

Welcome St Paul's C of E Primary school.

Our Early Years Foundation Stage (EYFS) is made of a morning Nursery class and a Reception class. During your child's time in our EYFS, we aim to lay down firm foundations that will underpin the rest of their learning as they move through the rest of the school.

We start the children on their journey as we follow our motto

'Love to learn: learn to love.'



Aims

We aim to help our children to be the best they can be by:

- Creating an environment where children feel safe, secure and valued.
- To provide a broad, balanced, relevant and engaging curriculum, which incorporates active learning and first-hand experiences.
- Creating situations where play and language are promoted and valued as a vital means of extending thinking, understanding, feelings, ideas and enjoyments.
- Observing children's individual learning and interests to move their learning forward in order to make the next steps unique to them.
- To develop each child's physical ability.
- Providing a culture where children are excited by their learning and challenged to take risks, safe in the knowledge that making mistakes is part of the learning process.
- Encouraging positive feelings of self-belief, allowing children to develop confidence to fulfil their potential in an ever-changing world.
- Ensuring that children have high standards of behaviour by encouraging responsibility, independence, resilience and respect for their environment and others.
- Promoting our Christian Values alongside the British Values of Democracy, the rule of law, individual liberty and mutual respect for those of different faiths and beliefs.
- Creating strong parental partnerships with good communication.

Our staff team

Nursery

Mrs Hodgson : Nursery Teacher, EYFS Leader

Mrs Swallow : Nursery Nurse

Reception

Miss Williams : Reception teacher

Mrs McIlroy : Teaching assistant

Miss Jarmin : Teaching assistant

Head teacher

Mr Varney

Assistant Head teacher and SENCO

Miss Le Gassicke

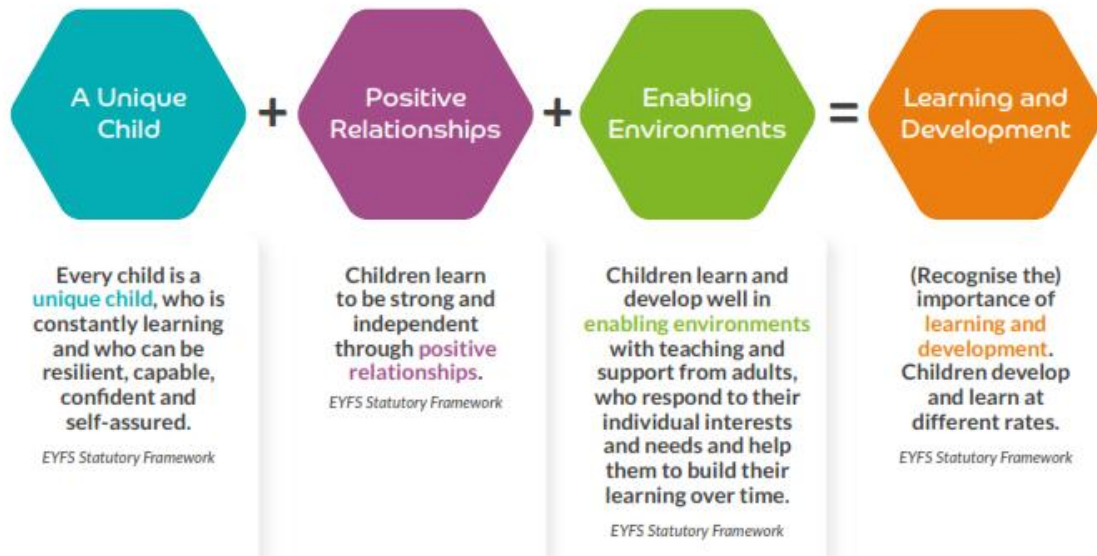
Safeguarding Leads

Mr Varney, Miss Le Gassicke, Miss Vine



What is the Early Years Foundation Stage (EYFS)?

The principles for the EYFS are grouped into four principles:



Practitioners	Positive relationships are	Enabling Environments	Learning and Development
- observe and understand each child's development and learning, assess progress, plan for and act on next steps - support babies and children to develop a positive sense of their own identity and culture - identify any need for additional support - keep children safe - value and respect all children and families equally	- warm and loving, and foster a sense of belonging - sensitive and responsive to the child's individual needs, feelings and interests - supportive of the child's own efforts and independence - consistent in setting clear boundaries - stimulating - built on key person relationships in early years settings	- value all people - value development and learning They offer - stimulating resources and spaces, inside and outside, relevant to all the children's cultures and communities - rich learning opportunities through play and playful teaching - support for children to take risks and explore	Practitioners teach children by ensuring challenging, playful opportunities across the Prime and Specific areas of development and learning. They foster the characteristics of effective early learning - Playing and exploring - Active learning - Thinking creatively and critically

Taken from the Birth to 5 Matters 2021

The EYFS is made up of seven areas of learning and development. The first three 'prime' areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. They reflect the key skills and capacities all children need to develop and learn effectively and become ready for school. It is expected that the balance will shift towards a more equal focus on all areas

of learning as the children grow in confidence and ability within the three prime areas.

The 3 prime areas are:

Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. This area lays the foundations for writing by developing both gross and fine motor skills. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

In addition, there are 4 specific areas of learning:

- Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- Mathematics development involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
- Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, roleplay, and design and technology.

The seven areas of learning help practitioners plan the learning environment, activities and experiences for the children. However, this does not mean that all of the children's learning is divided up into areas. One experience is likely to cover several areas of learning. For example, children building with blocks may co-operate in carrying bricks or moving the brick box, negotiate the best place to put them, compare the weight and dimensions of different blocks and act out an imaginary scene, while talking about the activity to other children. With this one activity children may be developing language, mathematical, physical and personal and social competencies through this one activity.

Characteristics of Learning

An essential element of the EYFS curriculum is that practitioners must teach children how to be effective learners. These Characteristics of Effective Learning detail the ways in which children should be learning from their environment, experiences and activities.

These are split into 3 strands:

Playing and exploring - linked to engagement where children are finding out and exploring and confident to have a go at new and known activities.

Active learning/ Motivation - linked to motivation where children show concentration and the perseverance to keep trying. They show enjoyment when achieving what they set out to do, solving problems on the way.

Creating and thinking critically and creatively - linked to thinking processes and having their own ideas. Children solve problems and choose their own way to do things whilst making links to learning.

Practitioners carefully plan stimulating, exciting, practical play based learning experiences for children based on our unique curriculum and the interests of the children. These may be as a whole class, in a small group in an adult directed task or as part of child-initiated learning when the children can freely explore and engage in both indoor and outdoor environments, selecting their own resources to facilitate their own play and learning experiences.

“Play is the highest form of research.” Albert Einstein



Milk and Snack

In Nursery the children are entitled to free school milk. In Reception the children are entitled to free school milk up to the term of their 5th birthday. If you would like your child to have milk in Reception you will be able to pay for it at the beginning of each term. We would also like your child to bring a water bottle to school, therefore if your child does not drink milk then they can have water from their water bottle. Fruit is available to eat everyday but will be supplemented with other food linked to cooking or techniques eg spreading or topic. We offer a 'rolling snack' approach so that the children can eat and drink when they feel hungry or thirsty during CIL.



A typical session in Nursery

The Nursery session is for 3 hours 10 minutes.

Self-Registration and CIL

When the children arrive at Nursery, they will self-register (find their name card) and then go to play.

Funky fingers – fine and gross motor skills activity

Whole Group Time

The children join together for a welcome session/short activity eg story or song.

Adult Led Activity

The children take part in small group activities to develop skills and learning.

Child Initiated Learning (CIL)

This is the time when children are initiating their own learning, both inside and out. They are actively exploring and discovering at their own levels, in their own ways. The adults will be interacting, assisting, observing and supporting the children during this time.

Snack Time

Snack station is open throughout CIL so that the children can chose to eat and drink when they are ready.

Tidy up Time

A crucial learning time where the children learn to take responsibility and care for their environment and resources.

Phonics and Story Time

All the children come together to review the morning. We play listening games, read a story or poem, and maybe sing before we finish the morning together.

Home time or Lunch club

The Nursery staff walk the children up to lunch club and hand over any information to the staff.



A typical day in Reception

Self-Registration

Busy fingers – fine motor skills activity

Phonics

Child Initiated Learning (CIL) and Snack Time

Whole class session followed by Adult Direct Activity

Lunch time

Whole class session followed by Adult Direct Activity

Child Initiated Learning (CIL)

Story time

Home time

The children will also have a PE session during the week.



Parent Partnerships

We believe that parents, as a child's first educators, play a pivotal role in their children's success and achievement. When parents and practitioners work together, the results have a positive impact on the child's development and learning. Good communication is vital to this.

- We offer an 'open door' policy where teachers are available to talk to parents. They may be available at drop off or home time for a short discussion or an appointment can be made.
- Teachers can be contacted by email (our policy states that the teachers have 3 working days to reply to a message).
Nursery – teachern@stpauls909.herts.sch.uk
Reception - admin@stpauls909.herts.sch.uk
- A class newsletter is sent home to give an overview and any information. This is additional to the whole school newsletter.
- There are two parent consultation evenings during the year.
- The school website provides lots of information and a termly overview about what the children will be learning.
<http://stpauls909.herts.sch.uk/>
- The EYFS leader runs a Phonics, Reading and Writing to provide extra information for parents.
- Stay and Play sessions and shared reading sessions are run when parents can come into the classroom to share in their child's learning.
- The children have an online learning journal using a platform called Tapestry. Parents have the opportunity to reply to the learning posted and post any home shared learning.
- The teachers will use email to communicate any messages or speak to parents before or after school.
- Try to encourage and support your child to be as independent as possible, in particular with dressing and undressing.



Uniform



Earrings: children may wear 1 pair of plain studs. For reasons of health and safety, these should be removed or taped over prior to coming to school on days that the children do PE. Other jewellery should not be worn during the school day. Long hair should be tied back; hair accessories should be plain/unobtrusive and in the school colours.

Your child will also need:

- Water bottle
- Pair of Welly boots
- A bag of spare clothes to stay in school if in Nursery, Reception if needed.
- A pair of waterproof trousers
- A warm waterproof coat
- Sunhat in sunny weather

Please name everything, as many items are the same and easily confused.

It is particularly helpful if the child's first name can be big and bold, so we can help them become more independent and find their own clothes.

School Meals

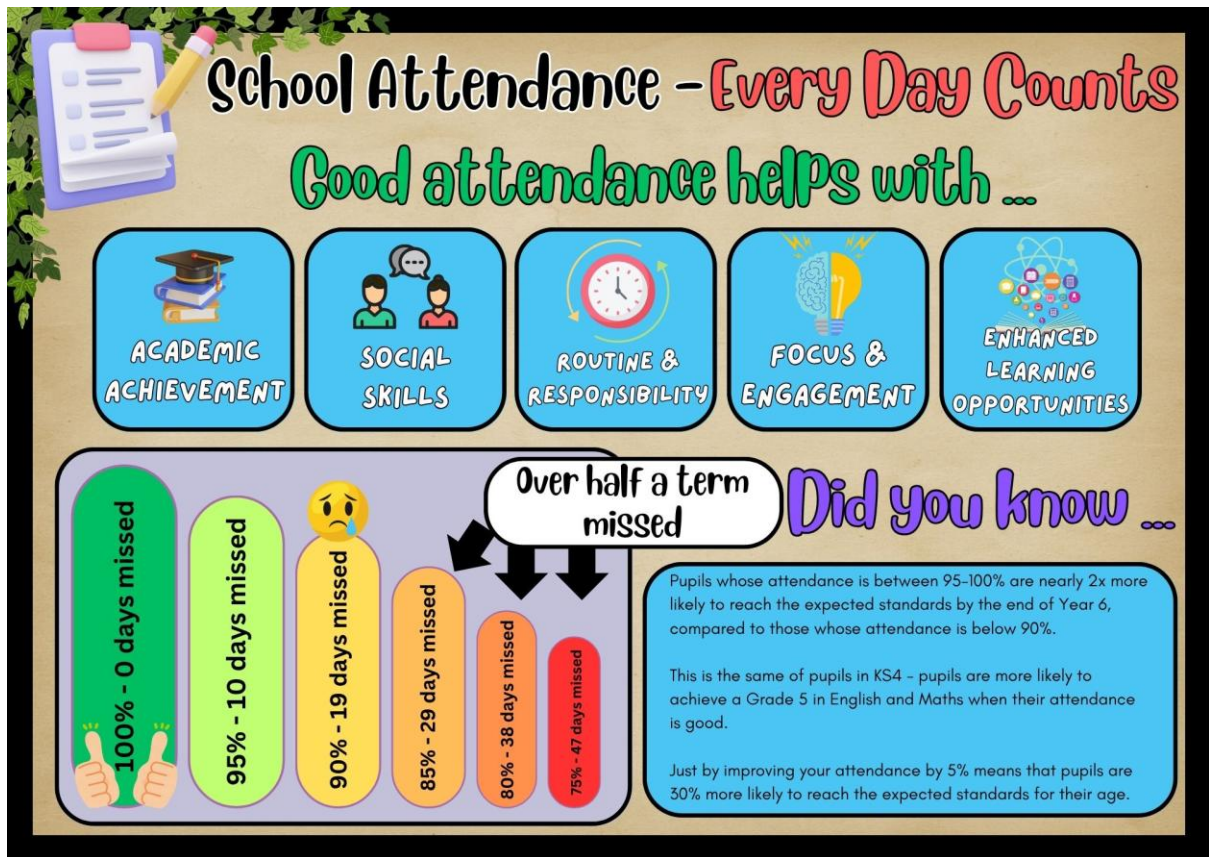
Children in Reception (and in Years 1 and 2) are entitled to a free school meal at lunchtime. These are provided by Herts Catering and menus will be provided so you can help your child choose what they are going to have to eat.

Red (hot meal with meat/fish), Green (hot vegetarian meal), Yellow (sandwich choice) or Blue (Jacket potato). We would recommend encouraging and supporting your child to carry a tray and cut up their food as independently as possible. There are midday supervisors on hand to help the children if they need it.

Hygiene

We encourage the children to be toilet trained before starting school, but we are there to help them if they need it. We understand that children will have accidents from time to time and are happy to act as a parent would and clean and change them. We do ask you to let us know of any allergies or products, which are not suitable for your child. It is helpful if each child has their own spare clothes in a bag hanging on their peg.





Illness

Like the rest of the school, we would ask you to telephone the office if your child is going to be absent, and follow this up with a letter/email of explanation on the child's return. Please can you let us know of any contagious diseases affecting anyone in your family in case we need to inform others (e.g. rubella, slap cheek). Also, we must stress that children should be off for **48 HOURS** from their last bout of sickness and diarrhoea.

