

# St Peter's Catholic Primary School



## Early Years Foundation Stage (EYFS) Policy

Adopted by Governors and Staff on .....

Chair of Govenors .....

## Early Years Foundation Stage (EYFS) Policy.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At St Peter's Catholic Primary School, children can join the Foundation 1 class the term after they have turned two. Part time and full time places are allocated depending upon demand and availability of places.

Children then join the Foundation 2 class in the year that they turn five. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life.

We endeavour to ensure that children "learn and develop well and are kept healthy and safe. Promoting "teaching and learning to ensure children's 'school readiness' and give children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life" (Statutory framework for the early years foundation stage 2017)

The EYFS is based upon four principles:

- A unique child – developing resilient, capable, confident and self-assured individuals.
- Positive relationships – supporting the children in becoming strong and independent.
- Enabling environments – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- Learning and developing – An acknowledgement that children learn in different ways and at different rates

### A Unique Child

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/ sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

### Inclusion/Special Educational Needs (SEN)

All children and their families are valued at St Peter's Catholic Primary School. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the schools Inclusion manager is called upon for further information and advice. Appropriate steps are taken in accordance with the school's Inclusion policy for SEN.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children’s knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children’s learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children’s progress and taking action to provide support as necessary.

### Dyslexia friendly

In order to accommodate the individual’s particular learning style lessons will be planned wherever possible in a multi-sensory way so that the various activities will cater for all pupils in the spirit of inclusion. There will also be a consideration of how to record lesson outcomes so that the pupil is offered a variety of methods and is not inhibited by any specific difficulty.

### Welfare

It is important to us that all children in the school are ‘safe’. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (See Whole School Safeguarding Children Policy)

“Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them” (Statutory framework for the early years foundation stage 2017)

At St Peter’s Catholic Primary School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2017. We understand that we are required to:

- Promote the welfare and safeguarding of children.
- Promote good health, preventing the spread of infection and taking appropriate Action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children’s stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.

- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

### Positive Relationships

At St Peter's Catholic Primary School, we recognise that children learn to be strong independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

### Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- Talking to parents about their child before their child starts in our school;
- the children have the opportunity to spend time with their teacher before starting school during transfer sessions;
- Support children through the transition from F1 into F2 through half days until 1pm for the first week, a staggered intake when numbers are high and team teaching in the last term.
- Within the Early Years setting, there are numerous opportunities for staff to rotate in order to experience working with children of all ages. This has made our transition effective and has helped to reduce the anxieties of both the parents and their children.
- Inviting all parents to an induction meeting during the term before their child starts school and again during the first half term in order to detail how we aim to work with their child particularly in relation to reading and phonics;
- Encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents twice a year at which the teacher and the parent discuss the child's progress in private with the teacher. Parents receive a report on their child's attainment and progress at the end of each school year;
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: stay and play sessions, celebration assemblies, school visits, parent workshops;
- Providing parents an opportunity to celebrate their child's learning and development by completing "wow" moments which inform planning and provision;
- Ensuring all parents know that their child's teacher and teaching assistant are their key workers and
- Providing meetings where parents are able to discuss any concerns.

### Enabling Environments

We aim to create an attractive and stimulating learning environment where children feel confident and secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision. In F1 this provision is suitable and

adaptable for 2-4 year olds. In F2 provision is suitable for 3-5 year olds (with a focus on 3 year old provision enhancing the 3 prime areas (PSED, C & L and P.D) supported by a level 3 T.A

Effective learning builds and extends upon prior learning and following children's interest. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. These observations are recorded on Tapestry Online Learning Journal, and in subject workbooks.

Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning. Challenged cards are also introduced in order to accelerate children's learning and to encourage children to be active learners.

### Learning and Development

Teachers and teaching assistants provide the curriculum in class sizes of up to 30 children. There are seven areas of learning and development of which three are "prime areas," and four "specific areas." The prime areas are

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

The specific areas are

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

Through careful assessments and observations, including information provided by parents and other settings, children's development levels are assessed. The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. However, if a child's progress in any prime area gives cause for concern, staff will discuss this with the child's parents and/or carers and agree how to support the child. This may also include a discussion with the SEND teacher in order to access Special Educational Needs support.

At St Peter's Catholic Primary School:

"Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. There is an ongoing judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Practitioners must 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, it is expected that the balance will gradually shift towards

more activities led by adults, to help children prepare for more formal learning, ready for Year 1. (Framework 2017)

Planning and guided children's activities will reflect on the different ways that children learn and reflect these in their practice. At St Peter's, we support children in using the three characteristics of effective teaching and learning. These 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

(Taken from statutory framework for the EYFS 2017)

### Key person

Each child is assigned a key person. We inform parents and/or carers of the name of the key person, and explain their role, when a child starts attending a setting. The key person will help ensure that every child's learning and care is tailored to meet their individual needs

### 2 YEAR OLDS

'Practitioners working with the youngest children are expected to focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school. It is expected that the balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas' (Statutory framework 2017)

In Foundation stage planning is tailored to meet the individual needs of two and three year olds. This planning is focused on the three prime areas. As children grow and develop, planning will adapt and shift towards more equal focus on all 7 areas of learning as children develop ability within the three prime areas.

### Progress check at age 2

At St Peter's we adhere to the following statement;

'When a child is aged between two and three, practitioners must review their progress, and provide parents and/or carers with a short written summary of their child's development in the prime areas.

This progress check must identify the child's strengths, and any areas where the child's progress is less than expected. If there are significant emerging concerns, or an identified special educational need or disability, practitioners should develop a targeted plan to support the child's future learning and development involving parents and/or carers and other professionals (for example, the provider's Special Educational Needs Co-ordinator (SENCO) or health professionals) as appropriate.'

### RE

All children within Foundation Stage participate within Religious Education activities (unless parents request otherwise) and have a prayer area within their room. From Foundation 1 children learn the sign of the cross, are taught simple prayers and main themes from 'The way, the truth and the Light'. Children in F2 and are through the syllabus 'The Way, The Truth and The Light' as well as attending termly masses within school. Foundation Stage children also participate in whole school assemblies once a week.

### Equal Opportunities

All members of the school are treated as individuals. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, sexual orientation, age, special educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

### Health and Safety

At St Peters, there are clear procedures for assessing risk (see whole school Health and Safety policy) which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment. In addition to this, an annual risk assessment is conducted of the EYFS (see EYFS risk assessment) and in the staff handbook, safeguarding and child protection policies, there is detailed information and procedures to ensure the safety of the children. The EYFS risk assessment must be read in conjunction with other relevant whole school policies (see EYFS risk assessment)

In line with the EYFS statutory framework 2017, at St Peter's we undertake;

- A whole school medicines policy ensuring that there are systems in place to ensure that medicines and the systems for obtaining information about a child's needs for medication are kept up to date. Medicines will not be administered unless they have been prescribed by a doctor, dentist, nurse or pharmacist. Training is provided for staff where the administration of medicine requires medical or technical knowledge. Medicines are only administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer." At St Peter's a record is kept each time a medicine is administered to a child and informs the child's parents and/or carers on the same day." (Statutory framework for EYFS 2017)
- Fresh drinking water is available at all times
- Children's dietary needs are recorded and acted upon when required
- Each classroom has a sink area that can provide water.

- A first aid box is accessible at all times and a record of accidents and injuries is kept (see accident and injury policy). The class teacher and Teaching Assistant are paediatric first aid trained and their certificates are displayed on our EYFS board.
- The inclusion manager is the named behaviour manager for the whole school with the EYFS leader/Acting Deputy Head as the lead behaviour manager for the Early Years. (refer to Inclusions policy, behaviour policy, physical restraint policy)
- A health and safety policy and procedures which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.
- A fire and emergency evacuation procedure and policy
- A safeguarding policy stating how mobile phones and cameras are to be used and stored securely either in a staffroom locker or in the school office, whilst children are in the setting. Cameras that are used in school must not be used for staffs own personal use.
- Appropriate clothing, in particular in relation to the wearing of heels (stilettos or a heel that comes to a point). Staff are expected to wear clothing that supports them in getting to a child's level and playing and engaging with children at floor level.

### Transition

#### From PVI /Feeder settings

During the summer term prior to a child's entry into F1 and F2, the following procedures have been put into place to ensure successful transition

- Parents are invited to a meeting to ensure they know about school procedures and allocation of classes and any concerns they may want to express.
- During the summer term parents are encouraged to complete an "all about me" booklet. It is used during the autumn term to support transition and to inform planning.
- The children are invited to a half day visit to their reception class. There are also opportunities for children to have several other visits via an enhanced transition.
- Children within F1 (main feeder setting) will have visits with their key workers into school where they get an opportunity to engage with the current F2 children.
- Children requiring extra support will have additional visits via an enhanced transition, regardless of their setting. Often these children will have been identified as requiring additional support or are part of the Common Assessment Framework (CAF) process.

#### From Reception Class to Key Stage 1

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile includes on-going observation, all relevant records held by the setting, discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development is assessed against the early learning goals. The profile indicates whether children are meeting expected levels of development, or if they are exceeding expected



levels, or not yet reaching expected levels ('emerging'). Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1.

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