

St Joseph's Catholic Primary School

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EARLY YEARS FOUNDATION STAGE POLICY

STATUTORY

Adopted by the Governing Body
at its meeting on:

14th July 2023

Signed:

A handwritten signature in black ink, appearing to read 'Zuzana Pollakova'.

Name:

Zuzana Pollakova

Position:

Co-Chair of Governors

Date:

15.07.2024

Review Date:

Summer 2027

Responsibility:

Curriculum and Standards Committee

'Growing together with Jesus in our hearts, heads and hands.'

EARLY YEARS FOUNDATION STAGE POLICY

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

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress in order to meet their full potential.
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

Structure of the EYFS:

At St Joseph's, our Early Years provision includes a 40 place Nursery for 2- to 5-year-olds and one Reception class, with space for 30 children. Our Nursery class have a large open plan room and patio area for their sole use as well as a large outside space that the nursery shares with the Reception class. In the summer term we provide an extra classroom for the nursery children's transition to St Joseph's School. The nursery is open term time only for 38 weeks of the year between the hours of 9am – 3pm. We offer a paid service of extended care from 8.45am until 9am and this needs to be booked via the school's secretary. Our Reception class have one large open plan room as well as a large patio for their sole use.

Nursery and Reception share a woodland area which is located on the school field.

Curriculum:

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

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

Planning

The EYFS at St Joseph's Primary School provides a happy, safe, caring, stimulating and well-organised environment in which children learn by building upon what they already know and can do.

Staff at St Joseph's look carefully at the children in their care, consider their needs, their interests and their stages of development and use all of this information to help plan a challenging and enjoyable experience across all areas of Learning and Development.

In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas. In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Our outdoor provision mirrors the opportunities available to the children in inside offering a mix of adult-led and child-initiated learning.

Assessment

At St Joseph's Primary School, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations and information shared by parents and/or carers.

Within the first 6 weeks that a child starts reception, staff will administer the Statutory Reception Baseline Assessment.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child. EYFS profile data is submitted to the local authority.

Working with parents

Key to ensuring high quality early years' experience is to ensure continuity between all settings and to ensure that the children's social, emotional and educational needs are addressed appropriately. At St Joseph's Primary School, transition is seen as a process, not as an event and is planned for and discussed with parents, children and practitioners of the pre-school settings that the children of St Joseph's attend.

At St Joseph's we also recognise that parents are the children's first and most enduring educators and that when parents and practitioners work together the results have a positive impact on children's development and learning.

We encourage parent partnership through:

- Showing respect and understanding for the role of the parent in the child's education
- Listening to accounts of their child's development and any concerns they may have
- Making parents feel welcome by being friendly, approachable and having an open door policy
- Maintaining an on-going dialogue
- Meeting with parents of Reception children regularly to discuss progress
- Inviting parents in the school to share their specialised skills
- Reception share a weekly updated Padlet with parents to encourage working in partnership with home and school
- Nursery have an information Padlet and also send out a Newsletter via ParentMail to encourage working in partnership with home and Nursery
- Inviting parents to attend stay and play sessions and workshops

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child in Nursery is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

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. For example, we have multi-cultural resources and dressing up clothes in the setting. We also have dual language story books and visual aids in the environment. 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.

Nursery undertake an Every Child's a Talker assessment for each child on entry. This is judged on their home language to ensure all children are on track with their communication and language development.

The Learning Environment

The EYFS classroom 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 is set up in learning areas, where children are able to find and located equipment and resources independently. The EYFS class has its 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. **(see Appendix 1 – Outdoor Play Policy and Appendix 2 – Development Movement Play)**

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. This supports their resilience and well-being.

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 interconnected. 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.

Safeguarding and welfare procedures

It is important to us that all children in the school are 'safe'. We aim to educate children on following rules and boundaries to help protect themselves from harm. Children should be allowed to self-risk assess in their own play which helps them to develop life skills for the future. We know that children learn best when they are healthy and safe. The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

Monitoring and review

This policy will be reviewed by the EYFS Lead annually.

At every review, the policy will be shared with the governing board.

It is the responsibility of the EYFS teacher 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.

The **Intimate Care** and **Bodily Fluid Hygiene Policy** can be found in the St Joseph's Catholic Primary School's Health & Safety policy and procedures document.

Edited by Mrs Zsuzsa Gallagher and Mrs Caroline Smith

Policy to be reviewed annually.

Policy to be the responsibility of Curriculum & Standards Committee

Appendix 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 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.

Appendix 2

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