

EARLY YEARS FOUNDATION STAGE POLICY

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.”

“Statutory Framework for the Early Years Foundation Stage”,
Department for Education, 2012

MISSION STATEMENT

We are growing together on our journey of achievement with Jesus in our hearts, heads and hands.

POLICY STATEMENT

The aim of this policy is to put in place the steps to ensure that every child makes a successful transition between home and school. To enable this to happen we will:

- a) Promote the intellectual, emotional, physical, spiritual, moral, social and cultural development of each child through a well planned and managed curriculum. This curriculum takes into account each child’s aptitude to learning through different forms of activity, in particular through active involvement and play.
- b) Ensure that each child has equal and adequate access to the curriculum and that his/her progress is commensurate with his/her developing ability regardless of gender, ethnic or social background or special needs.
- c) Enable each child to make a satisfactory transfer to KS1 by ensuring that he/she has developed sufficient skills, aptitudes and understanding.

POLICY AIM

The EYFS seeks to provide:

- Quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind.
- A secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly.
- Partnership working between practitioners and with parents and/or carers.
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

The EYFS is based upon four principles:

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

Our primary aim is to provide an environment that is caring, stimulating and one that fosters children's independence. To know that every child is **a unique child**, who is constantly learning and 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. We understand that children learn to be strong and independent through **positive relationships** with peers and key workers. We value the importance of children learning and developing well in an **enabling environment**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers. We understand that children **develop and learn** in different ways and at different rates and we shall work to ensure that the curriculum meets the needs of all children regardless of ability or special educational needs.

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.

The learning and development requirements comprise three elements:

1. The early learning goals – the knowledge, skills and understanding which young children should have acquired by the end of the academic year in which they reach age 5 (young children).
2. The educational programmes – the matters, skills and processes which are required to be taught to young children.
3. The assessment arrangements – the arrangements for assessing young children to ascertain their achievements.

The Early Year Curriculum:

There are **seven** areas of learning and development.

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:

- Personal, Social and Emotional Development.
- Physical Development.
- Communication and Language.

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

- Literacy.
- Mathematics.
- Understanding the World.
- Expressive Arts and Design.

Positive Relationships

At St Joseph'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:

1. Talking to parents about their child before their child starts in our school.
2. Hosting a new parents' induction evening where they will receive information for their child starting in September. They will meet the Head teacher, Class teacher, SENCO and Governors and be provided with information. This provides the parents with an opportunity to see the learning environment and ask any questions.
3. Children who do not attend Footsteps nursery will be offered a home visit prior to starting school as children who attend Footsteps have a home visit prior starting the nursery.
4. Children have the opportunity to spend time with their teacher before starting school during 'Come and Join in' morning and afternoon.
5. At St Joseph's we have an open door policy where parents can have regular opportunities to talk about their child's progress and discuss any worries or concerns.
6. There are two parents evening where the teacher and the parent discuss the child's progress and discuss next steps. Parents receive a report on their child's attainment and progress three times a year.
FS1 have three parent meetings, one at the end of each term.

7. We arrange a range of activities throughout the year that encourage collaboration between child, school and parents for example, class assemblies, sports day, multicultural day etc.
8. Providing parents with WOW moments where they can contribute to their child's learning journeys.

All staff at St Joseph's Primary School aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At our school We have three key worker groups where we have designated group time to discuss a variety of things e.g. feelings, stories, taking in turns etc. to develop strong and secure relationships.

We have good links with Footsteps (the nursery attached to the school) and visits are undertaken by the EYFS teacher and the Head teacher. The Reception teacher meets with reception staff every morning to discuss the planning and routine for the day. Once a week, reception and nursery staff meet to discuss curriculum changes, policies, planning, learning environment and any other matters. Before the new children start school in September as unit we discuss children coming from Footsteps Nursery and put any action plans into place if need be to support children's transition.

Observation, Assessment and Planning

In planning and guiding children's activities, we reflect on the different ways that children learn and reflect these in our practice. The characteristics of effective learning are a key element in the Early Year's Foundation Stage. They detail the ways in which children should be learning from their environment, experiences and activities. Children up to the age of five should all be displaying the characteristics of effective learning every day.

Three characteristics of effective teaching and learning are:

- 1. Playing and exploring** - children investigate and experience things, and 'have a go'.
- 2. Active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- 3. Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

The Planning within the EYFS follows the schools' Long Term Plan and Medium Term Plans (MTP's), which are based around half termly themes. These plans are used by the EYFS teacher as a guide for weekly planning, however, the teacher may alter these MTP's in response to the needs (achievements and interests) of the children. This will be indicated on weekly planning.

FS1 – The planning within Footsteps involves the concept of 'In the moment Planning'. This type of planning allows the children to learn through play based on capturing the interest of the child at the current time.

This fits in with the early years framework 1.6 'Practitioners must consider the individual needs, interests and stage of development of each child in their care, and must use this information to plan a challenging end enjoyable experience for each child in all of the areas of learning and development.'

We consider the individual needs, interests, and stage of development of each child and will use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development. We shall 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. Throughout the early years, if a child's progress in any prime area gives cause for concern, we discuss this with the child's parents and/or carers and agree how to support the child. We consider whether a child may have a special educational need or disability which requires specialist support. If so, we shall help families to access, relevant services from other agencies as appropriate alongside our SENCO carrying out observations.

Transitions: Children visit the reception class in the summer term which supports their wellbeing and resilience before they start school. The nursery room leader and early year's manager liaise together regarding each child's learning journey and stage of development.

On entry to Reception the teacher and key workers assess the children against the EYFS development matters and ELG to successfully build on their previous experiences. Information from the children's previous setting as well information gained from parents is also used to make these assessments and is completed within the first half term depending how they settle. We monitor children's Emotional Well-Being and Level of Involvement (Leuven scale) on entry and throughout the year in order to see if they are settled and ready for learning. Emotional Well-being focuses on the extent to which pupils feel at ease, act spontaneously, show vitality and self-confidence. Involvement focuses on the extent to which pupils are working to their full capabilities. In particular, it refers to whether the child is focused, engaged and interested in various activities. At St Joseph's School we believe high levels of Emotional Well-Being and Involvement are vital in order for children to reach their full potential. If a child displays low levels in either it is our responsibility to support the child and build on their emotional skills (PSED) and involvement within the setting.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Their learning is continuously tracked and is assessed against the EYFS development matters statements, age bands and ELG every half term. Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as appropriate. These observations are recorded in children's individual 'Learning Journeys. They also contain information provided by parents and other settings. At St Joseph's Primary School we use the 2Build a profile to record judgements against the EYFS criteria.

Within the final term of the EYFS, we provide a written summary to parents, reporting their progress against the ELG's. Towards the end of the year the children's key worker will use the assessments collected in the children's learning journal and what they know about the children, to make a final judgement against the ELG. This is the EYFS profile and it is used to describe children's attainment at the end of EYFS. For each ELG, practitioners must judge whether a child is meeting the level of development expected at the end of the Reception Year (expected), exceeding this level (exceeding), or not yet reaching this level (emerging). This information is submitted to the LEA. The Learning Journals are moderated at local level in Cluster groups and by LEA advisors. Once the data has been submitted the setting's GLD (Good Level of Development) will be published. This percentage is a measure of how successful the setting is in ensuring children is ready for their next phase of learning. (The number of children achieving 'Expected' in the three prime areas and Literacy and Maths)

English as an Additional Language - EAL

For children whose home language is not English, we will take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. We also ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS: ensuring children are ready to benefit from the opportunities available to them when they begin Year 1. When assessing communication, language and literacy skills, we assess children's skills in English. If a child does not have a strong grasp of English language, we will explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.

The Learning Environment

The EYFS classroom / Nursery is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classroom / Nursery is set up in learning areas, where children are able to find and located equipment and resources independently. The EYFS classrooms have their own enclosed outdoor area. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all 7 areas of learning.

Play

"Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development."

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.

Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities. In each area there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by teachers, to help children prepare for more formal learning, ready for Year 1.

Outdoor Play Policy

Rationale

All children will be able to access their learning outside as well as inside

Aim

To enable children to use the outdoor area as a context for learning throughout the year.

Objectives

We aim to:

- use the outdoor area as a context and a natural resource for learning
- include the outdoor area when planning for learning
- enable children to access the outdoor area on a daily basis
- ensure that it offers children the opportunity to investigate and explore, problem solve, use their imagination and creativity
- ensure the outdoors offers children opportunities to develop their large motor skills
- ensure that children enjoy energetic activity outdoors and the feeling of wellbeing that it brings
- observe and assess and record the learning that happens outdoors
- give children opportunity to plan and have ownership for their learning on the patio
- help children to care for the outside environment
- enable children to work on their own and with others
- enable children to develop an appreciation of natural beauty and a sense of wonder about the world
- respect the outdoor environment and to care for living things
- enable children to manage and use the space and freedom afforded by the outdoors
- give children the opportunity to be relax, enjoy and have fun outdoors
- use tools safely and effectively and to follow nursery safety rules.

Method

The staff will:

- facilitate access to the outdoors on a daily basis through discussion, daily risk assessments, staff meetings, planning and mutual agreement
- organise and provide necessary resources as appropriate, for example aprons, footwear (wellies for when it is muddy), tools, etc.
- encourage children to use a variety of natural resources

Monitoring and Evaluation

This will include:

- staff observations, discussions and feedback from children and parents
- discuss and review the validity of the policy to ensure it is meeting the needs of the children.

Success Criteria

This policy supports staff in consistently promoting the EYFS framework document and supports children's learning and development in all seven areas.

Development Movement Play

Children move all the time because it helps them to build their body and their brain. Lots of skills they will need are helped by the movement play they love so much. This happens in all the spontaneous movement play they create for themselves. There are five types of movement play that adults can particularly look out for and support;

- Floor play
- Bellycrawling
- Crawling
- Spin, tip, roll, fall
- Push, pull, stretch, hang, buffet about

Our developmental movement area will provide a framework to support child-led, spontaneous movement play as an integral part of the children's learning. We will support this by

- Having at least one practitioner who holds a DMP certificate
- We have a clear space movement area available at all times
- Having adult-led movement games/activities/creative dance with an expectation of the right way to move
- We will support the children to risk assess for themselves
- We have made resources available to encourage child-led involvement in the five ways of moving
- All other staff are aware of, and have some understanding about a developmental movement play approach
- Several members of staff hold a certificate from the JABADAO DMP Certificate course
- We value and support child-led movement play across the whole setting, indoors and outdoors
- A DMP approach is embedded into planning, observation and reflected in children's learning journeys
- Children's movement play is celebrated in wall displays and written materials
- Both the adults and children in our setting take delight in spontaneous movement as a support for development and a means of communication, relationship building and learning

INTIMATE CARE PROCEDURE

Settings who work with young children or children/young people who have intimate care needs will require staff to be respectful of children's needs.

Intimate care can be defined as care tasks of an intimate nature, associated with bodily functions, body products and personal hygiene which demand direct or indirect contact with or exposure of the genitals. Examples include care associated with continence as well as more ordinary tasks such as help with washing or bathing.

Children's dignity will be preserved and a high level of privacy, choice and control will be provided to them. Staff who provide intimate care to children have a high awareness of Safeguarding Children issues. Staff behaviour is open to scrutiny and staff work in partnership with parents/carers to provide continuity of care to children/young people wherever possible.

The School is committed to ensuring that all staff responsible for the intimate care of children will undertake their duties in a professional manner at all times. The School recognises that staff must treat all children with respect when intimate care is given. No child should be attended to in a way that causes distress or pain.

Best practice

All children who require intimate care are treated respectfully at all times; the child's welfare and dignity is of paramount importance.

Staff who provide intimate care and are trained to do so (including Safe Guarding Children and Health and Safety training in moving and handling) must be fully aware of best practice. Apparatus will be provided to assist with children who need special arrangements following assessment from physiotherapist/occupational therapist as required.

There is careful communication with each child who needs help with intimate care in line with their preferred means of communication (verbal, symbolic, etc.) to discuss the child's needs and preferences. The child is aware of each procedure that is carried out and the reasons for it.

As a basic principle children will be supported to achieve the highest level of autonomy that is possible given their age and abilities. Staff will encourage each child to do as much for themselves as they can. This may mean, for example, giving the child responsibility for washing themselves. Individual intimate care plans will be drawn up for particular children as appropriate to suit the circumstances of the child. These plans include a full risk assessment to address issues such as moving and handling, personal safety of the child and the carer and health.

Each child's right to privacy will be respected. Careful consideration will be given to each child's situation to determine how many carers might need to be present when a child needs help with intimate care. Where possible, one adult will care for one child unless there is a sound reason for having two adults present. If this is the case, the reasons should be clearly documented.

Wherever possible the same child will not be cared for by the same adult on a regular basis; there will be a rota of carers known to the child who will take turns in providing care. This will ensure, as far as possible, that over-familiar relationships are discouraged from developing, while at the same time guarding against the care being carried out by a succession of completely different carers.

Parents/carers will be involved with their child's intimate care arrangements on a regular basis; a clear account of the agreed arrangements will be recorded on the child's care plan. The needs and wishes of children and parents will be carefully considered alongside any possible constraints; e.g. staffing and equal opportunities legislation. Each child/young person will rely on the Manager to act as an advocate to whom they will be able to communicate any issues or concerns that they may have about the quality of care they receive.

Monitoring and review

It is the responsibility of the EYFS teachers to follow the principles stated in this policy. The Head teacher and subject coordinator will carry out monitoring on the EYFS as part of the whole school monitoring schedule.

Edited by Mrs Gallagher and Mrs Smith

Policy to be reviewed annually.

Policy to be the responsibility of Curriculum & Standards Committee

Approved by the Full Governing Body at it's meeting on	/	/
Chair of Governors signature	
Date	/	/
Review date	/	