

ST PATRICK'S RC  
PRIMARY SCHOOL,  
CONSETT

# EARLY YEARS FOUNDATION STAGE POLICY

**APPROVED** by Governing Body:  
12.07.2018

**REVIEW**

1YR	2YR	3YR	
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**DATE:** June 2020

**RESPONSIBILITY:**

Head Teacher – J M Gill  
EYFS leaders – V Pygall/H Flynn



## VISION

*St Patrick's is a happy, safe and caring community where everyone is welcomed and included.*

At St Patrick's:

- Children are encouraged to thrive intellectually, emotionally, physically, socially and spiritually.
- Everyone and everything is valued and appreciated.
- The potential of all is nurtured and developed.
- Christian values are at the heart of all we do.

### 1. AIMS

This policy aims to ensure:

- That all 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 and no child gets left behind
- Close partnership working between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

### 2. LEGISLATION

This policy is based on requirements set out in the [2017 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

The Statutory framework states four guiding principles which should shape practice in the early years.

These are:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- children can be strong and independent through **positive relationships**;
- children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and /or carers; and
- **children develop and learn in different ways and at different rates.**

The framework covers the education and care of all children in early years' provision, including children with special educational needs and disabilities; (*Statutory framework, March 2014*)

### 3. STRUCTURE OF THE EYFS

Our Early Years team consists of both teachers and teaching assistants who are skilled in early years teaching. They understand the needs of the young child and how best to create an environment to enable a love of learning. Our aim is that it is hard to distinguish between teacher and teaching assistant in our setting. Everyone works towards the same goal: to ensure every child achieves to their highest ability through learning through play and enjoyment.

Our EYFS provides education for children from the age of three. Our nursery has 42 places available. We offer a combination of 15 and 30 hours, subject to eligibility. Currently, we have 18 full time nursery pupils and 24 pupils attending either morning or afternoon sessions., with the option to purchase additional time to fit with main school opening times. This is charged at £3 per session.

The sessions are timed as follows:

Morning	8.45am – 11.45am
Lunch	11.45am – 12.30pm
Afternoon	12.30pm – 3.30pm (2.45pm for some 30 hours' pupils)

We have 60 places available in the reception classes – children are split into two registration groups. Each class has a designated teacher and teaching assistant.

The sessions are timed as follows:

Morning	8.45am – 11.45am
Lunch	11.45am – 12.45pm
Afternoon	12.45pm – 3.30pm (flexible collection from 3.15pm)

#### 4. CURRICULUM

Our early years setting follows the curriculum as outlined in the 2017 statutory framework of the EYFS. This includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The **prime areas** are:

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

The prime areas are strengthened and applied through 4 **specific areas**:

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

Achievement of these prime and specific areas of learning is through the characteristics of effective learning:

- playing and exploring
- active learning
- creating and thinking critically

In our school the EYFS Curriculum:

- is at the heart of our learning journey approach
- is distinctive, innovative and strategically planned
- is reviewed in the light of national developments, new thinking and research and development
- introduces challenging, engaging and real life problems
- strives to encourage and develop a love of learning
- let's learning happen within a child-centred approach
- ensures resources and apparatus are available to support learning at every stage of development
- ensures resources and apparatus are available to support learning in every area of the EYFS curriculum
- ensures all areas of learning are regarded with the same level of importance and are interlinked in learning
- includes fundamental values to teach children a sense of self and belonging; enabling them to learn and stay true to the values that make people good human beings

- ensures that children learn to live together peacefully, with each of them playing a valuable role in the multi-cultural world in which they live

### **The enabling environment**

Both Nursery and Reception are carefully planned to ensure all areas (indoors and outside) are used to enable learning for every child. The children have the choice of where they choose to learn. All activities are based upon current assessment and all have a main learning intention that can be accessed with and without adult support. Our basic provision is linked to the age related expectations of the cohort. We encourage child initiated activities and adapt our continuous provision accordingly. We enhance our provision through objects, prompts, conversation and questioning.

## **5. PLANNING AND TEACHING**

We use the development statements in Development Matters (DfE 2012) to identify possible next steps for each child to deepen, challenge and extend their learning. During planning sessions, discussion takes place to ensure activities allow for Characteristics of Effective learning to be demonstrated and embedded. Planning is based on children's interests. The long term plan (Appendix A) states the Learning Journeys followed throughout the year. These are subject to change according to cohort interests. Pre-planning sessions with the children are timetabled into the week prior to starting a new learning journey. Activities based on skills may be led by adult facilitators in the classrooms. These activities let learning happen through creative opportunities, a supportive environment and a sound pedagogical understanding. Appropriate resources in the Reception environment are stimulating and relevant. The resources are provided to create rich learning opportunities through a range of highly structured, adult led, child led or child initiated learning.

Child-initiated activities may be instigated when the child brings something to the setting this might lead to the provision of resources, stories and pictures to support this interest. A whole class focus is linked to activities within the EYFS setting. These are adapted continuously to meet the needs of the unique child. Attention to children's adaptation of activities is encouraged and creates extended learning opportunities. Children are encouraged to challenge themselves through self-selecting tasks and activities. The activities offer opportunities for extended learning and are structured to develop their learning.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. 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.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice.

Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

## **6. ASSESSMENT**

### **On-going formative assessment is at the heart of our effective early years' practice.**

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. 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 shared by parents and/or carers.

At the start of the year (September) we carry out a range of assessments to capture **baseline** information. This assessment provides valuable information regarding the social and emotional needs of the cohort, as

well as academic attainment at point of entry. This information will be analysed within our EYFS team as well as being shared with SLT.

We ensure our end of EYFS assessments are reliable through: -

- our knowledge of the child gained through observation and interaction
- our environment enables the child to flourish to their full capacity
- our assessments ensure a range of contributors e.g. parents, peripatetic teachers, other relevant adults
- moderation across EYFS team
- moderation with Year 1 teachers, core subject leaders, cluster schools and the Local Authority

Parents and carers are given the opportunity to meet with their child's teacher twice a year in a formal parents meeting and receive a written report on their child's achievements at the end of Term 3 and their Early Learning Goal achievements at the end of Term 6. At the end of each term parents and carers are invited in to see children's work after a Stay and Play session. More informally we meet with parents throughout the school year as and when necessary to discuss their child particular needs.

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

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

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

## **7. TRANSITION**

Planning for a smooth and thorough transition starts as soon as possible and well in advance of the September start date.

At St Patrick's RC Primary School, we have created good links with our local nurseries and endeavour to build new relationships with pre-school establishments that are new to our school and for children in their care.

To ensure the best possible transition we: -

- value the parent as the first educator of their child
- make contact via phone with every feeder pre-school within our new intake to discuss essential information on every child
- visit as many pre-schools as possible to meet children in a familiar setting
- share important information about our school during new-parents meeting (June)
- use written information sent by pre-schools to inform early planning
- hold a series of 'welcome/taster' sessions for parents and children in June and July
- share information in a transition meeting with key adults for children with additional needs
- meet with every parent and child before beginning school to share important information from home and school
- stagger entry of whole cohort in September to enable calm, quiet and more individualised start to school

## **8. WORKING IN PARTNERSHIP WITH PARENTS**

We place highly the benefits of working in partnership have a huge impact on the effectiveness of our EYFS setting. We value our partnerships and endeavour to actively maintain these by sharing information, ideas, expertise and our knowledge within our team and with parents, carers, colleagues and other professionals.

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 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.

#### **9. SAFEGUARDING AND WELFARE PROCEDURES**

Our safeguarding and welfare procedures are outlined in our safeguarding and child protection policy.

#### **10. MONITORING ARRANGEMENTS**

This policy will be reviewed and approved by Early Years team and Head Teacher every three years (or sooner, if deemed necessary). The Early Years link governor will monitor the effectiveness of the policy. At every review, the policy will be shared with the Governing Body.

<b>WRITTEN/REDRAFTED</b>	<b>APPROVED BY GOVERNING BODY</b>	<b>REVIEW DATE</b>
V.1 – 16 <sup>th</sup> April 2018	12.07.2018	June 2021

**V.1 - Draft (16.4.18 – J M Gill)** Reviewed (18.4.18 – V Pygall and H Flynn)

## Appendix 1. List of statutory policies and procedures for the EYFS

This checklist lists the policies and procedures that we must have according the EYFS statutory framework.

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy