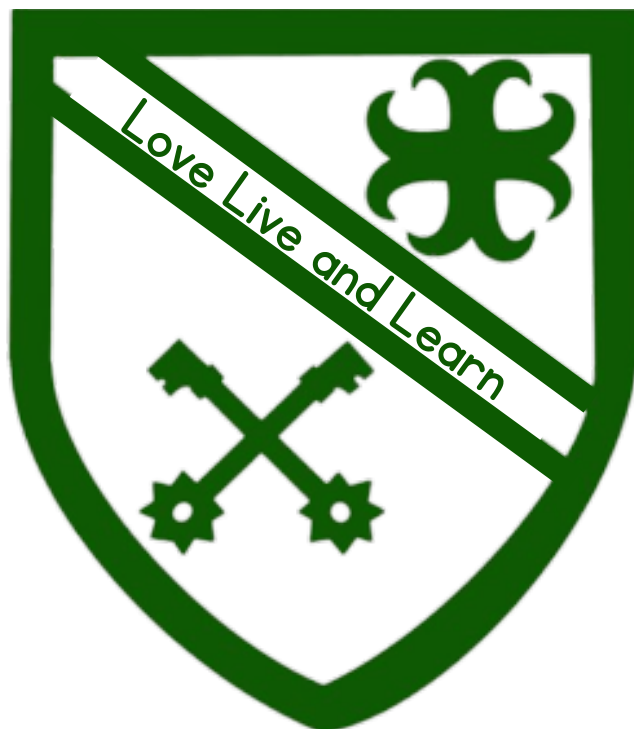


Love, Live and Learn

Our Lady St. Swithin's



Catholic Primary School
Early Year Foundation Stage Policy
2022

Headteacher:_____

Chair of Governors:_____

Date:_____

As a Catholic Community centred on God's love, respecting all, we are committed to enable and encourage each person to be cared for in body, mind and spirit ensuring each individual achieves their full potential in a secure and caring environment.

DREAMS

"Dream, Believe, Achieve"

Discover

Resilience

Embrace

Aspire

Make a difference

Service

Our Early Year's Policy describes the framework upon which the beliefs and practice of this school are based. This policy should be used in conjunction with the Teaching and Learning Policy, Assessment Policy and SEND Policy.

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2021.

STRUCTURE WITHIN EYFS

- Within EYFS we have a 26 place Nursery 8.45am – 11.45am and 30 hours provision in Nursery till 2.45pm
- 30 place Reception Class within the EYFS unit

Staffing:

Reception Class - full time EYFS Lead/Teacher & Teaching Assistant (level 3)

Nursery Class - part time morning Teacher – full time Teaching Assistant who covers 30 hours

Nursery children (level 3)

INTENT

Within our Early Years, we are fully committed to providing a curriculum rich in awe, wonder and curiosity. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning. We want our children to have fun whilst they learn.

Children are encouraged to be curious and ask questions, to be adventurous and try new things and to become independent thinkers who are inquisitive and are eager to learn. We understand that play is integral part of learning and this is why it is at the heart of our curriculum. It is our intention that all children develop physically, verbally, cognitively and emotionally, within a secure learning environment, one which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in their own capabilities, as well as interacting positively with both adults and peers.

We teach our children British values and at the heart of these values, lay good relationships in which teachers and students work together towards common goals. Much work was already in place to support and embed these values and it is our aim to ensure we effectively share this with pupils, staff, governors and the wider community. Our school values lay at the heart of curriculum, helping to foster

Through the seven areas of learning we provide topics that excite and engage children, building upon their children's interests, offering new experiences to explore the world around them. We recognise that all children come into our setting with varied life experiences and all staff work hard to ensure that the learning opportunities provided widen their knowledge and understanding of the world, setting ambitious expectations for all children.

Our curriculum celebrates diversity, valuing all God's children and treating everyone with dignity and respect. We support pupils' spiritual, moral, social and cultural development. Children with individual needs, including SEND, are supported appropriately allowing them to access our curriculum fully.

It is our intention that children leave our early years setting, equipped the necessary skills; knowledge and attitudes to embark on the next stage of their learning journey, our children are confident, resilient learners.

The EYFS is based upon four principles:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through **positive relationships**
- Children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- The importance of **learning and development**. Children develop and learn at different rates. (See "the characteristics of effective teaching and learning"). The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities (SEND).

CURRICULUM

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021. We use Development Matters to guide our EYFS curriculum. Within EYFS we teach and assess through the following Prime and Specific areas of learning. The seven areas of learning covered by the framework are:

PRIME AREAS

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment are crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added; practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

SPECIFIC AREAS

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Knowledge and Understanding of the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and fire fighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Characteristics of effective teaching and learning

The characteristics of effective teaching and learning describe factors which play a central role in a child's learning and in becoming an effective learner. They are vital elements of support for the transition process from EYFS to Year 1.

The characteristics of learning run through and underpin all seven areas of learning and development, representing processes rather than outcomes. Information describing the child's characteristics of effective learning will provide Year 1 teachers with vital background and context when considering the child's next stage of development and future learning needs.

Children also follow 'Come and See' as part of our R.E programme.

PLANNING

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and 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

Within EYFS we plan activities and experiences for children that enable children to develop and learn effectively. Staff take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate. In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice. We plan trips, local area studies, Community Garden visits, alongside key visitors, such as fire-fighters, Police officers, artists and authors to add to the variety of experiences to deepen learning and understanding.

INCLUSION

The teaching in EYFS supports and facilitates access to the curriculum by differentiation, adult support, and alteration of any equipment as necessary. Central to the ethos of the teaching within EYFS is the belief that every child is unique.

We recognise that there is a wide range of capability across the setting. Tasks and activities are designed to allow children to engage at their own level, through:

- Setting open-ended tasks
- Incorporating gradual increases in difficulty of tasks across the curriculum
- Taking ability into account when grouping children for activities
- Providing resources of different complexity
- Delivering a multi-faceted curriculum that allows children to access tasks in the most preferable or suitable way for each individual.
- Using the environment as another adult to allow increasing independence.

Children with special educational needs will be supported as appropriate to enable them to access the curriculum fully. This includes children that are more able and those with specific learning difficulties and disabilities. Individual Play Plans identify targets in specific areas of learning for those children who require additional support in line with the school's Special Educational Needs Policy. In line with the school's Equal Opportunities Policy, we will provide all children, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability with equal access to all aspects of school life to ensure that every child is valued as an individual. All staff are role models and are aware of the influence they have in promoting positive attitudes and use that influence to challenge stereotypical attitudes.

Role of the Early Years Co-ordinator

It is the role of the Early Years Co-ordinator to:

- Organise the delivery of Early Years Curriculum and to ensure progression and development
- Monitor planning and quality of delivery within the curriculum
- Keep up to date with developments within Early Years and carry out INSET as required
- Monitor and update resources

EQUAL OPPORTUNITIES

In line with the school's Equal Opportunities Policy, we will provide all children, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability with equal access to all aspects of school life to ensure that every child is valued as an individual. All staff are role models and are aware of the influence they have in promoting positive attitudes and use that influence to challenge stereotypical attitudes.

BRITISH VALUES

Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs are all integral parts of the EYFS Curriculum planning units and are taught specifically within the PSED/PSHE sessions.

It is also an integral part of the ethos across the school delivered through various Assemblies, themed weeks and celebrations.

ASSESSMENT

Within EYFS, 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. Staff also take into account observations shared by parents and/or carers.

We liaise with feeder Nurseries to Reception class as well as Year One staff, to ensure a seamless transition, sharing information, in order for both class teachers to be well informed, to offer the best possible start.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

At the **end of the EYFS**, staff will complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels (emerging)

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

WORKING WITH PARENTS

Within EYFS, we create positive relationships with parents through meetings, newsletters, stay and plays sessions, diaries and through their child's online Learning Journal and Seesaw Journal.

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

WELL BEING

Within EYFS we are committed to supporting the positive mental health and wellbeing of our whole school community (children, staff, parents and carers). We recognise that mental health and emotional wellbeing is as important to our lives as our physical health. We have weekly dedicated sessions, in addition to daily actions and conversations to increase wellbeing for children. The promotion of positive wellbeing is woven throughout our curriculum.

IMPACT

The impact of our curriculum ensures that:

- children from their individual starting points make good progress or better
- are happy learners, who are confident to "have a go" in a safe, caring environment
- demonstrate high levels of engagement in activities, developing their speaking and listening skills, enabling them to access more areas of learning and communicate to both adults and children
- develop key skills across all areas of the curriculum including literacy, mathematics and physical development developed a wider sense of the world around them and can draw on these experiences during interactions with others and link this to new learning
- develop their characteristics of effective learning and are able to apply their knowledge to a range of situations making links and explaining their ideas and understanding
- are confident to take risks and discuss their successes and failures with adults drawing on their experiences to improve or adjust what they are doing
- from their own starting points, children will make excellent progress spiritually, morally, academically and emotionally, developing a sense of themselves so that they are well prepared for Key Stage one

Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years by ensuring parents and children are well informed about how to look after their teeth. We access support from the local Sure Start Centre, we also give the children a toothbrush, toothpaste, and book explaining how to brush their teeth.

We follow [statutory guidance](#) for safety around supervised tooth brushing. The rest of our safeguarding and welfare procedures are outlined in our school safeguarding policy.

All staff within EYFS have up to date Paediatric First Aid Certificates.

Monitoring arrangements

This policy will be reviewed and approved by Mrs Blair every 2 years. At every review, the policy will be shared with the governing board.

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Please view
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

Statutory policy or procedure for the EYFS	Please view
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
Procedure if a child escapes from the EYFS unit	EYFS Risk Assessments