

*St Bernadette's Catholic Primary
School*

Early Years Foundation Stage Policy



Introduction

At St Bernadette's Catholic Primary School our mission is:

to ensure a happy and secure learning environment where we celebrate the dignity and worth of all in our school community.

As a Christian community, we recognise that in loving others we love Jesus and so help each other to reach our full potential.

This policy reflects the main aims of the school which are:

- *To encourage and instil in our children a curiosity, enjoyment and enthusiasm for learning, which we hope will last for life*
- *To achieve high standards of both learning and behaviour to enable all to reach their full potential*
- *To promote a stimulating education designed to develop the whole child which enriches them socially, emotionally, physically, intellectually, creatively, morally and spiritually*
- *To foster a sense of trust and belonging within the school, parish and wider community*

Therefore the development and implementation of our Early Years policy supports us in achieving our mission for all the children in our care.

The aim of the Early Years policy at St Bernadette's is to promote the learning and development requirements of the EYFS:

The term 'Early Years' in our school refers to the foundation stage children in the Reception class.

The EYFS learning and development requirements

The EYFS learning and development requirements comprise:

- the seven areas of learning and development and the educational programmes (described below);
- the early learning goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the Reception year; and
- the assessment requirements (when and how practitioners must assess children's achievements, and when and how they should discuss children's progress with parents and/or carers).

(EYFS Statutory Guidance 2014)

Early Years Foundation Stage (EYFS)

- **A Unique Child** Every child is a competent learner from birth who can be resilient, capable, confident & self-assured.
- **Positive Relationships** Children learn to be strong and independent from a

- base of loving & secure relationships with parents and/or key persons
- **Enabling Environments** The environment plays a key role in supporting & extending children's development & learning.
 - **Learning and Development** Children develop & learn in different ways & at different rates & all areas of learning & development are equally important & inter-connected.

Safeguarding

As a school and in our early years' provision safeguarding is a priority. We look to ensure children feel safe, and we aim to promote children's welfare and strive to safeguard children at all times. This includes:

- the extent to which children behave in ways that are safe for themselves and others
- children's understanding of dangers and how to stay safe
- the extent to which children show that they feel safe and are confident to confide in adults at the setting/school
- the steps taken by the key people to safeguard and promote the welfare of children and how well adults teach children about keeping safe
- the necessary steps taken to prevent the spread of infection, and appropriate action is taken when children are ill
- the suitability and safety of outdoor and indoor spaces, furniture, equipment and toys
- the maintenance of records and policies and procedures required for the safe and efficient management of the Early Years Foundation Stage and for ensuring that children are safeguarded and their needs are met
- the suitability and qualifications of the adults looking after children or having unsupervised access to them
- the effectiveness of risk assessments and actions taken to manage or eliminate risks.

See the school's policies on;

- Safeguarding
- Behaviour
- Health and Safety
- Medicines in school Policy

Daily checks are routinely carried out by a staff member and child (safety officer) to assess the outdoor provision and the indoor learning environment. See appendix 1 Ticksheet.

EYFS Provision in this setting consists of:

The term 'early years' in our school refers to the foundation stage children in the reception class.

This policy reflects the main aims of the school which are:

- To encourage and instil in our children a curiosity, enjoyment and enthusiasm for learning, which we hope will last for life.
- To achieve high standards of both learning and behaviour to enable all to reach their full potential.
- To provide a stimulating education designed to develop the whole child which enriches them socially, emotionally, physically, intellectually, creatively, morally and spiritually.
- To foster a sense of trust and belonging within the school, parish and wider community.

EYFS Provision at St Bernadette's

Staff in the early years are:

Mrs Anne Bramhall – Class Teacher
Mrs Amanda Hegarty – Nursery Nurse
Mrs Helen Stewart – TA (Wednesday afternoon)

Organisation and management of provision:

Early Years provision at St Bernadette's is organised as a reception class for 30 pupils aged 4-5. We have an outside play space which is also available to Years 1 & 2, and a wide range of indoor /outdoor equipment and resources are available to meet the needs of the children in the early year's department. The children also have access to other equipment and facilities throughout the school, e.g. computer suite, hall, library etc.

- In the first term, the timetable allows time for welcoming children into school and talking to parents at the start of each day, later in the year, the children are invited to line up before school with the other classes as part of their preparation

for Year 1. However, we continue to welcome parents into school and to make time to speak to them.

- In the first half-term, the children in Apple Class do not attend whole school worship, but experience a daily act of worship in class. Gradually they are introduced to whole school worship as the Head teacher and class teacher deem appropriate.
- Upon starting school, the children are organised into two Key Groups, and assigned a Key Person (either Mrs Bramhall or Mrs Hegarty) who will be the main contact for parents and will endeavour to help build a strong and trusting relationship between the children and the adults in class.
- A snack of fruit and a drink of milk or a drink from home, is provided each day as a rolling snack-time and children have free access to water bottles jugs of water and cups and a variety of healthy snacks.
- Children in Apple Class eat lunch in the hall and can have a school dinner or may bring a packed lunch.
- SEN and EAL children are supported in accordance with the school's SEN and EAL Policies.
- Parents are encouraged to take a full and active part in their children's learning, and their comments, observations and feedback are encouraged in informal chats, and through learning logs shared between school and home.
- We work closely with the school Nurse who comes in to talk to the children and parents whenever necessary.
- The children have a daily phonics lesson for 20 minutes initially, gradually increasing over the year as their maturity and ability dictates. We have adopted Read Write Inc as a whole school phonics scheme and Apple Class dovetails with the KS1 classes.
- RE is taught as a weekly whole class session and teacher led group activities.

In the Summer Term, Reception children are invited to attend afternoon sessions, as their induction into school to familiarise the children with some aspects of school. When the Autumn Term begins, the new children are admitted in three groups of about ten children. The first, youngest, group on Day 1, the next group on day 3 and the final, oldest group on Day 5 of the Autumn Term. The children begin school full-time from their first day.

Organisation and management of the learning environment:

We offer a play based curriculum inside and outside the classroom which is carefully organised and planned for and includes opportunities for children to learn through a range of opportunities and experiences.

Teaching and learning is organised into areas of provision which may change according to time of year, topic and children's needs and interests.

Indoors role play, small world, construction, malleable / sensory experiences, mark making and maths activities, reading area, creative workshop, ICT, gross and fine motor skill development, sand and water play

Outdoors.....gross motor/fine motor, gardening, exploration and investigation, wildlife, role-play, sand and water play, creative experiences, large construction

Activities are organised to include a balance between adult directed and child initiated with an emphasis on following the needs and interests of the children in order to ensure learning is real, relevant and purposeful.

Parents and children are encouraged to talk to us about what they have done at home and from this information, staff organise a range of experiences and opportunities based on 'real' events, which give children chance to make decisions and choices, work individually or in groups and explore the learning environment.

- The role of the adult working with children on adult directed activities is to provide experiences which are stimulating and challenging and to interact with the children to foster positive relationships and promote self-esteem.
- The role of the adult supporting children who are working on child initiated activities is to support their learning where necessary and extend it by questioning, suggesting further developments, and helping them to apply what they have learned.
- Pupils have free access to all areas of provision at appropriate times (not during whole class time and not in excessively bad weather).
- Children are taught from their first day in school that they are free to access the outdoor provision if there is an adult outside. The outdoor classroom is secure and safe and is clearly visible from the classroom.
- The continuous provision is observed and monitored so that it can be adapted to meet the needs and interests of individuals and groups of children and children are encouraged to make their own suggestions regarding what they would like to do.
- The learning environment is changed and developed throughout the year, to ensure progression of learning and challenge for all children. Observations of areas and children play a key part in this process as the learning environment is developed to suit the requirements of each group of children.
- Children with SEN and EAL are supported in their learning by adults in class and by carefully planned play activities that encourage and enable them to interact with other children and with their environment.

Early Years Foundation Stage Curriculum

Our Early Years Curriculum is based on the DCSF/QCA Early Years Foundation Stage, and is planned to lead smoothly into the National Curriculum at KS 1 in a way which is relevant and meaningful for all children. The foundation stage curriculum stresses the importance of the child's personal, emotional and social development, emphasises that early literacy and numeracy lay the foundation for the future learning of all children.

The EYFS framework is organised into six areas of learning and development all of which are important and inter-connected. Three areas are particularly crucial for igniting the children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the *Prime Areas* are:

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

The four remaining areas, the *Specific Areas* are:

- Literacy
- Mathematics
- Knowledge of the world;
- Expressive Arts and Design

It is through these Specific Areas that the Prime Areas are strengthened and applied.

Reception and Key Stage 1 children have access to RE and daily access collective worship (See RE policy).

At St Bernadette's we are working towards children achieving the **Early Learning Goals** by the end of the reception year. *Development Matters* help staff identify children's developing knowledge, skills, understanding and attitudes as they make progress towards the early learning goals and to foster these throughout the foundation stage.

The three **Characteristics of Learning**, which are used in planning activities and assessing the children are:

- Playing and exploring – children investigate and experience things and *have a go*
- Active learning – children concentrate, keep on trying if they encounter difficulties and enjoy achievements

- Creating and thinking Critically – children have and develop their own ideas, make links between ideas and develop strategies for doing things

The Early Learning Goals are in line with the objectives for both the Primary National Strategies for Mathematics and Literacy. The Reception teacher may choose to cover the elements of the strategies across the day, rather than in a single unit of time.

The curriculum at St Bernadette's has been developed in line with the EYFS requirements for long, medium and short term planning.

The wider curriculum at St Bernadette's consists of:

- Educational visits and visitors, e.g. family members, members of the local community
- Opportunities to access the local and wider environment including shops, parks, countryside, libraries, forest schools
- After-school clubs for sport, homework, cooking.

EYFS Planning

At Our school planning includes:

Long Term Planning: this informs and helps us focus on our medium term planning

- ❖ We ensure coverage of all areas of Learning and Development in line with the educational programmes of the EYFS Framework, National Curriculum and whole school initiatives in line with this policy
- ❖ RE planning and teaching is based on the Religious Education Curriculum Directory for Catholic Schools and Colleges in England and Wales (2012) and Fit For Mission? Schools
- ❖ We identify how we meet the requirements of the educational programmes in relation to the areas of Learning and Development, which includes ongoing monitoring and evaluation
- ❖ We evaluate our provision in relation to the principles, and commitments of the EYFS, and as part of our Early Years action plan we review our progress, e.g. parental engagement, procedures for observation and assessment, awareness of child development
- ❖ We review and plan for the balance between activities both indoors and outdoors, to meet the observed needs and interests of individual and groups of children
- ❖ We review and plan for the balance between activities both adult directed and child initiated to meet the observed needs and interests of individual and groups of children, throughout the year

Medium Term Planning: this informs and helps us focus on short term planning.

- ❖ We include a range of experiences and activities appropriate to our groups of children in line with the EYFS educational programmes
- ❖ Our daily routines which will include; daily act of worship, phonics, snack and mealtimes, time for arrival, settling in and leaving, provision for outdoor activities as well as indoor, time for individual or small group interaction and whole class activities with staff
- ❖ Planning includes planning for areas of continuous provision, planning for outdoor learning, planning for special events and celebrations, and planning in response to childrens' interests and fascinations.

Short Term Planning: this provides a weekly overview of teaching and learning activities covering the six areas of learning and development and is constantly adapted and revised in response to informal observations and evaluations of children's learning.

In reception this includes specific planning to meet the requirements of the six areas of learning and development, Literacy and Mathematics frameworks, phonics and the agreed RE syllabus. It identifies whole class and small group activities.

This planning considers:

- Adult directed activities for CLLD, PSRN & other areas of learning and development, phonics, enhancements in areas of provision indoors & outdoors
- How staff are deployed within the provision indoors and outdoors
- How activities are differentiated to meet the needs of all children
- Enhancements in areas of provision indoors and outdoors
- Topics and events that the children have a special interest in
- Overview of daily activities and events
- How on-going observations are used to inform planning
- How are children with SEN supported, monitored and by whom?

Observation and Assessment

On Entry Assessment

When children start school a variety of information is used to assess them:

- Observations from induction days and pre-school visits
- Information sent from pre-school
- Observations during their first days at school
- Baseline assessment

This information is used to fill in the EYFS e-profile, which is used throughout the foundation stage.

Formative Assessment

Within St Bernadette's school observation and assessment is used to develop an overall picture of each child's level of development. It is used to inform future planning and includes:

- Informal observation using stickers or post it notes
- Observation of a targeted skill in specific areas
- APP documents for RE
- Discussion with parents
- Teacher led activities
- Photographs
- Evidence files
- Observation sheets
- Informal parent conversations
- Samples of work

This can be found in assessment files and assessment boards.

Summative Assessment

Statutory assessment for reception is the EYFSP (Early Years Foundation Stage Profile) which takes place at the end of the school year in reception and is reported to the local authority.

Moderation is held each year by the LEA either externally or internally depending on the assessment cycle in Lancashire.

Observations and assessments carried out daily are used to inform the judgements about where the children are in their learning journey in relation to the Age Related Development Bands and the Early Learning Goals. An Early Years Foundation Stage Profile is completed at the end of the year showing whether children are at an expected level of development or below, emerging or above, exceeding. This is reported to the LEA and to parents.

We complete a transition profile at the end of the year to provide a picture of the child's progress in all six areas of learning and development to pass on to the Year 1 teacher.

Reporting to Parents

In the reception class an annual report is sent to parents to inform them of their child's progress towards the Early Learning Goals.

Information about the child is shared between staff and parents on an on-going basis throughout the year, e.g. interactions at the beginning and end of the day and formal parents evenings.

Induction/Parental Engagement & Involvement

Before the children start school, their parents are invited to an Induction Evening meeting where they have the opportunity to meet the staff and discuss any concerns they may have. At this meeting they collect an induction pack which contains information on uniform and behaviour policies, and paperwork relating to the children's well-being in school. There is also a short booklet 'All About Me' for children to complete with parents at home and bring to school in the Autumn when they start as pupils.

At St Bernadette's School, parents are encouraged to take part in their children's education at every step and are kept informed by School and Class Newsletters each half-term, meetings, displays in class and outdoors about how they can do so.

Parents are encouraged to volunteer as helpers and members of the Friends Association and are invited to Assemblies and school Masses and liturgies.

Transition Procedures

Points of transition:

Nursery to Reception

Before the children start school, the teacher or nursery nurse, will visit them in their pre-school to meet and begin to get to know them. When they have started school, children will be assigned a Key Person who will remain with them throughout their Reception Year. Transition documents are passed from pre-school to school if not collected on Pre-school visit days.

Reception to Y1

During the latter half of the summer term in Reception Class, the children will spend some time in Year 1 in the afternoons when next year's Reception children visit Apple Class, in order to get to know the teachers and some of the routines in Year1.

They also have the opportunity to spend a morning in Year1 at the end of the Summer Term as an induction to Key Stage 1.

Information to be transferred:

Nursery to Reception

- Personal information from parent / nursery about child eg. who is picking child up from setting, allergies & medical needs, permission for photographs and school visits via induction pack.
- Record of achievement / learning journal

- Information about progress in relation to EYFS on a transition document.
- Reception to Y1
- EYFSP data is shared with the Y1 teacher so any gaps in pupils' development can be addressed and activities can be tailored to meet the needs of the children coming up.
- Record of achievement / learning journal
- On-going assessment documents eg. reading records, phonics assessments, behaviour programmes, care programmes, IEPs.

Liaison with other agencies

Liaison with other agencies is reviewed, monitored and initiated by the SEN coordinator.

Staff Development

All staff working in foundation stage are conversant with EYFS, and procedures for observation, assessment, record keeping and planning.

All staff will have understanding of attachment theory and key person role. All permanent members of staff will be key person to a group of children.

Professional development of EYFS staff includes school based Inset, access to courses, cluster meetings and visits to other settings.

The identification of training needs for teaching and non-teaching staff will take place through Performance Management and/or staff development interviews.

The Early Years co-ordinator will ensure that:

- ◆ appropriate dissemination of training/materials/good practice takes place regularly.
- ◆ a record of INSET activities is maintained.

Reviewing the Early Years policy.

The head teacher, staff and governors will review this policy on a regular basis to ensure it is being implemented appropriately and to take account of changing circumstances.

Review Date	Signature	Position
		Head EYFS Governor EY co-ordinator

Copyright © September 2009 Learning Excellence, Lancashire County Council.

This document may be photocopied by the purchasing school for use within the purchaser's school.

No part of this document may be copied for the purposes of sale, hire or loan.