

ST FRANCESCA CABRINI CATHOLIC PRIMARY SCHOOL

EARLY YEARS FOUNDATION STAGE POLICY

BY: J.Rice

DATE: January 2020

Definition of the Foundation Stage

The Early Years Foundation Stage, as it applies to St Francesca Cabrini Catholic Primary School, means the Nursery class and Reception class that begin school in September. The Nursery children are aged three to four and the Reception class include children aged four to five.

Aims

- ❖ That each child should be provided with the opportunities, skills and environment that enables them to develop into active, confident and independent learners.
- ❖ To foster an effective partnership between home and school.
- ❖ To maintain a safe but challenging environment in which each child can be helped to develop to his/ her full potential.
- ❖ To develop social, moral, cultural and spiritual awareness in our children.
- ❖ To foster in our children a belief in their own worth and enable each child to become increasingly confident, independent and able to make their own considered choices.
- ❖ To ensure that each child, regardless of gender, race, culture or ability is given an equal opportunity to develop to his/her full potential.
- ❖ That there should be continuity between the Reception classes and Key Stage One and effective liaison to support this transition.
- ❖ To develop a positive approach to the acquisition of new skills that will provide a firm foundation for future learning.

The Early Years Foundation Stage Overarching Principles

The Foundation Stage principles taken from the DfES document “Statutory Framework for the Early Years Foundation Stage 2014” are used as a basis for good early years practice at St Francesca Cabrini Catholic Primary School. They put legal requirements into context and describe how practitioners should support the development, learning and care of young children. These areas are listed below.

- **A Unique Child-** Child development, inclusive practice, keeping safe, health and well being.
- **Positive Relationships-** Respecting each other, parents as partners, supporting learning and the role of the key person.
- **Enabling Environments-** Observation, assessment and planning, supporting every child, the learning environment and the wider context.
- **Learning and Development-** Play and exploration, active learning, creativity and critical thinking and the seven areas of learning and development.

A Unique Child:

Differentiation and Special Needs

Children should be given tasks that enable them to work at their own level. The activities and experiences provided should meet the needs of different children and allow progression and the acquisition of knowledge, skills and attitudes. Where children are identified as having Special Educational Needs these will be catered for in accordance with the SEN Code of Practice and the school's SEND policy.

Behaviour

At St Francesca Cabrini Catholic Primary School, we have very high expectations of children's behaviour, from the beginning to the end of the Early Years Foundation Stage and until the children leave the school.

It is important that from the beginning of the Early Years Foundation Stage children and their parents/carers are made aware of our expectations for behaviour in order for us to build a safe and caring environment, in which every child feels secure and happy and is able to learn.

We aim to encourage acceptable behaviour by being good role models for the children, always using positive praise and encouragement and being consistent in our approach to the children. As a result, they become aware of what is acceptable and what is unacceptable.

When a child has difficulty controlling his/her behaviour, his/her carers are informed at the end of the day or where appropriate, an appointment will be made for a more formal meeting. It is important to work in partnership with parents on this issue and keep them informed of their child's progress. Any discussions with parents concerning their child's behaviour should be handled in a sensitive and confidential manner. Where a child's behaviour becomes a very serious concern, the parents, Headteacher and SENCO are informed and the appropriate procedures set in motion according to the whole-school Behaviour Policy.

Social, Moral, Spiritual and Cultural Development

All children should be helped to form positive stable relationships with other children and adults, to show consideration for others and demonstrate independence and self-control. By valuing and respecting each child, we aim to develop each child's confidence and sense of self worth and help them in turn to show respect and consideration for others. Adults working in the Early Years always model positive professional relationships.

Positive Relationships:

Parents as Partners

At St Francesca Cabrini Catholic Primary School, we recognise that parents are children's first and foremost educators and we value the contribution they make. We recognise the role parents have played and their future role, in educating their children. We foster this relationship by:

- Inviting all parents to an induction meeting the term before their child starts school.
- Having a staggered start
- Having formal meeting twice a year to discuss their child's progress and discuss ways to support their child at home.
- By encouraging parents to speak to teachers when they have a concern.
- Provide workshops for parents to help them support their child with beginning to read and write and use numbers.

- Provide opportunities to talk to health care professionals from the Speech and Language team.
- Encouraging children and parents to celebrate ‘WOW’ moments from home and school.
- Inviting parents to collaboration between child, school and parents via celebration assemblies, Christmas plays, school trips and forest schools.
- Giving all parents the opportunity to view their child’s learning journey at parent meeting and the summer ‘Celebration of Work’ and also on their online learning journey ‘Tapestry’.
- Staff are always happy to listen to parent’s accounts of their child’s development and any concerns they have.

Enabling Environments:

We aim to create an attractive, welcoming and stimulating learning environment where children feels safe, secure, confident and challenged. The children have access in indoor and outdoor learning environments set up to cover the areas of the curriculum with planned activities and continuous provision.

The Role of Adults

All adults in the Early Years Foundation Stage should be aware of the need for children to actively explore their environment, be independent learners, set their own challenges and make their own discoveries. It is the adult’s role to provide suitable learning resources, activities and experiences, to stand back and observe, to intervene where appropriate, to extend children’s learning and to create a safe and secure environment in which all children and adults feel valued. In Nursery each child is 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 who builds relationships with their parents. Nursery and Reception classes each have a class teacher who is ultimately responsible for the day to day care, teaching and assessment of the children in their class.

Learning and Developing:

The Early Years Foundation Stage Curriculum is organised into seven areas of learning.

There are three prime areas which are:

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

There are four specific areas which are:

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

The learning environment, activities and experiences are planned according to the above seven areas of learning, which lead to the achievement of the Early Learning Goals as set out in the DfE document Development Matters in the Early Years Foundation Stage 2014. At Nursery level the children will be working on achieving the development statements and may achieve some early learning goals. Some children will exceed these goals before the end of the Reception year, others will still be working towards some or all of the goals. Teachers 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. 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. In all cases curriculum planning will be informed by observations and assessments of the children, enabling them to make good progress throughout the Early Years Foundation Stage.

The curriculum in the Early Years Foundation Stage is carefully structured in order to provide for:

- The different starting points from which children develop their learning, building on what they can already do.
- Relevant and appropriate content that matches the different levels of young children's needs.
- Planned and purposeful activity that provides opportunities for teaching and learning both indoors and outdoors.
- The three characteristics of effective learning which are; playing and exploring, active learning, creating and thinking critically.

Play

At St Francesca Cabrini Catholic Primary School, we believe that well-planned play, both indoors and outdoors, is a key way in which young children learn with enjoyment and challenge. Through play, children can develop an understanding of the world around them. They can practise and build up ideas, concepts and skills. They learn how to control impulses and to understand the need for rules. They can take risks and make mistakes, think creatively and imaginatively. They learn to communicate with others as they investigate or solve problems. They are expected to express and relieve anxious experiences in controlled and safe situations. They can be alone or alongside an adult and they can talk about their feelings. We can help children to learn through their play by planning and resourcing a challenging environment, supporting children's learning through planned play activity, extending and supporting children's spontaneous play and developing children's language and communication in their play.

Assessment and record keeping

The main purposes of monitoring and profiling children's achievements are:

- To gain an all-round profile of each child's developing capabilities.
- To highlight children's specific needs and to plan appropriate learning paths.
- To enable parents to be informed and contribute to their child's educational progress.
- To enable staff to assess the effectiveness of their own planning and teaching and to monitor what is being achieved.
- To inform future planning.

For whole school aspects of assessment, recording and reporting please refer to the school policy on assessment. Particular assessment and recording procedures for the Early Years Foundation Stage are as follows:

- Information gathered from parents at introduction evenings and from outside agencies where applicable e.g. Speech Therapists and Health Visitors.
- Child centred assessment on entry to Nursery/ Reception.
- Making and recording observations of the children in the setting.
- Gathering dated samples and other records of children's work, including photographic evidence where possible.
- Early Years teachers complete an end of year report detailing progress in the seven areas of learning. This report is shared with the child's parent before it reaches the next teacher as well as a short narrative describing the child's three characteristics of effective learning.
- Each child has an Early Years Foundation Stage profile, which is an on-going record of the child's progress. This profile is shared with the parents throughout the Early Years and also at the end of the Reception Year. It is continued by the Year 1 teachers for the first term for children who have not yet achieved the required level.
- EYFS teachers track the progress of children from the beginning to the end of the Early Years Foundation stage.
- Parents and children are asked to make contributions and comments in relation to the Foundation Stage Profile and their child's learning.

Equal Opportunities

No child should be excluded or disadvantaged because of ethnicity, culture or religion, home language, family background, special educational needs, disability, gender or ability.

Multi-Cultural Issues and Citizenship

At St Francesca Cabrini Catholic Primary School, we aim to enable children to become responsible citizens of the future. We believe that children should be made aware of the diverse nature of the society in which they live. The materials, equipment and displays used throughout the Early Years Foundation Stage at St Francesca Cabrini Catholic Primary School will reflect the children's own community and the wider world.

Wherever possible, we will include the local community and environment as a source of learning. This will be done through class outings, visitors coming into the school to talk to the children and by using the school grounds to enhance the children's understanding of the world around them.

Monitoring and Evaluation

The quality of our provision for the children in the Early Years Foundation Stage is our main concern. To ensure that we provide the best possible quality of teaching and learning, we have a rigorous system for monitoring and evaluation. All planning is monitored regularly by the

Leadership Team and Curriculum Managers. The individual teachers are also responsible for evaluating their own planning and practice and identifying areas for improvement.

Where necessary training courses are attended by members of the Early Years Foundation Stage Team in order to improve their own knowledge, skills, and understanding and the effectiveness of their teaching. Team members also meet on a weekly basis to discuss planning, organisation, resourcing or training needs. Where major improvements are deemed necessary, these are implemented through the School Development Plan.

Adopted September 2017

Reviewed Spring 2020

Ratified by Governing Board March 2020

Date of next review 2023