



Grange View C.E. First School
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We aim to SPARKLE!

Our Christian Vision is that- Everyone sparkles.

Grange view welcomes everyone to flourish and thrive. We are lifelong learners that strive to achieve our God given potential.

So don't hide your light! Let it shine brightly before others.

Matthew 5:16 The Passion Translation of the bible

Our Ethos

The children are living a Christian life where they aim to sparkle, thinking about our core Christian Values; Love, Friendship, Trust, Forgiveness, Respect and Wisdom

Our Aims

- To provide a stimulating and secure environment, inclusive of children from all faiths and cultures.
- To provide an engaging, meaningful and relevant curriculum that equips all learners with the necessary skills for their educational journey.
- To value all individuals and support them to reach full potential and create an atmosphere of equal opportunity where expectations are high.
- To grow caring citizens who value the world we live in and celebrate moments of awe and wonder.
- To offer opportunities for collective reflections and inspire spiritual development that shape daily lives.
- To help the children to form values which will allow them to make moral choices throughout their lives, not just during their school years.
- To work in partnership between home, school, church and the wider community.



Grange View C.E First School

EYFS Policy

April 2020

"Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up." - Early Years Outcomes

The Foundation Stage policy at Grange View C of E First School and Foundation Unit applies to all children joining us between the ages of 3 and 5 years old. These children are all part of the Early Years Foundation Stage, and are Foundation 1 until the year in which they become 4 years old, when they move onto the Foundation 2 the beginning stage of their Reception education.

As a church school, within our unit the children and staff all work together sharing and caring for each other in the same spaces and using the same resources.

We are committed to providing a purposeful and empowering Early Years Curriculum that fully prepares our younger learners for the next steps in their school career, as well as the challenges of the wider world. A curriculum in which prime areas of learning are at the heart of all we do. We believe that knowledge and skill are intrinsically linked and therefore balance our curriculum on the acquisition of prepositional and procedural knowledge: our curriculum is skills based and knowledge-rich.

The Early Years Curriculum is driven by key questions, big ideas and the understanding that all of our learning is linked through experience, perception and connections which unite children with the wider world. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values.

In the Early Years, we recognise that creativity and play contribute significantly to children's thinking and understanding. Children are made aware of the wide range of devices in the home, school and wider world through free play and role play, as well as adult-led activities. These activities are based on pupils' interests and current themes.

We constantly provide enhancement opportunities to engage inquisitive minds and believe that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and there is a thirst for new experiences and knowledge.

Principles

The EYFS is based upon four principles:

- A unique child. We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement as well as celebration and rewards to encourage and develop positive attitudes to learning.
- Positive relationships. We recognise that children learn to be strong and independent from secure relationships and aim to develop caring, respectful and professional relationships with the children and their families.
- Enabling environments. We recognise that the environment plays a key role in supporting and extending the children's development. Through observations we assess the children's interests, stages and development and learning needs before planning challenging and achievable activities and experiences to extend their learning.
- Learning and development. The Early Years Unit is organised to allow children to explore and learn securely and safely. There are areas where children are able to find and locate equipment and resources independently.

Aims

We believe children learn best when:

- they experience positive emotional engagement with learning
- enabling adults facilitate their learning
- they are supported to follow their own interests through research and first hand experiences
- they have time to learn, return, practise, refine and master
- they use their imagination to be creative
- they are inspired to explore
- learning is a collaborative experience
- teaching and learning opportunities are tailored to them as an individual

To enable your child to learn to their full potential, we will provide them with:

- high expectations of achievement for all
- outstanding teaching
- sustained shared thinking
- time to plan, explore and reflect on learning
- appropriate challenge and questioning
- inspirational environments and resources
- collaborative learning opportunities
- support to develop learning mindsets
- exciting and memorable experiences

Curriculum

Our Early Years setting follows the curriculum as outlined in the statutory framework of the EYFS.

The EYFS framework includes seven areas of learning and development that are equally important and inter-connected. However, three 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 Early Learning Goals set high expectations for the end of the Foundation Stage, but expectations that are achievable for many children. This will help to give children secure foundations on which future learning can be built. As a Church school we use the core Christian values to help the Foundation Stage Team nurture every child in their learning and in so doing encourage every child to strive for and achieve success.

Learning and development is categorised into three prime areas of learning:

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

Additionally there are four specific areas of learning:

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

Characteristics of Effective Learning

The Early Years Curriculum is designed to develop the characteristics of effective learning:

- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. Our children are curious and ask questions to satisfy their thirst for knowledge. Children are supported in developing their sense of self and in identifying their place in the wider world. They develop themselves as members of the local community and the wider world through our bespoke curriculum which is centred on the holistic child.
- **Active learning** - children keep on trying if they encounter difficulties, and enjoy their achievements. We strive to provide learning experiences are relevant and contextualised. We understand the importance of experiences when equipping young children with the building blocks of knowledge on which they can build as they move through school. We believe that parental engagement is key to success in Early

Years therefore we aim to involve parents and the community when providing real life experiences.

- **Playing and exploring** - children investigate and experience things, and 'have a go'. The knowledge and skills gained at this early stage is vital. They provide our children with a solid foundation and skill set that enables them to access the full curriculum in Key Stage 1 and 2. Learning is connected across the Early Years profile through relevant and engaging areas of study.

At Grange View, we do not make a distinction between work and play. Children learn through planned play activities and staff will decide when child-initiated or adult-led play activities would provide the most effective learning opportunities.

Planning:

At Grange View, we believe that children learn best when learning activities are well planned, stimulating and challenging, ensuring progress in the long, medium and short term.

Planning is undertaken on three levels:

- Long term planning:
Long term planning has been designed as a staff to ensure the National Curriculum is covered both in knowledge and skills throughout each year and that effective repetition and revisit of core skills is established. Teachers are encouraged to use professional discretion when deciding how long is needed to be spent on particular objectives whilst ensuring all objectives are covered by the end of the academic year. Long-term plans are used to inform medium term planning.
- Medium term planning:
Medium term planning is carried out half-termly. Teachers work in key-stage teams to identify and select objectives, using the Long Term Plan as guidance. In key-stage teams, teachers are responsible for generating medium-term planning overviews using the school's pro forma and ensuring that these are made available on the school website.
- Short term planning:
Short term planning is carried out on weekly basis. Individual teachers are responsible for the planning of thoughtful, stimulating weekly lessons for their class. The school does not have a set pro forma for short-term planning, but it is expected that staff will detail the intended learning for each lesson, the teaching activities to be used and the learning outcomes.

Schemes of Work:

- Follow and enrich the national EYFS curriculum and take full account of the four guided principals and the seven areas of learning.
- Refer closely to 'Development Matters' which outlines children's expected development in stages from birth to five years.

- We create medium term plans for each term which incorporate all seven areas of learning. These are broadly topic-based and include current events which are relevant to the cohort of children.
- Weekly plans including learning objectives in all seven areas of learning, taking account of Development Matters and the Early Learning Goals, as appropriate, as well as children's current interests and needs.
- Reception use White Rose Hub for Mathematics planning.
- The phonics scheme Read Write Inc is used in Reception and in the summer term of Nursery. It then follows though to KS1 for ease of transition and continuity.
- We use the Oxford Reading Tree reading scheme.
- At the start of each term parents receive a curriculum overview term outlining the topics and what children will be learning at school for the coming term.

Organisation

We have a stimulating Nursery unit, containing continuous provision areas and a natural outdoor area for learning. 30 hours provision is also available. All children will have a key worker. We have a separate entrance and cloakroom area for Nursery children.

We also have a Reception classroom. The children share the unit and the adventurous outdoor area with Nursery. Our staff consist of a Reception teacher and a teaching assistant. All our EYFS provisions have zoned areas within the indoor and outdoor environments which enable children to be independent, respect resources, make choices and think of their own ideas in their learning. We have high quality reading book corners, writing and mark making areas, creative and construction areas, maths, malleable, sand and water areas, investigation and music areas and stimulating role-play areas. Reception enters through Oak class entrance.

We also have a secure adventure outdoor area specifically for the foundation stage which includes a permanent climbing frame and low level climbing equipment to challenge physical skills, to incorporate imaginative play in all areas of learning as well as a wild woodland area. This enables the outdoors to be a continuation of the learning taking place indoors.

Assessment:

Assessment is regarded as an integral part of the teaching and learning process at Grange View. During the children's first term in the Foundation class, their teacher begins to record the skills of each child on entry to the school. This assessment forms an important part of the future curriculum planning for each child. The Early Years Foundation Stage Profile is completed in the final term of the year in which children reach the age of five, usually at the end of Reception.

Grange View uses the electronic system SIMS to record our data. Data is inputted into SIMS each half term and is then analysed by teachers and senior leaders.

Staff use school360 to make observations of children using iPads, which are then used to create online learning journeys. The observations take place on an ongoing basis and staff often choose to focus on one aspect per week to ensure all children have sufficient observations for each area of learning. However this is dependent on the children and key people taking opportunities to observe significant learning experiences when they arise. Informal observations are made, while supporting independent learners, to note any significant achievements towards next steps and understanding. Children's language is recorded whenever possible as this gives insight into a child's thinking, understanding and language development. Adults identify learning objectives from the broad phases of development/ELGs that children have been working towards during each observation. They also identify the characteristics of effective learning. Some planned observations are also made from adult-led activities. These may be documented as a group activity observation.

Outdoor Learning

Outdoor play is essential for all aspects of a child's development. It provides children with experiences which enable them to develop intellectually, emotionally, socially and physically. In doing so, it provides opportunities to develop their communication skills and encourages positive attitudes towards a healthy lifestyle.

Our aim for both indoor and outdoor play will be to provide a stimulating and safe environment for children's learning in all areas of the Early Years Foundation Stage. Close observation is essential in order to assess children's ability and to ensure appropriate supervision is provided.

Parents as Partners

We recognise that parents and carers are a child's first and most enduring educators and we aim for the school and parents and carers to work closely. This can have a very positive impact on a child's development but relies on a two-way flow of information and knowledge. We develop this working relationship between the school and parents and carers as follows:

- Parents are invited to sign up to class dojo. They can converse with the class teacher and view a child's portfolio.
- Parents and carers are invited in to weekly family worship sessions.
- We will hold formal parent consultations 3 times a year.
- We hold a parent's consultation early in the year to establish how a child is settling into the school environments as well as build on community cohesion and wellbeing.
- We send home observations once a week on School 360.
- We will operate an open door policy that will allow parents and carers to discuss achievements and/or any concerns in an informal manner.
- Conversely, if Early Years staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss them.
- We will conduct workshops for parents and carers to enable them to be familiar with the teaching methods used in schools.

Inclusion and Equal Opportunities

Children with special educational needs will be supported as appropriate to enable them to access the curriculum fully. This includes children that are more able and those with specific learning difficulties and disabilities. Individual Education Plans identify targets in specific areas of learning for these children who require additional support commensurate with the schools special educational needs policy. The school's SEN coordinator is responsible to providing additional information and advice to staff and parents for arranging external intervention and support as necessary.

In line with the school's Equal Opportunities Policy, we will provide all children, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability with equal access to all 7 areas of learning to ensure every child is valued as an individual. Cultures will be shared, celebrated and experienced by all. All staff are role models and are aware of the influence they have in promoting positive attitudes.

Safeguarding

Grange View takes child protection responsibility very seriously. Any concerns, which the school has will be noted, and if deemed necessary, will be reported to the relevant agency. The safety of the child is always of paramount importance. The full Safeguarding policy is available in school and online for parents to read if they wish.

Behaviour Management

The EYFS follows the same behaviour management policy and systems as the rest of the school. Refer to our behaviour policy for more information.

Monitoring and Evaluation:

It is the responsibility of the EYFS staff to follow this policy.

Within the classroom, monitoring of the standards of children's work and the quality of teaching in EYFS is the responsibility of both the EYFS leader and the senior leadership team. It involves lesson observations, work scrutinies, learning walks, pupil interviews and planning reviews.