



ST CHARLES'
CATHOLIC PRIMARY
SCHOOL

EYFS
POLICY

<u>EYFS POLICY</u>		
<u>AGREED: OCTOBER 2017</u>	<u>REVIEWED: OCTOBER 2019</u>	<u>NEXT REVIEW: OCTOBER 2020</u>

Our Mission at St Charles' Catholic Primary School is to...
LOVE, LEARN, GROW TOGETHER

St Charles' Catholic Primary School
EYFS Policy

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. In our school, all children join us part time for transition period in the first week of the Autumn term. The children are then full time 8.55am- 3.10pm.

The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

A Unique Child

At St Charles' Catholic Primary School 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.

Positive Relationships

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

Enabling Environments

At St Charles' Catholic Primary School we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

Learning and Development

At St Charles' Catholic Primary School we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter connected.

Purpose

- To make each child's first experience of school happy, positive and fun.
- To ensure that all children feel valued and secure in the Foundation Stage setting with positive relationships between parents, carers and staff.

- To further the love of learning, develop enquiring minds and the ability to discuss, adapt and negotiate. Well- planned play and purposeful activity with challenge and enjoyment, both in and out of doors, will provide opportunity for teaching and learning. Within a well- planned, organised environment, children should be able to explore, question, test, observe, experiment, plan, make decisions for themselves and participate in activities which are planned by adults as well as those they initiate and direct themselves.
- To provide the children time to become engrossed in what they are doing, to work in depth and to complete activities in order to develop positive attitudes towards learning whilst staff need to understand how young children learn and develop, in order to observe and respond to them. Appropriate intervention can help children to become more involved in the learning process and provide opportunities for new learning and development, so that they can make progress.
- To monitor progress throughout the Early Years Foundation Stage, while taking action to identify areas of concern and provide necessary support.
- To help children develop self-control and to respect the feelings, needs, culture and the abilities of others.

Characteristics of effective teaching and learning

We ensure that the characteristics of effective learning are reflected in planning and practice. We understand that a child's individual learning characteristic will determine the way they respond to both the teaching and learning taking place in the environment. The three characteristics of effective teaching and learning identified by the EYFS 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; and
- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Guidelines

Parent Partnership

- There is an Induction Meeting for parents in the Summer term. They are introduced to the Early Years' Team. Here they receive an information pack and have opportunity to speak to the SENCO and other relevant outside agencies which are available to offer support.
- Parents are asked to complete a medical form and information about the individual needs of their child.

- Parents are required to sign permission slips for school milk, photographs, photographs on the website and social media, video recordings and visits to the park.
- Parents are invited to attend the school's 'Stay and Play' morning in July, where they can experience the Foundation Stage setting. Parents are invited to bring their children into the classroom to stay and play during the transition period.
- Before Reception children begin school, all parents will be offered the opportunity for a home visit, where they have opportunity to tell us about their child's interests and any concerns they have regarding their child starting school.
- From October, 'Learning Story Books' are in operation, where parents are informed of current learning and encouraged to write an informal dialogue about their child. The Home/School diaries are checked on a weekly basis by a member of the EYFS team.
- When ready, each child will be issued with a reading book and parents' comment book. This allows parents and staff members to comment on each child's reading progress.
- Also in September, children start to take it in turns to mind 'Charlie the Bear.' The excitement of having him as a special guest for the weekend gives us a unique snapshot into the family lives of the children. It's a simple tool to foster the development of wellbeing and the caring of others.
- An information board is on display in the EYFS and KS1 corridor, which displays information regarding the curriculum, photographs of the children at work, termly highlights, key dates and Key Person Groups.
- In the Autumn term, a RWI Phonics Workshop takes place.
- There is an opportunity to meet the teacher again formally during Parents' Evenings throughout the academic year, where parents are encouraged to become familiar with and contribute to their child's EYFS profile.
- The class webpage is updated frequently and showcases examples of current learning as well as links or activities which may support learning at home.

Induction

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- When places are confirmed EYFS staff will attempt to visit as many nurseries as possible to meet with Nursery staff and new children.
- In addition the SENCO liaises with Nursery Managers and outside agencies for those children identified as having Special Educational Needs. The class teacher and the SENCO will carry out nursery visits where necessary.
- Children start school on a part-time basis for one week. There is a morning and afternoon session.
- After this time, the children attend school full-time. In exceptional circumstances, an allowance can be made to allow children to continue on a part time basis until they are ready to access the full time curriculum.
- All children stay for school dinners. The EYFS team stay in the dining room with the children until they are confident the children feel secure and happy.
- A gradual, well-supported induction of the various aspects of school life and its members is catered for. The children are introduced to the routines of school which require more conforming, socialising and directed learning situations than they will have experienced before.
- The routine of the day is introduced slowly, especially those aspects which take the children away from their environment, for example, whole school or Key Stage assemblies or Collective Worship.

Key person

- We operate a 'key person' system at St Charles' Catholic Primary School. Children are assigned to a key person who they can build a positive relationship with. Special time is set aside for key person activities. This included the stay and play sessions.

Curriculum

A carefully structured curriculum is in place, based on the revised Statutory Framework for the Early Years Foundation Stage Curriculum Guidance; this offers provision which takes account of the children's differing starting points.

Areas of learning and development

Prime areas

1. Personal, Social and Emotional Development – Crucial for all aspects of life which will give the children the best opportunity for success in all other areas of learning. Each child needs a positive sense of him/herself and respect for other

2. Communication and language- concentrates on listening and attention, understanding and speaking. Children are given opportunities to experience a rich language environment.

3. Physical Development –we provide opportunities for young children to be active and inter-active. This develops their control, coordination and movement. It helps children to gain confidence and feel positive about being healthy and active. This promotes a positive feeling of well-being and helps children understand the importance of exercise and healthy eating.

Specific areas

1. Literacy- children are encouraged to link sounds and letters and begin to read and write. Children are given a wide range of reading materials to foster a love of reading.

2. Maths- children are given opportunities to develop and improve their skills in counting, understanding and using numbers. They will calculate simple addition and subtraction problems and describe shape, space and measures.

3. The World – Crucial knowledge, skills, problem solving, exploring and understanding help them to make sense of the world. Foundations are developed for Science, Design and Technology, History, Geography and Computing.

4. Expressive Arts and Design – children explore and play with a wide range of media and materials. Children share their thoughts and experiences through art, music, dance, role-play and imaginative activities.

Planning

Planning takes place collaboratively between the Early Years team. There is a long term plan, which shows topics and learning outcomes to be covered in each term. The Medium term plan is an overview of the topic being covered. Plans include learning objectives. Short-term plans are decided on a weekly basis from observations and also taking into account the current needs of the children. Observations on focus children also provide additional information for assessment purposes. Planning for Continuous Provision is completed and it is enriched weekly, making room for children's interests and to ensure work completed in guided activities is reinforced through the continuous provision.

- The children are given opportunities to explore and develop learning experiences, which help them to make sense of the world through structured play. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.
- The learning environment is planned for both indoors and outdoors to encourage a positive attitude to learning. The children make their own selection from the activities on offer as this encourages independent learning.

Assessment

- Observations - Foundation Stage staff use observations as the basis for planning. Staff are skilled at observing children to identify their achievements, interests and next steps for learning. These observations then lead the direction of the planning. Relevant and significant observations are recorded in the children's Learning Journeys.

- Monitoring of each child will take place through regular observations, discussions, photographs and record keeping and planned assessment.
- Areas of weakness which have been identified inform the next steps in the planning process.
- At the end of the year we complete the Early Years Foundation Stage Profile. Children are judged as Emerging, Expected or Exceeding, against the 17 early learning goals. The profile results are then reported to the Liverpool LA.
- An end of year a report is sent to the parents with comments on the characteristics of effective learning, the areas of the curriculum and with the results from the EYFSP.
- End of year data is analysed and informs the next year's areas for development.
- The profile data is discussed with the Year 1 teacher so that she/he can continue to help the children to achieve the early learning goals if they have not done so, before they can access the Key Stage 1 curriculum.

Safeguarding & Welfare

'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 EYFS 2017)

At St Charles,' we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2017 to:

- Provide a setting that is welcoming, safe and stimulating where children can grow in confidence
- Promote good health
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs
- Ensure that all adults who look after the children, or who have unsupervised access to them, are suitable to do so
- Ensure that the setting, furniture and equipment is safe and suitable for the purpose it was intended for
- Maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children
- Ensure that all staff working within the EYFS on a regular basis will have paediatric first aid training.

Keeping Safe - 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. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (See Safeguarding Policy, Behaviour Policy).