

ST CLEOPAS CE PRIMARY SCHOOL



Early Years Foundation Stage Policy

Contents

1. Mission statement.
2. Curriculum aims and principles.
3. Links with other policies.
4. Organisation.
5. Observation, Assessment and Planning the curriculum.
6. The EYFS Areas of Learning
7. Staffing, equipment and resources.
8. Partnership with parents.

OUR MOTTO: Live, Laugh, Learn

We are a distinctive, inclusive, Christian school, where everyone is welcomed and valued. We aim to nurture and develop opportunities for life long learning. We come together in a friendly, creative community to develop our cultural lives and abilities through:

Love
Trust
Care
Respect
Joy

1. Mission Statement

Our children represent the future of our society and our global community. The aim of our school is to fully develop every child intellectually, morally, emotionally and physically and promote independence. We believe that every day is a day in which a child can strive to fulfil their potential, and one in which the children can learn to know God and find ways of speaking to Him.

We aim to achieve this by:

Providing a broad, balanced and creative curriculum, enabling all pupils to **achieve** and **enjoy**.

Setting high expectations and giving every learner **confidence** that they can succeed.

Developing an ethos of mutual **respect** and **co-operation**.

Creating a trusting environment in which children feel **happy**, included, **secure** and **valued**.

Encouraging all members of the school community to **contribute** to building and sustaining success.

Promoting links with the wider **community**, encouraging respect and understanding for our diverse society and fostering pride in our country.

Celebrating the achievements of all children and members of our community.

We will achieve this through partnership with parents, staff, governors and the wider community.

The outcomes will be:

The learner will develop their skills within a happy atmosphere.

Children will be prepared to play an active role in our community and the wider world.

The children will know and understand the beliefs and traditions of the Christian faith.

For the children to deepen and develop their faith and find different ways of speaking to Jesus.

The children have an understanding and appreciation of other beliefs and cultures.

A safe learning environment in which children feel secure, and where self-esteem, confidence and respect, both for self and for others, can be promoted.

A learning community in which individual needs and talents are recognised, valued and success is celebrated.

Our school is a place where children want to be.

To be recognised as an outstanding school that provides a stimulating, creative and dynamic learning environment that strives for excellence.

People should leave St. Cleopas with their understanding deepened, their minds enriched and their hearts inspired, so that they love learning and embrace the challenges of the future.

2. Curriculum aims and principles.

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

Four guiding principles should shape practice in early years settings. These are:

- 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**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.
- **Children develop and learn in different ways and at different rates.** The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

At St. Cleopas these four themes and their principles will underpin our Curriculum and provision for all children.

We have taken into account all aspects of the new EYFS framework (from 1st September 2014) and our aims are as follows:

To provide an atmosphere where children can be happy, contented, safe, valued, gain confidence and achieve greater independence.

To provide a child-friendly environment, both indoors and outdoors that is safe, caring and stimulating.

To provide an environment and atmosphere where no member should be excluded or disadvantaged.

To develop a working partnership between parent/carers and other agencies for the benefit of each individual child.

To build upon what children already know and what they can do through an appropriate play based approach that takes into consideration individual needs, interests and learning styles.

To offer a balance of child initiated play and adult led activities that support all areas of the curriculum.

To provide, through a stimulating environment, opportunities for the child to develop a positive attitude to learning and an active interest in the world around them.

To cultivate positive attitudes, values and beliefs and develop an understanding of, and respect for, other people's beliefs and cultures.

To work within the guidelines of the EYFS curriculum document.

3. Links with other policies.

EYFS is included in all other whole school policies and this should therefore be read in conjunction with other policies.

This list will include some of the following:

Racial Equality and Equal opportunities

Child Protection

Health and Safety

Fire procedure

Sun protection

Admissions

Special Educational needs

Safeguarding children

Behaviour

Anti bullying

Recording, reporting and
assessment Learning and teaching

Safer Recruitment policy

First aid

Smoking

Privacy and confidentiality

Complaints procedure

Managing Allegations against Staff

(Policies are available from the Headteacher)

4. Organisation.

Equality of Opportunity

The Principle of the EYFS unique child states *"Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured"*.

The EYFS ensures equality of opportunity and promotes anti-discriminatory practice, ensuring that every child is included and not disadvantaged because of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability.

We recognise that all children in our care will develop at their own pace and we will provide an appropriate curriculum that enables all children to develop to their unique potential.

Whilst fostering a deep pride in British values, the children will learn about cultural differences and will be encouraged to celebrate different festivals throughout the year, promoting a feeling of respect and appreciation of all members of the community.

The four themes within the EYFS document ensure equality through 'a unique child', 'positive relationships', 'enabling environments', 'learning and development'.

Admission procedures:

The school adheres to the local authority admissions policy.

Places are offered to children the term after their third birthday.

Application forms are available from the school secretary.

Applications for a place in Reception class are sent directly to the local authority, which will allocate places according to their own admissions criteria.

Class size should not exceed 30 in Reception and 26 in Nursery. If this does occur the school will review the staffing levels to provide the appropriate qualified staff to child ratio taking into account the statutory requirements for qualifications of staff working within this Key Stage.

Children will be eligible to attend Reception in the month of September before their fifth birthday.

Key person approach:

Each child will be assigned a key person who has special responsibilities for working with a small number of children, giving them the reassurance to feel safe and cared for and building relationships with their families. They will have opportunities to talk to parent/carers on a regular basis to make sure that the needs of the child are being met appropriately, and that records of development and progress are shared with parent/carers and other professionals as necessary.

Transitions-From Home to Nursery:

We offer home visits to all families. Two members of staff engage in home visits (see separate policy).

Parent/carers are then invited into the Nursery the following day for a short informal visit. At this meeting the parent/carers and children are introduced to their 'key person' and are provided with a EYFS school booklet which outlines routines and procedures as well as information on how the EYFS curriculum will support their children in the setting.

The children will begin the settling in process that is appropriate to their individual needs and circumstances. Following a joint visit, the children are encouraged to spend a couple of sessions just visiting for an hour by themselves. If the staff and parent/carers are happy that the child feels secure and confident the child will begin to stay for the whole session. In the event of a child or parent/carer who continues to feel distressed a longer settling in process may be required and this will be discussed with all involved.

Nursery to Reception:

At St. Cleopas we are fortunate that Nursery and Reception children and staff spend a great deal of time interacting with each other, for instance in the outdoor environment, on EYFS outings, joint parties and sharing the Christmas play. This continual involvement helps to ease the transition process, ensuring that the children feel safe and secure when they move classes.

Prior to the children starting in Reception, during their last term in Nursery they are given opportunities to visit their new indoor classroom environment to share story-time and experience some more informal activities with the Reception staff.

Children who are from other settings will be encouraged to come in with their parent/carers to meet their new classmates and visit the Reception classroom.

During the Summer term the parent/carers are invited to a meeting with the Early Years Foundation Stage coordinator to discuss transition and are given a tour of the new learning environment. Following this hot lunch in the school hall is provided for parent/carers and children to promote the school dinner menu and reinforce our policy on healthy eating. From September, 2014 all children in the school from Reception to Y6 are entitled to Free Breakfast Club and a free hot dinner. This is irrespective of age or entitlement known as 'Pupil Premium'.

The children will start Reception on a part time basis for the first few weeks to enable a gradual introduction to the new routine and to offer opportunities for the Reception staff to have meetings with all parent/carers to develop relationships and discuss the new key person for their child.

Whenever possible we also aim to make links with other settings that the children have previously attended.

Reception to Year 1:

The children will be introduced to their new classroom and Year 1 staff towards the end of the EYFS. Year 1 members of staff are made aware of individual needs and interests from meetings with the Reception staff and the individual profiles based on all children. Opportunities for continuous provision are available in Year 1 to ease the learning expectations from the EYFS to Key Stage 1.

<u>Times of sessions:</u>	
Nursery am	Nursery pm
8.30-11.30am	12.15-3.15pm
Reception	
9.00-11.30am	12.30-3.00pm

Play:

Play underpins all development and learning opportunities for children within the EYFS at St Cleopas. In a well-planned learning environment children will learn at their highest level through play. They will have opportunities to initiate their own learning, exploring their own ideas and concepts manipulating a range of resources

available. The role of the practitioner at St Cleopas is crucial to ensure that the environment is stimulating, challenging and accessible to all. Through play children will have opportunities to develop language skills, their emotions and creativity, social and intellectual skills.

The role of the adult:

The role of an EYFS adult is endless and is crucial in the well-being of each child. The role an adult adopts in the Foundation stage learning environment is a key to the quality of experiences planned for the child. Every adult involved at St Cleopas EYFS must facilitate and support children's learning and be responsive to what the children initiate. They must be able to plan, observe and assess each child in accordance to the EYFS. Practitioners will promote independence and autonomy through their own interactions with all children as well as the provision of a well-organized learning environment.

Structure of the day:

The structure of the day in both the Nursery and Reception classes will provide a balance of adult led and child initiated opportunities. The children will come into class and self-register. During the day the children will have opportunities to work alongside their key person sharing new experiences and consolidating prior learning. Whole class story-time and songs will be planned for on a daily basis and will encourage children to be immersed in a variety of books, often related to their interests. At St. Cleopas we plan for daily opportunities to incorporate phonics teaching into the curriculum.

Throughout the day adults observe and record significant achievements and skills that the children display. These observations are analysed and support each child's individual profile and enable staff to plan an appropriate curriculum for each 'unique child'.

During the session there should be time for uninterrupted indoor/outdoor provision which will enable children to become involved in sustained, shared thinking providing opportunities for them to follow their own lines of enquiry and investigation.

Health and well-being:

Food and drink will be available throughout the session for the children to have access to. Independent self-service snack time or adult led whole class snack sessions are planned for in accordance to the different needs of the groups of children. We also plan regular food technology sessions to enable the children to

explore cooking processes, develop skills and explore tastes of a variety of foods from a range of cultures. We encourage parent/carers to inform us if their child has any specific allergies to food or dietary requirements that we should be aware of.

Reception children can stay for a free school dinner or have the choice of bringing in a healthy packed lunch. (For further information see our lunchtime policy.)

We continually discuss the importance of keeping our bodies healthy and how we can achieve this, e.g. cleaning our teeth, washing our hands after the toilet and blowing our noses. We also sensitively discuss things that are not healthy and how to keep safe, such as use of medicines, smoking and so on.

In the outdoor area we offer physical challenges and we believe that managed risk taking is an important life skill to learn in a safe environment, with supportive adults.

Sleep:

For children who want to relax, we offer calm areas both indoors and outdoors where children can go to rest. If for any reason a child needs to sleep, a sleep mat is available with linen that is washed once this has been used. Adults will monitor children and decide whether to contact parent/carers.

Indoor/Outdoor provision:

Reggio Emilia famously stated 'the environment is the third teacher', so for an effective curriculum to be in place it is crucial to develop indoor/outdoor provision. For learning to have an impact on children we have considered the theme 'enabling environments' within the EYFS curriculum

The children have the option to use either of the learning environments during the day and the development of effective 'continuous provision' should offer children a constant environment that:

Is safe but challenging.

- Allows them freedom, independence and choice.

- Recognises their need to be active learners.

- Is flexible, responsive and supports their individual learning and development needs across the six areas of the curriculum.

Is carefully planned to reflect the children's interests.

- Is positive and respectful with an opportunity for children to make mistakes and take risks, thereby developing their positive feelings of self-worth and self-awareness.

Outdoor provision is just as important to plan, resource and support as indoor provision and at St. Cleopas we agree with the bold statement-"There is no such thing as bad weather, just unsuitable clothing!"

Suitable premises, environment and equipment

As a team we will continually monitor the indoor and outdoor spaces, furniture equipment and toys. These must all be safe and suitable for their purpose. When necessary, the Head teacher will be consulted to clarify suitability.

The children's safety is paramount and further information can be found in the school policies identified previously.

Trips and visits to the local community:

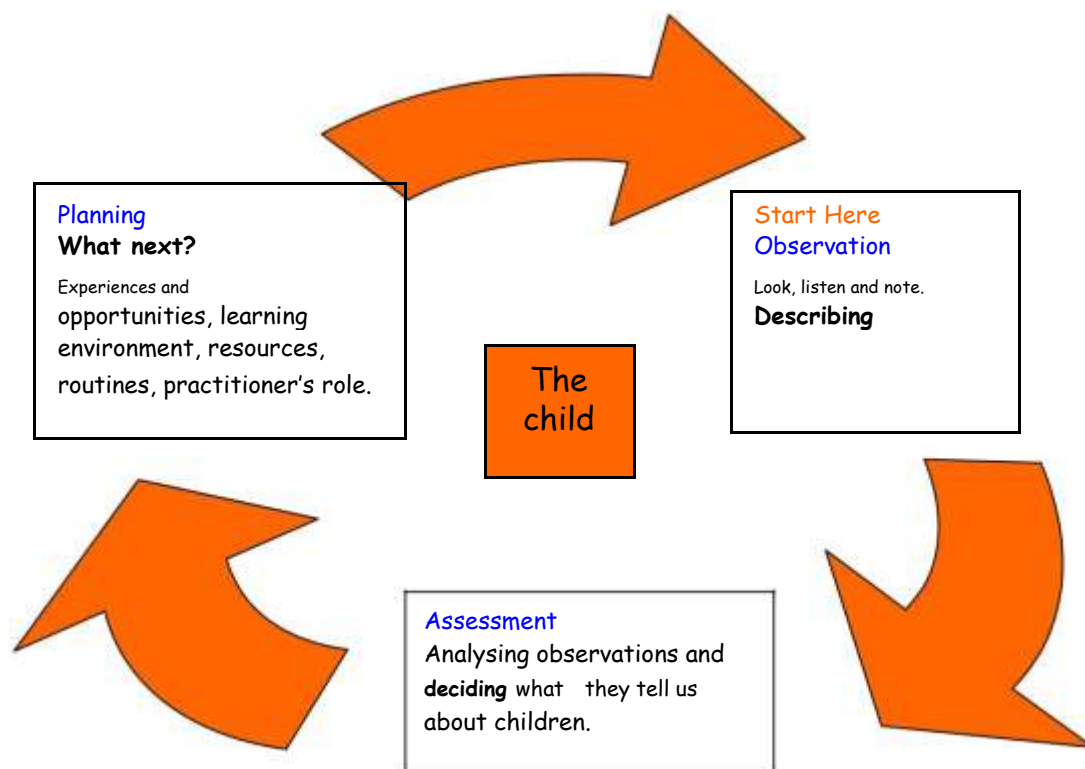
To support the children's knowledge of the wider community, we provide visits to places of interest and/ or invite people from the local community into the class to work with children or parent/carers. For instance a family shared story-time from the librarian to promote early literacy, a visit to Mather Avenue police horses and dogs, a trip to the local parks, galleries or museums.

Prior to undertaking an out of school visit a full risk assessment is completed which also includes an assessment of the adult/child ratio and specific nature of the outing. The educational visits coordinator and the Head teacher are informed a week before the intended trip. All parent/carers receive a letter that they must sign prior to the trip. Essential records and equipment are taken out of the setting, including first aid equipment, all children's names and a contact phone number. Our home/school link diary, (that is regularly sent home with different children) also aims to encourage families to write about their own trips and visits and we will then share these experiences with the class.

Illnesses, injuries and medicines:

All parent/carers provide a range of contact details that can be used in the event of an emergency and are updated whenever necessary. Within the EYFS we have staff that hold a paediatric first aid qualification. For further information please consult our school first aid policy.

5. Observation, Assessment and Planning the curriculum.



Keep: Understanding the individual and diverse ways children develop and learn.

Observation, assessment and planning all support children's development and learning. Planning starts with observing children in order to understand and consider their current interests, development and learning. At St. Cleopas we ensure that a balance of adult led and child -initiated activities are planned for and the child's interests lead the content of the curriculum.

Observations:

The first process in being able to plan an appropriate, broad and balanced curriculum is to consider the importance of high quality observations. The process of watching the children in our care, listening to them and taking note of what we see and hear, enables us as practitioners to assess where the individuals are in their development and learning. Observations take a variety of forms:

'Participant observations' carried out while you are playing and working with the children.

'Incidental' and spontaneous - things you noticed happening, which you felt were significant and should be noted down.

Planned, where you stand back to watch the child.

The collection of samples of work, photos and video evidence will all be used to support observations, whilst the involvement of the child is also extremely beneficial to this process.

Assessment:

We assess children's progress by analysing our observations and deciding what they tell us. We also need to find out about children's unique learning needs from their parent/carers and from these we can identify the children's requirements, interests, current development and learning. Regular discussions with parent/carers and sharing of 'profiles' allows us to identify next steps in learning and the support necessary, whether this is through adult involvement or additions to the resources in the environment.

Effective assessment involves regular evaluation or decisions about the child's progress and their learning and development needs and gives us the information we need to plan for the next steps. This is called *assessment for learning*: It is the *formative assessment*, based on observations, which informs or guides everyday planning. (For further information consult the whole school policy). Formative assessment provides the information necessary to complete *summative assessment*, which make's statements about the child's progress based on the information and evidence gathered on a daily basis. Throughout the EYFS a summative assessment is recorded on a regular basis and then the completion at the end of Reception of the EYFS Profile. The profile summarises children's progress towards the early learning goals and is to be replaced by a new baseline assessment system in September 2015.

At all stages parent/carers and children are involved and encouraged to be active participants. We use I pads to collate the observations and this process begins in Nursery. We encourage children and parent/carers to look at them and add their own special comments. At the end of both Nursery and Reception parent/carers are invited for a meeting with their key person to discuss progress and a written report at the end of the year is completed and sent home.

Following on from the EYFS Profile an analysis of scores is completed by the EYFS coordinator and Reception class teacher highlighting areas of strength and identifying the learning needs of particular children who may need extra support in Year 1. The analysis will also look for specific trends and consider the local and

national data provided from the LEA later in the year. To ensure the EYFS Profile scores remain consistent amongst the staff we have in house moderation sessions amongst the team and the Reception staff also attend both the compulsory local authority moderation meetings or have a visit from a local authority moderator, to support judgements.

Another form of assessment is called *EHat*. enables effective communication between the various agencies involved with a child about whom there are concerns. (see S.E.N.D policy for further details). During their time in the EYFS all children are closely monitored and any concerns are discussed with both the parent/carers and special educational needs co-ordinator to ensure that early intervention is possible.

Planning:

Over the year there are three stages of planning:

Long-term planning. Long-term planning provides a structure that helps to ensure that there is coverage of all the areas of Learning and Development and the Principles in the EYFS Framework are reviewed.

Medium-term planning. This outlines in some detail the overall programme for the half term and the types of experiences and activities appropriate to the age range, interests and needs, whilst considering how the provision will support the different EYFS Principles. The children are also included in this process as we encourage them to become involved in telling us what they know, what they want to know and then we review learning at the end of the theme.

Short-term planning. This involves setting out what is to be included on a day-to-day or weekly basis (depending on the needs of the children) within the broad framework outlined above, based on observations from the previous few days. This enables much more focus on what specific needs the children have, and how these will be met. We also aim to empower children to plan their own activities and to share their experiences with familiar adults and peers.

6. The EYFS Areas of Learning

The EYFS outlines 7 areas of learning for children to encounter.

All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the *prime areas*, are:

- *Communication and language. Development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.*

- *Physical development. Involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.*

- **Personal, social and emotional development.** *Involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.*

Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- **Literacy.** *Development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.*

- **Mathematics.** *Involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.*

- **Understanding the world.** *Involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.*

- **Expressive arts and design.** *Involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.*

In planning activities at St Cleopas we also take into consideration the different ways in which the children may learn and display preferences in their unique learning styles as identified in the guidance:

- **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; and

- **Creating and thinking critically.** Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

7. Staffing, equipment and resources.

Staffing:

The EYFS at St. Cleopas is led and managed by Mr Conn, EYFS coordinator.

Overall the EYFS team is made up of 6 permanent members of staff:

4 x Teachers, 2 full time and 2 at 0.6 = 3.2 full-time equivalent

1 x Higher Level Teaching Assistant

1 x Learning Support Officer.

Whenever possible extra staff will also be available to support.

Coverage for PPA time is from teacher the children are familiar with. On the occasion when supply cover is necessary, the Head teacher will make every effort to employ someone who has suitable qualifications for working within this specialist age range. Staffing arrangements will always be organised to ensure safety and to meet the needs of the children.

Nursery: There must be at least one member of staff for every 13 children. At least one member must be a school teacher and the other member must hold a level 3 qualification.

Reception: Size of class must not exceed 30 per school teacher.

Staff development:

The EYFS team attend a range of outside training in a variety of areas of the curriculum and regular in house team meetings ensure consistency of approach and knowledge is disseminated amongst the staff. All staff undergo performance management and are given opportunities to develop their own personal area of interest.

Partnership with outside agencies and the local community:

Involvement and partnership with outside agencies on behalf of individuals is a high priority. These include health services and health visitors, speech and language therapy services, social services, S.E.N. support services, and other local early years settings and schools. Community links are also fostered through our close

involvement with St. Cleopas church. Reverend David Gavin is invited into class on a regular basis to meet and talk with the children and the Reception class attend a weekly worship session in the school hall and monthly visit to the Church. Other important members of our local community, such as the police, fire and health services are also encouraged to come into the setting to support and enhance the children's rich learning experiences.

EYFS action plan:

The EYFS action plan considers how the principles of the EYFS can be addressed and highlights areas for improvement. Individual staff are delegated with tasks that might include the need for professional development opportunities, purchase of resources and equipment or developing an area of teaching and learning, (see action plan and S.E.F. form for further details).

Budget:

The EYFS is given a budget to spend over the year- B.S.M. and large equipment.

The EYFS coordinator is responsible for purchasing resources necessary and will consider the action plan priorities.

Additional financial support is possible through the weekly Nursery fund, P.T.A. and fund raising opportunities throughout the year.

8. Partnership with parents.

We believe that all parent/carers have an important role to play in the education of their child and we aim to foster positive relationships with every child's family. We recognise the role that parent/carers have played, and their future role, in educating the children. This policy has highlighted many ways that the staff at St. Cleopas aim to foster positive and supportive relationships with parent/carers for the benefit of each child in our care. We welcome parental support within the classroom and on trips. We have introduced a twice yearly 'stay and play' session for parent/carers to come and join in with activities with their child, therefore gaining more understanding and appreciation of the learning opportunities and experiences that are available to the children on a daily basis. These sessions also provide opportunities for informal conversations with the families and are always well received.

We believe in confidentiality and all information on individual children is stored in a safe location. If parent/carers need to discuss any confidential issues with the staff appointments can be made for the end of the session. We encourage parent/carers to inform us of any changes to adults collecting children from school and we follow

the school procedures for any children who are not collected. (Please see separate policy for further information).

For further information regarding the EYFS please consult the Statutory Guidance and Development Matters documents available on line at www.foundationyears.org.uk

Policy Updated: January 2019

It is the responsibility of the staff to follow the principles stated in this policy. There is a named Governor responsible for the EYFS - this is Dot Williams. The EYFS Coordinator will carry out monitoring on the EYFS as part of the whole school monitoring schedule alongside other members of the senior management team.

Next review date: September 2020