

St Anne's Catholic Primary

Early Years Foundation Stage policy



'LEARN TO LOVE, LOVE TO LEARN'

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1. Aims

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

2. Legislation

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

3. Structure of the EYFS

What is the 'Early Years'?

The 'Early Years' refers to children in their first two years at school (Nursery and Reception) for children aged 3 to 5.

Children start their journey in our school nursery the term after they are 3 years old. We allocate up to 3 intakes per year in September, January and April depending on space available after the September intake. Our nursery is a 52 place setting, with 26 morning and 26 afternoon places. We currently offer 10, 30 hour places which will be reviewed annually depending on demand. Each child is allocated a morning or afternoon 3 hour place.

Nursery session timings:

AM- 8:45-11:45

PM- 12:15-3:15

We also offer additional sessions to extend a child's day:

Lunch club - 11:45 - 12:15, 30 minutes at a cost of £2 per day.

Wrap around care - Morning or afternoon 3 hour session £8 per day

If a child is eligible for a 30 hour place their day is from 8:45-2:45 and we offer the option of an additional 30 minutes at a cost of £2 per day to stay until 3:15pm.

Reception class follows the timings of the school day:

8:45am - 3:15pm

4. Curriculum

Aims of St Anne's Early Years Provision:

1. To provide a structured, secure, caring and well - resourced environment, both inside and out which meets all the individual needs of 'young learners'.
2. To enable them to become confident, motivated and happy learners, developing the skills and attitudes necessary for their own successful future learning.
3. To give each child opportunities to interact with other children and adults and to establish good relationships. The child needs to find in his/ her key worker someone to love and respect, with firm and sensitive control who provides the security of an ordered way of life.
4. To encourage the development of self - confidence, self - esteem and a sense of achievement. The needs of the child come first; they require recognition and the satisfaction of feeling accepted and approved of by all adults.
5. To provide opportunities for learning through direct experiences. These will encourage natural curiosity and allow for exploration and discovery.
6. To provide opportunities to practise and consolidate new ideas and experiences. Children need activities that are challenging and encourage them to think, reason, make choices and solve problems.
7. To develop perseverance and concentration and to establish patterns of learning for the future.
8. To nurture and foster an awareness of the needs and feelings of others. To develop a sense of responsibility and a caring attitude towards the environment and other living things.
9. To promote equal opportunities for all children irrespective of race, gender, ability or special educational needs.
10. To develop skills and understanding in communication, language and literacy, problem solving, reasoning and numeracy, creativity, knowledge of the world and to encourage physical, personal, social and emotional attributes.
11. To develop links between home and school in order to work together to promote the child's development.
12. To maintain continuity and progression between the Early Years and school through common policies, practices and attitudes.

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

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

The Characteristics of Effective Learning

Playing and Exploring	Active Learning	Creating and thinking Critically
<p><u>Finding out and exploring</u> What areas/ activities are they drawn to? Do they prefer to work in a group / alone? Do they initiate activities themselves or join in an existing one with a group? Do they think aloud describing what they do?</p>	<p><u>Being involved and concentrating</u> Do the children keep focused on a self -initiated activity for a long period of time? Are they concentrating and involved in the activity without being distracted? Do they show care with what they are doing? Do they demonstrate concentration through silence or thinking aloud?</p>	<p><u>Having their own ideas</u> Do they try something different rather than follow what someone else has done? Do they address a problem with a strategy? Retaining independence - not asking for support even if it takes longer to achieve the outcome.</p>
<p><u>Using what they know in their play</u> In play do they draw on experiences from home /outside school? Do they act out situations in the role play area? Are they confident in finding tools, materials and resources they need to a particular project</p>	<p><u>Keep on trying</u> Do children show persistence - not giving up even if it means starting again? Do they ask for help / support if they need it? Do they discuss solutions for challenges with peers / adults or work things through themselves?</p>	<p><u>Using what they already know to learn new things</u> Do they understand patterns and predictability of events? Talks about / explains how their process links to a previous experience Do they draw upon knowledge or experiences not immediately related to their activity?</p>

or idea?		
<u>Being willing to have a go</u> Levels of persistence - do they give up at the first hurdle or keep trying? Are they eager to try new ideas or do they stay with what they are familiar with? Are they able to talk about / review what they've done if things haven't worked? Do they work best with continual support or prefer to get on with activities themselves?	<u>Enjoying achieving what they set out to do</u> Is there a sense of satisfaction and pride when they have completed an activity; do they want to show / tell people? Do they relish challenged and continually try to make things better? Do they evaluate themselves and try different things as a result? Are they 'intrinsically motivated' - achieving things for themselves as opposed to adult praise?	<u>Choosing ways to do things and finding new ways</u> Are they confident in using a 'trial and error' approach and talking about why some things do / don't work? Choosing different ways of approaching activities and adapting it if it doesn't work.

4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas. Staff always draw on the experience and interest of the children and use this as a starting point for their learning, observing and working with children to guide and extend their knowledge and link provision to their own personal ideas.

The learning environment is an essential element of our practice, staff use the indoor and outdoor area to their full advantage to lead and guide a child's learning journey alongside indoor opportunities. We believe the outdoor environment should be used to develop gross motor skills alongside a love of nature and the outside world.

Staff also 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, practitioners reflect on the different ways that children learn linked to the Characteristics of Effective Learning and include these in their practice.

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of group times, adult-led and child-initiated activities.

Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

Learning through play:

We see play as the vehicle by which our children gain access to the curriculum.

Play underpins the delivery of all the EYFS. Children must have opportunities to play indoors and outdoors.

Through carefully planned and structured play we aim to provide children with learning experience in a way that is fun and exciting. Staff plan and resource the environment and intervene appropriately to support and extend the children's learning and develop their language and communication. In some of these activities children decide how they will use the activity and, in others, an adult takes the lead in helping the children to take part in the activity. Purposeful focused activities are planned to engage and extend children's learning. These activities could be for a small group, 1 to 1 with specific children or a larger class session.

Through play children can:

- Explore, develop and represent learning experiences which 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;
- Be alone, be alongside others or co-operate as they talk or rehearse feelings and take risks;
- Think creatively and imaginatively;
- Communicate with others as they investigate or solve problems;
- Express fears or re-live anxious experiences in controlled and safe situations.

Outdoor Environment

Children should be allowed to enjoy themselves when outside, with a focus on gross motor development. They should be given opportunities to use their sense and to access all areas of the EYFS Curriculum. Staff and parents are encouraged to value the benefits of outdoor play as it complements and enhances all aspects of a child's development and learning through its physical, open ended nature. Outdoor provision should aim to:

- Enjoy outdoor activity during ALL seasons.
- Experience natural resources.
- Develop the skills of asking and answering questions about outdoor experiences.
- Behave safely outdoors.

- Develop respect for the environment.
- Encourage multi-sensory exploration.

The role of all staff

All staff are responsible for promoting effective and positive relationships for the children in our EYFS. Attachment provides a sense of security so that children can become confident, independent and capable young learners. The staff encourage positive relationships between children in their groups and within provision time. We develop a key worker system through teaching groups and all adults contribute to the observation, assessment and planning for all children in the EYFS unit.

5. Assessment

At St Anne'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.

When a child starts their journey with us in EYFS, staff observe their play and learning and record their judgements as their starting point. This is recorded as a baseline assessment. For those children moving from FS1 to 2, their baseline assessment is reviewed as they enter FS2. Practitioners review their progress and provide parents and/or carers with a summary of the child's development during a parents meeting at the end of their first half term. This discussion highlights the areas in which a child is progressing well and the areas in which additional support is needed.

At the end of the EYFS, staff 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
- Exceeding expected levels or,
- Not yet reaching expected levels ('emerging')

Evidence collated during a child's time in school is used to make decisions relating to their progress. These decisions are moderated on a termly basis to ensure all staff agree and judgements are accurate.

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. The initial baseline assessment 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 involved in teaching groups throughout their time in EYFS, each adult helps to ensure each child's learning and care is tailored to meet their needs. All staff support parents and/or carers in guiding their child's development at home. The staff also helps families to engage with more specialist support, if appropriate.

7. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our Safeguarding and Child Protection Policy.

8. Monitoring arrangements

This policy will be reviewed and approved by the Headteacher and Governing Body every 12 months.

This policy was ratified and approved on

By

Mrs Sara Johnson - Executive Headteacher signed

Mrs Rachel Crolla - Head of School signed

Mrs Carmel Foster - Chair of Governors signed

Next review date: December 2018

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

This checklist lists the policies and procedures that we must have according the EYFS statutory framework.

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See Safeguarding and Child Protection 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 Safeguarding and Child Protection Policy
Procedures for a parent failing to collect a child and for missing children	See Late Child Collection Policy and Safeguarding and Child Protection Policy
Procedure for dealing with concerns and complaints	See Complaints Policy
Procedures for SEND children	See SEND Policy and Local Offer