoor spaces, an outdoor classroom and hall space.

Adult led sessions build up throughout the year. We have high expectations for what children are able to achieve and we champion children to do so. Learning takes place through a balance of adult led phonics, literacy, maths, PE, RE, PSED and music sessions alongside daily child led exploration during 'free flow time'. During 'free flow' time experienced practitioners work alongside children to support their next steps in learning. Our environment provides rich opportunities for children to really engage and dig deeper, revisiting concepts over time in core and enhanced provision.

We are situated on Scarborough's beautiful coastline and we utilise this with our Beach School status.

The team works closely with the SEN coordinator and on site speech and language therapist to observe, plan, assess and evaluate the children's learning. For all SEN policies please refer to the SEN policies also.

Our aim is to provide equal learning opportunities for all children, both inside and outside. We seek further guidance from a range of specialists where necessary.

### Planning

Long term planning details starting points and high quality literature that children will come across throughout the year for Reception children. Our aim is to offer a rich and broad balanced curriculum that prepares children well for the world around them and for curriculum expectations in Year One. We include weekly RE, PE, PSHC and Music and Movement sessions for all EYFS children. Weekly planning outlines key activities and objectives that are carefully planned to challenge and support learning.

Core provision planning outlines learning opportunities available during children's self-directed and supported immersive play based explorations.

We have adopted the Little Wandle phonics programme, which is a rigorous phonics scheme, where there are high expectations for every child to become a reader.

Much of our curriculum time is communication and language based. We meet the guidance as outlined in the Reading Framework and include stories, singing and rhymes in our routines everyday.

## St. Martin's Church of England (Aided) Primary School

We use the Speech Links, high quality speech and language strategies for teaching children how to listen well.

We use the Write Stuff progressive writing strategies for up-levelling vocabulary and encouraging children to write.

We follow the White Rose Maths programme which aims to encourage deep mathematical explorations and understanding within the EYFS.

### Staff

Staff in our Early Years Unit are experienced and up to date with all statutory requirements. Staff have the relevant training to teach within the EYFS and are committed to keeping up to date with safeguarding training, food hygiene training and paediatric first aid.

St. Martin's Early Years Foundation Stage Unit is a vibrant, exciting place to be. Practitioners are passionate about working with young people and we aim for every experience to be a positive one. Children are safe, happy and eager to learn!

### **Here are the links to the statutory and non statutory guidance for EYFS.**

EYFS Statutory Guidance:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1170108/EYFS framework from September 2023.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1170108/EYFS_framework_from_September_2023.pdf)

Development Matters:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1180056/DfE Development Matters Report Sep2023.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1180056/DfE_Development_Matters_Report_Sep2023.pdf)

Baseline Assessment:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1182374/2023 Information for parents reception baseline assessment WEBH O.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1182374/2023_Information_for_parents_reception_baseline_assessment_WEBH_O.pdf)

Food Safety Guidance for EYFS:

<https://help-for-early-years-providers.education.gov.uk/safeguarding-and-welfare/food-safety>

Internet Safety Guidance for EYFS:

<https://www.internetmatters.org/wp-content/uploads/2020/11/Age-Guide-0-5s.pdf>

NSPCC Support:

<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/>

# St. Martin's Church of England (Aided) Primary School

Little Wandle Overview:

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

White Rose Maths Guidance and Support:

<https://whiteroseeducation.com/parent-pupil-resources/maths#start>

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A.Smith, Early Years and Key Stage One Coordinator.