

Early Years Foundation Stage policy



St Mary's Primary School



Approved by: The Governing Body

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Last reviewed on: January 2021

Next review due by: January 2023

Aims

At St Mary's Primary we aspire to support and promote children's holistic growth and development, with each child realizing and exceeding their full potential. We respect the dignity, worth and uniqueness of each individual, both adult and child. At St Mary's we appreciate childhood as a unique and valuable stage of life and are aware that the quality of childhood has lifelong consequences. We also understand that the child-family bond is of primary importance and we value partnerships with parents. Children are understood and supported in terms of their family, culture and wider community and diversity is celebrated. As a catholic school we are committed to equipping children with an inner moral compass based on Christian values, empowering them to take the lead and navigate life with honesty, compassion and confidence. We recognise that children are citizens who will make a valuable contribution to society and have a right to a voice in issues which affect them. It is our role, together with parents, to prepare the next generation of global leaders for the unknown future. At St Mary's we understand that relationships based on trust and respect are central to the child's emotional and physical health and learning. We believe that good practice sees the child as central to the direction, pace and content of their learning. At St Mary's we are committed to reflecting on our practice, continuing to develop our knowledge and evolving understanding of our pedagogy.

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- Close partnership working between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

Context

Our Reception class has a class teacher who is qualified in Paediatric First Aid and the support of a full-time teaching assistant who is also qualified in Paediatric First Aid. The children have access to school from 8.40am until 3.15pm

Legislation

This policy is based on requirements set out in the [2017 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

Structure of the EYFS

When a child is allocated a place at St Mary's Primary Reception class, we will begin a series of induction processes that provide both you and your child with a smooth and informative transition into our school family.

The transition arrangements listed below are provided for the Reception children at our school:





- Personalised tours for families considering applying are available throughout the year.
- In April a school readiness meeting is held for parents and resource packs are given to all children
- During the summer term children attending the a-joining preschool spend weekly sessions in the Reception classroom
- In June a new parents meeting is held where parents find out more about the EYFS curriculum and structure of the school day. Parent packs are also given out with forms needed to be completed (Medical, contacts, health, allergies etc.)
- In July Reception staff visit pre school settings to meet the children where possible. Home visits are also made to each child's home.
- New children are invited to attend three play sessions.
- In September children have a Staggered start during the first week with half the class attending at a time. This enables children to make new friends and become familiar with key routines (toilets, stopping, tidying, my peg, lunchtimes etc.)
- During the year we run parent workshops to share information about Phonics, Early maths and supporting play
- In October we have a parent's evening with a focus on how their child has settled in and to share EYFS goals.

Curriculum

Our early years setting follows the curriculum as outlined in the 2017 statutory framework of the EYFS.

We pay high regard to the whole of the EYFS: the Four Themes, the Welfare Requirements and continual quality improvement.

The four themes of EYFS are; **A Unique Child, Positive Relationships, Enabling Environments** and **Learning and Development**. These themes and principles describe the features of practice on which the EYFS is based. The information below demonstrates some of the ways by which we deliver the Early Years Foundation Stage framework.

OUR 4 EARLY YEARS THEMES	WHAT DOES THAT MEAN FOR US?	WHAT DOES IT LOOK LIKE IN OUR SCHOOL?
<p>The Uniqueness of each Child</p> 	<p>Every child is a confident learner from birth, who can be resilient, capable, confident and self-assured.</p>	<ul style="list-style-type: none"> • Recognition that the child comes first • Individualised ‘Learning Journey’ records through Tapestry • Support and challenge for all children • Encouraging children to make personal choices in their learning journey • A Rights Respecting school • Safe, secure environment
<p>The importance of Positive Relationships</p> 	<p>Creating strong, secure and caring relationships with all our children alongside respectful and open partnerships with parents and carers.</p>	<ul style="list-style-type: none"> • Informative meetings with parents/carers before school begins • Home visits • Consultations throughout the year • Parent/carer communication and contributions to Tapestry • Open door policy • Working with other professionals and experts beyond school
<p>The high quality Enabling Environment</p> 	<p>Our high quality-learning environment both indoors and outdoors stimulates, supports and challenges children. Our high quality resources and adults within the environment are critical in order to support the learning and development of each child.</p>	<ul style="list-style-type: none"> • Outdoor area with specific learning areas, available everyday • A rich variety of stimulating, high quality resources inside and out • A full time teacher and teaching assistant with flexible provision • Clear, accessible well organised learning areas that encourage independence and exploration.
<p>The importance of ‘play’ in the Learning and Development</p> 	<p>Children learn in different ways and at different rates. Play underpins all development and learning for young children in creativity, socially, physically, emotionally and intellectually. It stimulates, entices and motivates children to explore and learn in a fun way!</p>	<ul style="list-style-type: none"> • Exciting and enticing learning topics • Carefully planned activities • Supportive adults who can meet the learning & development needs of each child • Enriching resources • Hearing and responding to each child’s voice • An active and play based approach • Play supports learning through all the areas of learning.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 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 prime areas are:

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

The prime areas are strengthened and applied through 4 specific areas:

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

Characteristics of Effective Learning

The characteristics of effective learning will determine how successfully a child engages with other people, their environment and how self-motivated they are as a learner. This engagement underpins learning and development across all areas and highlights how effective and engaged the child is as a learner. These characteristics of learning are detailed below.

Characteristics of Effective Learning	Skills being developed
Playing and Exploring	Engagement: Finding out, having a go, being willing, connecting known ideas, pretending & taking a risk
Active Learning	Motivation: Concentration, focus, persistence, enjoyment, effort, attention to detail, satisfaction in reaching goals
Creating and thinking critically	Thinking: Problem solving, creating own ideas, planning, selecting resources equipment, adapting & reviewing

Implementation

At St Mary's we feel play opportunities are crucial and an effective vehicle for learning. We use objectives from the Early Years Foundation Stage framework to plan fun and exciting child initiated and teacher directed play activities. We also recognise the importance of both the indoor and outdoor learning environments to stimulate and encourage both learning and thinking.

Planning

Long, medium and short term planning are based on:

- A broad range of assessments that identify children's needs and interests
- Topics that interest and motivate pupils
- The Early Years Foundation Stage Framework
- Planning is closely linked with the Year 1 curriculum and is designed to provide children with firm foundations for when they begin the National Curriculum in Year 1
- A carefully planned phonics programme
- SCARF - personal, emotional and social, development

We plan tasks that scaffold and extend the children's knowledge and understanding by providing first hand experiences and opportunities for independence, decision making and problem solving.

Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

Assessment

At St Mary's, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers, lunchtime supervisors and child minders in order to gather a picture of the 'whole child' and to acknowledge the child's achievements at home or in other parts of their school day.

Assessment is recorded in the following ways. These records are used to inform planning and make end of year judgments in relation to attainment of the Early Learning Goals.

- EYFS tracking sheets completed in October and then at the end of each term.
- Half termly progress documents are completed to track progress being made by individual pupils.
- Reception: Specific on-entry Baseline assessments
- Reception have an end of year EYFS Profile that is reported to parents/carers together with the child's next steps in their learning
- Objective led planning sheets: Focused/ group assessment/planning sheets
- Learning Pathways which highlight children's development of the characteristics of effective learning

Early Years Foundation Stage Profile

At the end of Reception, teachers have to provide a summary of every child's attainment against the EYFS Early Learning Goals. This is known as the EYFS Profile. The EYFS tracking documents, use of teacher assessment and moderation with other settings and the Year 1 teacher are used to inform the final judgments made for this. A decision is made on whether children are still working towards the final Early learning goals (Emerging) or are in line with national expectations for 5 year olds (Expected). This assessment information is shared with parents/carers during the summer term in a written report that illustrates each child's strengths and next steps.

The Early Years Foundation Stage Leader works closely with the Year 1 teacher and a transition meeting is arranged where feedback is given on the EYFSP data indicating strengths and areas for development that need to be addressed for the specific transitioning cohort. At the same time, Reception uses this feedback to inform future developments across our Early Years practice.

Monitoring and Evaluation

Monitoring provides an overview of the continually developing Early Years provision at St Mary's Primary school. Evaluation of the main findings informs future action planning, target setting and INSET based on school needs. This is to ensure the highest standards of provision.

Monitoring and evaluation is carried out in a variety of ways including:-

- Data analysis: class, individual and vulnerable groups and progress being made
- Action planning that is led from the data findings and feeds into the School Development Plan
- Self review that feeds into the School Self Evaluation
- Scrutiny of children's work and planning
- Internal moderation
- An Enabling Early Years environment that reviews systems and routines where necessary
- Lesson observations and 'drop ins' of teaching and learning
- Discussion and questionnaires with staff/children and parents/carers
- Appraisal of teaching staff and of Teaching Assistants
- CPD for the Early Years team
- Monitoring is undertaken by the Headteacher, Early Years Foundation Stage Leader, Literacy and Numeracy Leaders.

The Early Years Foundation Stage Leader oversees the quality of provision in Reception in liaison with the Headteacher, Governors, Senior Leadership Team, SENDCO and CAST Education Advisor.

Inclusion & Special Education Needs

The school's SENDCO has the above role for the whole school, including Reception children.

Early identification of Special Needs children is supported through visits to pre-school settings and discussions with parents/carers, pre-school providers and the 'Children's Centre' team as well as by careful observations by school staff.

Early Years pay high regard to the SEND & Inclusion Policy with the Early Years Leader supporting the above by:

- Early identification of need
- Liaison with multi-agencies & LA Specialist Support team
- Completing CAFs and referrals
- Organising specialist training, where needed
- Educational, medical or behavioural plan reviews
- Regular liaison with the school SENDCO

Equal Opportunities

Early Years pays due regard to the school's 'Equal Opportunities Policy' and the 'Equalities Plan'.

Health and Safety (See Health and Safety Policy)

All staff adheres to the schools 'Health and Safety Policy'. In Early Years, we aim to develop awareness within our children of their responsibility towards Health & Safety, such as having 'Health & Safety monitors' for outdoor play, carrying scissors appropriately, sun safety and 'Stranger Danger'. See EYFS Risk assessment document for more details of daily Health and Safety routines.

The Welfare Requirements:

We follow the Statutory Welfare Requirements that focus on Safeguarding & Promoting children's welfare; Child protection, Suitable people, Staff qualifications, training, support and skills, Key person, Staff: child ratios, Health, Managing behaviour, Safety and suitability of premises, Environment and equipment, Special educational needs, Information and records.

List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy

