

Early Years Foundation Stage Policy

St. Francis' Catholic Primary School



Approved by FGB on: N/A

Committee Responsible: Learning

Next review due by: Nov 2021

Early Years Foundation Stage

Intent

In the Early Years Foundation Stage (EYFS) at St Francis', we believe that all children are entitled to the best possible start in their school life. All children deserve to be valued as an individual and we are passionate in giving all children support to achieve their full, unique potential. In order for each child to follow their own learning journey and have their needs and stages of development planned for appropriately, the EYFS at St Francis' provides experiences and support to develop, physically, verbally, cognitively and emotionally, whilst embedding a positive attitude to school and learning.

Start children off on the way they should go, and even when they are old they will not turn from it.

Proverbs 22:6

Aims

- create purposeful learning opportunities through play
- assess and review children's needs and next steps in learning
- value and nurture parents as partners
- value children's unique journey from entry through to KS1 transitions
- build resilience, confidence & independence within learning
- embed a positive attitude to lifelong learning

Learning and Development

The Early Years Foundation Stage is based upon four principles:

- **A Unique Child** - every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- **Positive Relationships** - children learn to be strong and independent through positive relationships.
- **Enabling Environments** - children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents/carers.
- **Learning and Development** - children develop and learn in different ways and at different rates.

Characteristics of Learning:

Whilst planning learning activities we also reflect on the different ways in which children learn. The three 'Characteristics of Effective Learning' are:

- **Playing and Exploring** - children investigate and experience things, and 'have a go'.
- **Active Learning** - children concentrate and 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.

There are seven main areas of learning and development within EYFS. This includes three 'prime areas,' and four 'specific areas.' Each of these areas are then broken down further, resulting in 17 areas in all.

The prime areas are:

- Communication and Language (Listening and Attention, Understanding, Speaking)

- Physical Development (Moving and Handling, Health and Self-Care)
- Personal, Social and Emotional Development (Self-Confidence, Managing Feelings and Behaviour, Making Relationships)

The specific areas are:

- Literacy (Reading, Writing)
- Mathematics (Number, Shape Space and Measure)
 - Understanding the world (People and Communities, The World, Technology)
- Expressive arts and design (Media and Materials, Being Imaginative)

These seven areas of learning and development provide a framework for effective planning, teaching and assessing the early years curriculum. All areas are important and inter-connected.

Communication and Language:

We provide activities in which the children can communicate in a wide range of situations, where they can listen and respond to adults and each other, and practise and extend their range of vocabulary. Role play is a key feature of this learning.

Physical Development:

Children's fine and gross motor skills are developed through play and structured tasks. We help them develop an understanding of how their bodies work and what they need to do to be healthy and safe. They also learn how to take part in games, gymnastics and dance-based activities, and have opportunities to play on a range of outdoor apparatus. They also have opportunities throughout the year to be taught by specialised PE teacher.

Personal, Social and Emotional Development:

We provide opportunities for children to become valued members of their class and the school, and we help them develop a positive sense of themselves, with confidence in their own abilities. We teach the children how to co-operate and work harmoniously alongside each other, in order to form positive relationships with others and develop respect for all.

Literacy:

We teach children to link sounds and letters and to begin to read and write. We base our phonics teaching on 'Letters and Sounds' to teach sound, letter recognition, word building and reading skills. Letter formation is taught using "Read Write inc" letter formation ditties and the 'Nelson Handwriting' scheme. The children have access to a wide range of reading materials and a love for reading is instilled in them. They have weekly visits to the school library, where they choose a book to take home. We provide the children with school reading books to practise at home and ensure that these are appropriate to their reading ability. We provide a range of writing materials both inside the classroom and in the outdoor environment, to encourage the children's independent writing, as well as planning adult guided sessions to support this.

Mathematics:

The children develop their understanding of number, measurement, pattern and shape & space through practical tasks and discussion. Through these experiences, the children learn to count, sort, match, make patterns, make connections and recognise relationships. They also learn to record their ideas at an independent level appropriate to their stage of development.

Understanding the World:

The curriculum provides opportunities for the children to make sense of their physical environment and community. They solve problems, experiment and question in a varied range of contexts and explore and find out about their environment and people and places that have significance in their lives. The children have the opportunity to develop their Computing skills using a range of play-based and focused activities across the curriculum. They have access to a range of technological toys and resources including computers, Beebots and I pads.

Expressive Art and Design:

The children take part in a variety of art, design and technology, movement, dance and imaginative role-play activities to develop their ability to explore and share their thoughts, ideas and feelings. They are given opportunities to explore and play with a wide range of media and materials.

Religious Education:

This area of the curriculum is specific to us as a Catholic School. We follow the school policy and teach from the 'God Matters' syllabus in conjunction with diocesan scheme. We are aware that children of this age are beginning their journey into faith and this may be their first opportunity to hear the good news of the gospel. Prayer and reflection is an important aspect of the school day, with opportunities for children to take an active part being offered to all. Each Key Stage has a reflection area, where children are encouraged to spend time talking to God.

Implementation

- each year will begin by looking at the individual needs of our children and considering their different starting points. Previous setting visit and/or key worker conversations are arranged in the previous academic year to begin transition. Parents are invited to attend a 'New Parent' meeting in the term prior to starting and receive a Reception A-Z guide. Each child and parent is given an 'All About Me' booklet so the Reception teacher and staff become familiar with the children and their families. 'Stay and Play' visits are arranged for pupils and parents to visit the school and build relationships with the staff in preparation for starting school the following September
- we forge strong relationships with home caregivers through stay and play meetings, curriculum meetings, Tapestry, Secret Readers, WOW days, WOW certificates and Class Dojo
- termly 'Big Questions', informed and influenced by the children, will result in celebratory WOW days or experiences to make pupils' learning meaningful and purposeful
- the learning environment will develop and promote independence within all our children by allowing them to access resources at child level and through adult support, enabling them to become responsible for their environment. The learning environment will be enriching, supportive and offer opportunities for children to showcase their learning
- all areas of learning will be taught through the use of concrete resources and utilise play-based opportunities that offer engagement, support and challenge
- the EYFS curriculum is delivered through a combination of continuous provision opportunities and directed learning, both within the classroom and outdoors, to support and enhance the learning focus
- EYFS practitioners will make professional judgements to inform future planning; the judgement is obtained through school assessment and home learning evidence via Reading Records, Tapestry and Class Dojo

Assessment

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs.

- baseline is taken during term 1 to assess the children of their starting point against the 'Development Matters' documentation. This is then shared with parents during term 1 parents' meeting, allowing parental input and comments
- children will continually be assessed through observations and interactions within the whole class, small groups or individually. Highlights will be made visible on Tapestry for parents/carers to access
- our assessments ensure a range of contributors e.g. parents, support staff and other relevant adults, through Tapestry, reading records and WOW certificates
- EYFS moderation takes place throughout the year, through termly meetings within Newman Partnership schools
- Moderation against Early Learning Goals takes place during Term 5 with our Local Authority

Reference to School Policies

- EYFS follow the whole school Safeguarding policy and procedures in line with our local safeguarding children board's guidance which explains the action to be taken in the event of an allegation against a member of staff and which covers the use of mobile phones and cameras and includes the procedure for checking the identity of visitors
- EYFS follow the specific requirements for first aid of EYFS. The whole school procedure for responding to children who are ill or infectious and administering medicines which includes systems for obtaining information about a child's needs for medicines and for keeping this information up to date in our Supporting Pupils with Medical Needs Policy and First Aid Policy for EYFS.
- EYFS follows the whole school policy of Procedure for Children Missing Education in the event of a parent and/or carer failing to collect a child at the appointed time, or in the event of a child going missing
- EYFS follow the whole school Complains Policy when dealing with concerns and complaints from parents/carers
- EYFS follow the whole school health and safety procedure in reference to an emergency evacuation procedure

Monitoring and Review

The EYFS teacher, reporting to the Head Teacher, is responsible for monitoring teaching practice to ensure that the school EYFS policy is implemented. This includes overseeing the development and review of schemes for learning in EYFS, and mapping out and curriculum planning. Government guidelines are followed to carry out a National 'Baseline' assessment as of September 2021 and to implement the new EYFS curriculum as of September 2021. St. Francis' is part of the Newman Hub Partnership and all EYFS teachers meet together each term to focus on an area of the EYFS curriculum for moderation. St. Francis' takes part in a yearly moderation process with the local authority to moderate assessment of the Early Learning Goals. The EYFS curriculum map is under review every term and may alter to take advantage of special annual events of children's interests.

A specific governor is linked into this subject and regularly visits and monitors EYFS provision.