

All Saints RC Primary School

The Early Years Foundation Stage Policy

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year.

This policy outlines the purpose, nature and management of the Early Years Foundation Stage (EYFS) at All Saints Catholic Primary School and Little Angels Pre-School. The implementation of this policy is the responsibility of practitioners working in the EYFS setting, including both teaching and non-teaching adults.

There are 17 learning goals in The Early Years Foundation Stage with an emphasis on three prime areas:

Personal, Social and Emotional Development
Communication and Language
Physical Development

Aims of the Foundation Stage

The curriculum of the Foundation Stage underpins all future learning by:

- Developing personal, social and emotional well-being;
- Fostering positive attitudes and dispositions towards their learning;
- Understanding the importance of play in children's learning and development. .
Providing learning experiences in play which reflect children's personal interests and areas of curiosity in order to encourage and develop their natural desire, interest, excitement and motivation to learn.
- Providing experiences which build on children's existing knowledge and understanding in order to challenge, stimulate and extend their learning and development.
- Providing effective learning opportunities in a range of environments, inside and outside.
- Developing knowledge and understanding of the world;
- Physical development;
- Creative development.
- Recognising that all children are unique and special.
- Understanding that children develop in individual ways and at varying rates - physically, cognitively, linguistically, socially and emotionally.
- Providing a safe, secure and caring environment where children feel happy and know that they are valued by the practitioners looking after them.
- Fostering and nurturing children's self-confidence and self-esteem through their developing awareness of their own identity and role within the community.
- Teaching them to express and communicate their needs and feelings in appropriate ways.
- Encouraging children's independence and decision-making, supporting them to learn through their mistakes.
- Developing children's understanding of social skills and the values and codes of behaviour required for people to work together harmoniously.

- Supporting children to develop care, respect and appreciation for others, including those with beliefs, cultures and opinions different to their own.

The EYFS builds upon the good practice included in previous frameworks, but for the first time explicitly recognises and celebrates a more holistic view of the child. The EYFS comprises four themes that express four important principles which underpin effective practice in the care, development and learning of young children:

A Unique Child

Every child is a competent learner from birth who can be resilient, capable, confident and self-assured. We recognise that children learn and develop in different ways and at different rates and this is reflected in our provision. Practitioners support the children in developing all these characteristics through playing alongside children and, where necessary, scaffolding and supporting their thoughts. Children are treated fairly regardless of race, religion, gender or abilities. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards, both within school and in the wider environment.

Positive Relationships

Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person. We aim to promote positive relationships between staff, parents and children. Children are taught how to deal with difficult situations and relationships through the RE and Taking Care curriculum (Social and Emotional Aspects of Learning) as well as through their daily interactions with adults and other children. We recognise that parents are the child's first educators and their importance for the child's welfare and education is paramount.

Enabling Environments

The environment plays a key role in supporting and extending children's development and learning. In EYFS we recognise the importance of a rich learning environment both inside and outside. There are areas where the children can be active, be quiet and rest. The environment is set up in learning areas, where children are able to find and locate equipment and resources independently.

Learning and Development

Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected

There are seven areas of Learning and Development which are interconnected. Three areas (the prime areas) are crucial to develop lifelong learning and to help children form relationships:

- Personal, Social and Emotional Development – children develop confidence and self-esteem, learn how to manage feelings and respect others.
- Communication and Language – children have opportunities to speak and listen in a range of situations and experience a rich language environment.

- Physical Development – children have opportunities to be active and develop coordination (both gross motor and fine motor); they learn about healthy choices.

Specific areas:

- Literacy – involves children learning how letters link to the sounds and begin to read and write.
- Mathematics – children have opportunities to develop counting and calculation skills, to use numbers in everyday activities and recognise and describe shapes and measures.
- Understanding of the World – children have opportunities to find out about people and communities, the environment and technology.
- Expressive Arts and Design – involves exploring feelings and ideas through music, dance, role play and design.

Assessment at the end of the EYFS

In accordance with all schools, each child will be assessed in their first term at school. Through observation staff will assess their attainment in the three prime areas and the four specific areas against the early learning goals.

Ongoing assessment (formative assessment) is an integral part of the learning and development process. Staff are involved in daily observations and assessments throughout the Reception Year; they include child initiated tasks and teacher led activities in the inside and outside learning environments. Observations, samples of work and photographs are recorded in each child's 'learning journal.' Data is entered electronically onto the 'e-profile' at the end of each term. The EYFS Profile will be completed at the end of the Reception year; data will be sent to County and practitioners will report whether children are meeting expected levels of development or if they are exceeding expected levels of development or not yet reaching expected levels (emerging). Some Reception Year children will begin to work on level one of the National Curriculum when it is judged appropriate for them. (Children who do not achieve all of the Early Learning Goals by the end of the Reception Year continue to work towards them in Year 1.) The observations, assessments and 'scale point data' form the basis of individual reports to parents in Term 6.

The Key Person

The key person approach is aimed at enabling and supporting close attachments between children and practitioners. Attachment provides a sense of security so that children can become confident, independent and capable young learners.

At school the key person is the Early Years class teacher. Their role is to meet the needs of each child in their care and respond sensitively to their feelings, talking to the parents and working in partnership with them. They will of course work in close partnership with the class teaching assistant.

In the Nursery there are usually two key persons: the leader of the Nursery and the nursery assistant.

A key person is:

- A named member of staff who has more contact than others with the child
- Someone to build relationships with the child and parents
- Someone who helps the child become familiar with the provision
- Someone who meets children's individual needs and care needs
- Someone who responds sensitively to children's feelings, ideas and behaviour
- The person who acts as a point of contact with parents Home-School Links

All Saints Nursery Class

Home-School link letters will inform parents about current topics and interesting work with ideas to support learning at home. Parents are welcome to chat to practitioners at the end of the morning session, accompany the class on external visits and visit the setting to observe the children in active learning. Parents are requested to arrange an appointment to address an area of concern in their child's development.

The Reception Class

A Parent information evening is held in June for parents of the prospective Reception group. The purpose of this meeting is, in part, to disseminate important information, to encourage discussion and to emphasize the vital importance of home-school cooperation and mutual support. Support from parents for short weekend homework tasks and early literacy and numeracy tasks is required. Three termly parents' evenings are held and the staff involved with the early years children are happy to meet with parents after school, often on an informal basis or by appointment if necessary.

Signed Head Teacher:.....

Signed Chair of Governors:.....

Date of Review: May 2017