

St Joseph's RC Primary School



Policy for EYFS

2019-2020

St Joseph's RC Primary School **Early Years Foundation Stage Policy**

Introduction

This policy is written in light of us being a Rights Respecting School and it also complies with Article 28 of the UNCRC 'Every child has the right to an education'. In this setting the policy refers to children between the ages of two and five years old who are taught in Class 1. In our school we place great value on the learning in early childhood and consider this learning to be the fundamental building blocks upon which all other learning is based, as the statement below indicates;

"The ladder of education can never be secure unless the first rung is firmly in place"
Rosemary W Peacock. HMI.

Rationale

The aims and principles for the EYFS in our school

The 1998 Education Act expressed aims for the curriculum during the period of compulsory schooling. It should:

'promote the spiritual, moral, cultural, mental and physical development of pupils' 'prepare pupils for the opportunities, responsibilities and experiences of adult life'.

The 1998 report on educational provision for the under fives from the Education, Science and Arts Select Committee confirmed that:

'The aims for under fives are basically the same as those for any other phase with the exception that very young children need a considerable additional amount of care. Care and education for the under five's are complementary and inseparable.'

The overarching aim of the EYFS is to help young children achieve the Early Learning Goals (ELGs) in Development Matters. The developmental bands 0-60 months are covered prior to the ELGs and are divided into Prime and Specific Areas. To ensure every aspect of the whole child is taken into account, staff will also look at how they learn, these are the Characteristics of Effective Learning.

All staff are driven to ensure the children achieve at appropriately to their developmental stage and will do this by:

- **Setting the standards** for the learning, development and care young children should experience when they are attending a setting outside their family home, ensuring that every child makes progress and that no child gets left behind;
- **Providing for equality of opportunity** and anti-discriminatory practice and ensuring the every child is included and not disadvantaged because of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability;
- **Creating the framework for partnership working** between parents/carers and professionals, and between all settings that the child attends;
- **Improving quality and consistency** in the early years sector through a universal set of standards which apply to all settings, ending the distinction between care and learning in the existing framework, and providing the basis for the inspection and regulation regime;
- **Laying a secure foundation for future learning** through learning and development that is planned around the individual needs and interests of the child, and informed by the use of ongoing observational assessment;

The following themes are embedded in the principles of the EYFS:

- **A Unique Child** – every child is a competent learner from birth who can be resilient, capable, confident and self-assured
We will foster personal, social and emotional well-being by supporting transition to and between settings, promoting an inclusive ethos and providing opportunities for each child to become a valued member of that group and community so that a strong self-image and self-esteem are promoted;
- **Positive Relationships** – children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person
We will endeavour to enhance social skills; in particular by providing opportunities that enable them to learn how to co-operate and work harmoniously alongside, and with, each other and to listen to each other
- **Enabling Environments** – the environment plays a key role in supporting and extending children's development and learning

We will promote positive attitudes and dispositions to learning; in particular an enthusiasm for knowledge and learning, and a confidence in their ability to be successful learners;

- **Learning and Development** – children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected

We will promote attention skills and persistence: in particular their capacity to concentrate on their own play or group tasks;

Curriculum and Provision for EYFS

In our school we will provide a teaching programme which promotes children's learning in:
Personal, Social and Emotional Development
Communication and Language
Physical Development
Literacy
Mathematics
Understanding the World
Expressive Arts & Design

It is recognised that the curriculum for young children encompasses the experiences and the resources which the school provides, the relationships which exist within the school, and the procedures and organisational approaches, which contribute to the ethos of the school. All of these aspects of school life provide valuable learning opportunities and contribute to the achievement of these overall aims. In our school we believe that:

- Early childhood is valid in itself and is a part of life, not simply a preparation for work or the next stage of education.
- In the early years children learn best through first hand experience.
- What children can do, not what they cannot do, is the starting point in children's education.

Young Children's Learning

In our school we provide a wide range of curricular experiences for our children, and in Foundation Stage these experiences are planned through and around play. The environment in our school is both challenging and adaptable, as we provide for the differing learning needs of our children. We understand that young children learn most effectively within a challenging and carefully resourced environment, and through planned and purposeful play activities. Spontaneous play is valued, extended and supported, and an appropriate balance is maintained between child-initiated, independent activities and adult-directed activities. Play is used as a context through which language and communication is developed and extended.

Through play children:

- *Explore, develop and represent learning experiences that help them make sense of the world;*
- *Practise and build up ideas, concepts and skills;*
- *Learn how to control impulses and understand the need for rules;*

- *Can be alone, be alongside others or co-operate as they talk or rehearse their feelings;*
 - *Take risks and make mistakes;*
 - *Think creatively and imaginatively;*
 - *Communicate with others as they investigate or solve problems;*
 - *Express fears or relive anxious experiences in controlled and safe situations.'*
- (Curriculum guidance for the Foundation Stage - QCA/DfEE)*

All staff in our school recognise that how children are encouraged to learn is as important as what they learn.

Promoting Young Children's Learning

Children in our school have opportunities to learn through instruction, copying, trying, asking questions, making mistakes, practising, succeeding and repeating. These opportunities are brought together through play and talk.

This is demonstrated through the organisation of the classrooms, the grouping of children and the management of their learning, which ensures that:

- Children can initiate activities that promote learning and which enable them to learn from each other;
- Children learn through movement and all of their senses;
- Children have time to explore ideas and interests in depth;
- Children feel secure, which helps them to become confident learners;
- Children can learn in different ways and at different rates;
- Children make links in their learning;
- Creative and imaginative play activities are planned to promote the development and use of language.

Underpinning Principles

In St Joseph's RC School we believe that children have a right:

- To feel warm, comfortable and welcome
- To an environment which is clean, lively and stimulating
- To structure and order within their day
- To feel safe, secure, confident and valued
- To make choices and to develop independence
- To have adults who will care for them
- To have a balanced range of activities
- To use materials and resources which are clean, well cared for and safe
- To have time to practise and to try things out
- To have their successes celebrated
- To have space to move around

Provision for children within the foundation stage in our school acknowledges these basic rights and ensures that:

- staff understand that children develop rapidly during the early years - physically, intellectually, emotionally and socially;
- all children feel included, secure and valued;
- early years experience builds on what children already know and can do;
- no child is excluded or disadvantaged;
- parents and practitioners work together;

- the curriculum is carefully structured;
- there are opportunities for children to engage in activities planned by adults and also those that they plan or initiate themselves;
- practitioners are able to observe and respond appropriately to children;
- well-planned, purposeful activity and appropriate intervention by staff is used to engage children in the learning process;
- rich and stimulating experiences are provided within a learning environment, which is well planned and well organised.

These underlying principles are demonstrated through the school environment, the learning opportunities provided and the relationships which exist within our school.

Opportunities for Learning

Within Class1 the following areas have been defined:

- *Role Play and Imaginative Play Area,*
- *Language and Literacy Areas including a Book Area, Listening Area and Writing Area Domestic and Topic Themed Role Play*
- *Investigation Areas including Sand and Water, Music Area, and Science Areas,*
- *Construction Area including small and large construction materials,*
- *Creative Areas including Art, Modelling and Design and Technology Area,*
- *Physical Development Areas including large and small P.E. equipment*
- *Maths Area.*
- *Outdoor Classroom with continuous provision for learning through sand, water, imaginative role play, growing area and digging. Enhancements are also introduced by staff to enhance learning specific to our planned curriculum.*
- *Small world play which may be initiated through the interests of the children or planned to link in with learning topics*

Planned learning is also promoted through:

- the **relationships** which exist within Foundation Stage and our school as a whole between adults and children, children and their peers, adults and other adults;
- the **daily routines** and **classroom organisation**;
- planned **adult focused** activities for individuals and groups of children.
- Use of the 'WOW' room.

Spiritual, Moral, Social and Cultural Development

Our school is characterised by the quality of care that is extended to all of its members. Values such as thoughtfulness, politeness, consideration, sharing, tolerance and understanding are built into the ethos and the teaching of the school. Emphasis is placed upon the quality of the relationships, which exist both within the school and in the wider community.

Religious Education

The children in Foundation Stage follow the 'Come and See' scheme, like the other classes throughout the school. Planning is provided in the Teacher Book's and sessions differentiate activities by saying they are for Foundation Stage or Nursery. In Class 1, the children also participate in Morning Worship and Collective Worship each week. Mrs Wilson, the School Chaplain also takes the children for a Class Liturgy. Assessment is linked to the 'Levels of

Attainment' and guidance on assessment tasks can be found on the Hexham & Newcastle Diocese website. These levels do not, however, link in with the Development Matters assessments.

Planning for Learning and Teaching

Targets for children's learning are defined in the statutory document 'Early Years Foundation Stage.'

Children progress towards these targets at different rates. However it is our aim to ensure that all children have appropriate opportunities to enable them to make maximum progress. Therefore, activities are differentiated to take account of children's differing stages of development supporting those children who are working towards the goals as well as those who have reached or exceeded them. Planning for all children within the foundation stage relates to the areas of development in the Foundation Stage Profile. However, specific learning objectives for more able children will ensure that, within this framework, progress towards and within the National Curriculum is promoted.

Within Foundation Stage in our school activities are planned and resourced for long, medium and short term learning with the emphasis placed upon the learning needs and interests of our children. Resources and tasks are regularly reviewed to ensure that children's learning is continually developed and extended.

Staff plan for areas of continuous provision where children are enabled to extend and develop their own learning across the year. This long term planning ensures that, throughout the Foundation Stage, children receive a broad and balanced curriculum which promotes the attainment of the Early Learning Goals by the end of the Reception Year. Planning maps out key steps in children's learning and takes account of children's age and stage of development.

Topics and themes are chosen by the children in consultation with their parents and as many of these ideas are used as and when appropriate throughout the year, planned in the medium term, lasting for between one and three weeks according to the needs and interests of the children, curricular demands and events in our local community and the wider world. Medium Term planning is informed by children's prior attainment.

Short term planning encompasses enhancements to continuous provision to deepen and extend learning experiences, as well as more specific demands on curriculum time from the Literacy and Numeracy Strategies. In our school, great emphasis is placed upon Creative and Physical development and all children are provided with opportunities for individual, small group and whole class experiences in these learning areas during a typical week. Short term planning identifies adult deployment, intended learning outcomes, and shows how activities will be differentiated for individuals or groups of children. The evaluation of short term planning informs future learning activities, ensuring that continuity and progression in children's learning is promoted.

Staff continuously evaluate the learning and provision in Foundation Stage, both formally and through discussion. Planning and evaluations are monitored by the Head Teacher regularly, and Curriculum Leaders monitor learning, teaching and provision so that achievements of our Foundation Stage children are built upon as they move into Key Stage 1.

Equal Opportunities

St Joseph's Primary School is committed to providing equal opportunities for all pupils through the organisation, ethos, curriculum and resourcing of the school.

Staff employ organisational strategies and teaching approaches, which undermine gender, cultural and religious distinction and actively intervene to ensure that all children access fully the learning opportunities provided.

Special Educational Needs

St Joseph's Primary School acknowledges that the central issue of the policy for Special Educational Needs is that of raising achievement for all. In addressing curricular provision for children the school recognises that, as stated in the Warnock Report:

'The purpose of education for all children is the same; the goals are the same. But the help that individual children need in progressing towards them will be different.'

Curriculum planning ensures that children encounter the same learning opportunities as their peers and those experiences recognise the differing levels of attainment and rates of progress of individuals. Planned learning opportunities support the development of all children's development in the areas covered by the Foundation Stage Profile. Further details can be found in our school's Special Educational Needs Policy.

More able and talented children will be identified by class teachers, in line with the school's More Able and Talented Policy. The achievements and progress of these children will be carefully monitored by the MAT Coordinator, with regular reviews and assessments. Parents/ carers will be kept informed of their children's progress by class teachers, with clear indication of expectation and targets for these children.

Parent/ Carer Involvement

Staff recognise that parents/ carers are a child's first educators and value the important role which parents/ carers play in their child's learning. A commitment is made to involve parents/ carers through informal contact with staff and through the provision, on a termly basis of more formal discussions about children's progress in Reception. Parents/Carers are encouraged to share 'WOW' moments their child has had at home with the Class teacher to inform assessment and planning. Similarly if the teacher feels she isn't seeing evidence of certain strands or aspects of Development Matters, parents/carers maybe asked to work on this at home and provide evidence.

Information for parents/ carers is provided through Curriculum Overviews, regular Newsletters, the Family Engagement' Notice-board and school displays as well as through formal and informal discussions with staff. Parents/ carers have the opportunity to speak with Teachers each day from 8.30-8.50 or at other times by appointment.

Induction Arrangements

Since establishing Little J' in January 2015 the transition of our children in Reception has been very successful. In 2017, 90% of our Reception starters came from Little J's. In 2018, 100% are moving up from our Nursery.

Transition into Little J's is on an individual basis, every child is different as are their needs. Shorter sessions or hourly visits are available for those requiring them.

Parents/carers of children due to start either in Little J's or Reception are invited to Open Evenings and also an induction meeting in our school led by the Head Teacher and involving all staff to explain routines and procedures in our school. Parents/ carers are then shown around our school and have the opportunity to discuss matters further with staff.

Opportunities are provided for completion of admission documentation including Emergency Contact Forms. Our uniform suppliers take orders for uniforms for delivery prior to the start of the new academic year.

Towards the end of Summer Term the children due to start Reception take part in a Moving Up morning to help them see the transition they will soon be making. The children have the opportunity to complete a simple book about themselves, their families and interests. They can then access the indoor and outdoor areas of the Reception classrooms.

In September all Reception children enter on the first day of term. They begin attend full time school from 8.50am until 3.15pm from day 1. Parents/carers are encouraged to help their children to walk into school independently. For the first few days/weeks older children, who are their 'Special Friends' will greet the children in the school yard and help them into school. New children starting Little J's tend to enter through the main entrance on their first day, a member of staff then explains the daily routine of arriving and home time.

Our 2 Year Old children are welcomed at the main entrance by their Key Worker each morning, this is where they are also handed over to their parent/carer at their home time.

Assessment, Recording and Reporting

This school assesses children using Early Years Foundation Stage Profile - The Durham Assessment Scheme. The summative record sheet is an integral element of the school's recording system which is used throughout the foundation stage to monitor pupil progress and to inform the Foundation Stage profile which is completed in the Summer Term. The information and resulting analysed data informs pupil grouping, curriculum planning, and target setting for individual children in Reception and as they move into Key Stage 1.

Assessment opportunities are identified within medium and short term planning.

Assessment information is collected as an integral part of the teaching and learning process.

A written report on the Prime and Specific areas of learning is prepared at the end of the Reception year, which forms the agenda for a formal discussion, which is held in the second half of the summer term.

Parents/Carers of our 2 Year Old children are invited into school each term for the Key Worker and/or Class Teacher to share their Progress Summary. This is a statutory requirement and we have devised our own format in accordance with advice from the local authority. In addition to this for our 2 year old children, Integrated Reviews will be organised and hosted whenever appropriate, with parents/carers and Health Visitor in attendance.

Monitoring the Implementation of the Policy

The implementation of this policy is monitored by the Foundation Stage Teacher and the Head Teacher through the school's identified procedures for curriculum monitoring, and through performance management. The curriculum monitoring system is described in the Staff Handbook.

This policy is written with consideration to our school commitment to the Rights of the Child and our achievement of becoming a Rights Respecting School. Although direct reference to this is not continually made, the policy has been written with full awareness of our responsibility and commitment to Children's Rights.

Date of Review April 2019