



Early Years Foundation Stage Policy

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12.10.19	12.10.20	

Our School Mission Statement

'Recognising every person is precious to God, our vision is to provide an excellent Catholic education.'

Aims

The overall aim of the EYFS is to ensure that all children receive the best possible start to their educational life and achieve the 'Every Child Matters' outcomes,

- Staying safe
- Being healthy
- Enjoying and achieving
- Making a positive contribution
- Achieving economic well-being

At St Columba's the education we offer our children is based on what our children already know and can do. It ensures that no child is excluded or disadvantaged. It offers a structure for learning that has a range of starting points and content that matches the needs and interests of young children. Activities are provided for both the indoor and outdoor classrooms and the learning environment is rich and stimulating. We work in partnership with parents/carers and other agencies to ensure every child has the opportunity to develop at their own rate, with their unique needs in mind to reach their potential.

Our **intent** is to continue to do the best for every child so that they are prepared for their next stage of development: educationally, morally, socially, culturally and spiritually. Every child is in our setting precious to God.

We will **implement** this by continuing to be child centred and committed to learning through play which is inviting and enriches their experiences. Providing appropriate practitioner interactions through the guiding, modelling and scaffolding of activities.

The **impact** will be that our children will grow to be confident, competent lifelong learners and ultimately good citizens.

Curriculum

The Early Years Foundation Stage (EYFS) at St Columba's is underpinned by the standards for learning set out in the 2014 Statutory Guidance for the Early Years Foundation Stage, and the values and principles of the Development Matters in the Early Years Foundation Stage 2012 documentation. The EYFS covers the development of children from the age of two, when they join our Nursery, to the end of the Reception year. It recognises that early childhood is an important stage and has its own particular needs. The EYFS acknowledges the many valuable skills children have already developed, their unique skills and interests, and the importance of continued parental involvement.

The principles evident in the EYFS are grouped into four themes:

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

The four themes work together to ensure that quality practice is evident throughout the Foundation Stage.

Planning and Organising the Curriculum.

The Early Years Foundation Stage is underpinned by the Characteristics of Learning

- Playing and exploring
- Active learning
- Creating and thinking critically

These characteristics run through all the areas of learning and show how each child is relating to everything they experience and learn from.

The curriculum of the Foundation Stage supports, promotes and develops children's unique learning journey by focusing on the Prime and Specific Areas of Development;

Prime Areas

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

Specific Areas

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

The Prime Areas are fundamental to children's learning and support all further learning. At St Columba's we work at the stage of development which is unique to each child. We ensure the children are at the appropriate stage of development before moving onto the Specific Areas. None of the above areas are delivered in isolation from the others. They are equally important and depend on each other to support a rounded approach to child development. All these areas are delivered through planned, purposeful play, with a balance of adult and child led activities.

Long Term planning is guided by Development Matters in the Early Years Foundation Stage (2012) and other documentation recommended by the Department of Education, LA or Diocese. It includes the Long Term Plans for each Provision Area and may cover a range of specific or prime areas. There are 'starter topics' for each half term which practitioners start to plan from. These topics provide the practitioners with a starting point for the half term which can then be developed and adapted to fit the children's interests and needs. All practitioners meet regularly to ensure continuity and progress throughout the Foundation Stage. These plans are located in the areas of provision in the classrooms. They state the long term objectives, experiences, resources, organisation and adult's role and key questions in each area of provision in the classroom.

Medium and Short term planning identify broad learning objectives and then highlight specific learning intentions for groups or individual children, supporting activities and daily organisation. It

identifies in more detail differentiation, assessment and opportunities for observation. Enhancements are made to provision based on particular interests or topics and activities and generally follow the natural rhythm of the year. Nursery and Reception staff meet separately for weekly planning meetings where the learning of individual pupils are discussed and short term planning is amended to include pupil's interests and information gathered through observations. Government recommendations are followed where appropriate for example Phonics is delivered in line with Letters and Sounds.

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We adapt planning from 'The Way, The Truth and the Life' to suit the needs of our children. Each week the children have an adult input guided session, with enhancements in provision for children to further explore and consolidate their learning. There is a balance of written and creative tasks which are recorded in a whole class floor book. All children have the opportunity to take part in daily prayers and collective worship sessions at a level appropriate to them. Each session is planned following the whole school guidance.

Learning Environment

Both the indoor and outdoor learning environments are accessible to all and foster hands on, interactive learning experiences for all. All areas are clean and tidy with clearly organised and labelled resources. Children have clear tidying up routines, which are embedded in daily practice from the outset. Displays are colourful, vibrant and engaging, promoting both the children's ownership of the environment and celebrating achievements. Both indoor and outdoor environments are print rich and promote all areas of the curriculum.

Assessment, Observation and Record Keeping.

Assessment and record keeping, informed by informative observations, enables staff to plan a curriculum that will meet the needs of individuals and ensure effective continuity and progression. Observations and assessments are built into the planning process through timetabling of each practitioners time. Practitioners observe children daily in the areas of provision, child initiated activities and through adult led experiences. These observations are recorded in Nursery and Reception by using the Tapestry application on I-pads. These observations are then saved onto the children's individual electronic learning journals. Reception children are encouraged to keep independent pieces of work from the beginning of the year to the end in a Learning Book and teachers assess these written pieces against the EYFS objectives. All observations are linked to Development Matters ages and stages and Characteristics of Effective Learning. Practitioners should gain a good balance of child and adult initiated activities when observing. Observations should cover a wide range of situations and areas which are mostly of the child's choosing and independent.

Baseline assessments are carried out in the first 3 weeks of children attending our setting. This is based on information provided by school nursery and other pre-school settings and moderated using the EYFS developmental matters as guidance. Reception children are baselined through teacher observation and in line with the DfE guidelines of baseline testing. All children have a summative assessment four times a year; a baseline in September, end of Autumn Term, end of Spring Term and end of year in late June/July. The baseline assessment time can vary depending on when a child starts in the setting, particularly in Nursery. The number of assessments may vary for 2, 3 and 4 year olds

based on the start date of the children. Summative assessments are recorded using the observations gathered and teacher knowledge to establish a best fit age and stage for each of the 17 aspects.

This judgment is recorded on our data system, OTrack, and following data analysis, planning and provision are adapted to fill gaps in children's learning.

Reporting to Parents/Carers and Parental Involvement

In the EYFS parents/carers play a fundamental role and practitioners work to form excellent relationships with all adults involved in the children's lives. They are encouraged to take an active role in their child's education and school life. Throughout the year there are many opportunities for parents/carers to become involved in their child's school life and contribute towards their learning and assessment. It is a daily occurrence at the beginning and end of sessions across EYFS classes to discuss with parents/carers their child's day, education, and personal needs as parents/carers are welcomed into the school and cloakrooms. All parents/carers are provided with access to their child's Tapestry account and encouraged to use this throughout the year.

Home visits are carried out prior to any child starting our EYFS Unit (see separate policy) whereby, the teachers meet with parents/carers to discuss key information about each child such as, likes/ dislikes, interests, friends, family situation, medical information and feeling about school. This information is added to the pupil information files.

In Nursery each child's parents/carers will receive a welcome meeting to discuss how their child has settled into Nursery routines. A mid-year progress report will show parents/carers how the children are progressing towards their goals. When this is carried out depends on when the child starts in Nursery, and how long they attend Nursery for e.g. 5 terms or 3 terms. The parents/carers are invited to attend stay and play sessions each term. During these sessions parents/carers have the opportunity to have an informal chat with their child's Key Worker to discuss their progress or any other matters. At the end of year, all Nursery parents/carers will receive a written report on their child linked to the EYFS curriculum.

In Reception the key person is the Class Teacher. The teacher will meet with the parents/carers before the child moves to Reception and on their child's first day to gather vital information which will assess in meeting their child's needs and helping them to settle in quickly. Teachers then have another two formal meetings with parents/carers throughout the year, usually in the Autumn and Summer terms. In the Autumn term the Key Person will discuss how the child has settled in and will gain any further personal information about the child and any developments parents/carers have noticed in their child outside of school. A further meeting is held in the final half-term where the child's achievements against Development Matters in the EYFS/ Foundation Stage Profile are discussed. In the Spring term parents/carers are given another opportunity to contribute towards their child's assessment by filling in a questionnaire on their child's achievements at home. Parents/carers are again encouraged to contribute to Tapestry as much as possible throughout the academic year.

As well as these formal contributions to their child's assessments, parents/carers are encouraged to contribute to the home school reading records. Parents/carers are invited into the school throughout the year to watch performances and join in with many other parental involvement days. Resources

and Curriculum plans area easily accessible on the school website and the school uses social media such as Twitter and Facebook to communicate regularly with parents/carers.

Inclusion in the EYFS

At St. Columba's Catholic Primary School. At Columba's we value the diversity of individuals within school and believe that all our children matter. We give our children every opportunity to achieve their full potential. We do this by taking account of children's range of life experiences when planning their learning. In the EYFS we set realistic and challenging expectations that meet the needs of our children, so that as large a percentage as possible achieve the Early Learning Goals by the end of Reception. Some children progress beyond this point. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are looked after, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experiences and interests, and develop their self-esteem and confidence.
- Build on children's low entry starting points and lack of home experiences to impact on an appropriate curriculum that meets the needs of all our children including the disadvantaged.
- 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 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.
- The early identification of children with special educational needs is important and procedures listed in the SEN code of practise are followed throughout school. The EYFS staff liaises with parents/carers, the SENCO, Language development worker and other outside agencies to ensure early intervention.
- Monitoring children's progress and taking action to provide support as necessary. This can involve creating Individual Education Plans for some of our children or referring children to outside agencies such as speech therapy.
- Creating and maintaining PEP's for Looked After children and ensuring these children are proactively encouraged to experience events above and beyond the usual.

Transition/Induction Procedures

Home to School Transition

Parents/carers wishing their child to attend St Columba's EYFS Unit initially fill out a waiting list form or Pupil Admission form (if a place is available). Parents/carers come for an initial visit with their child and tour of the unit with the EYFS Lead. Information is shared about the EYFS Unit and there is the opportunity to share information about the child. Parents/carers receive a welcome booklet outlining procedures of the EYFS.

Parents/carers will then be contacted to arrange a home visit. During this home visit, staff will have the opportunity to collect any relevant paperwork regarding the child and start date will be offered. When a child starts they are accompanied by a parent for the first session, for one hour. In the second session parents/carers are encouraged to leave their child for an hour. Children in Nursery then start a full session on their own the next day. Practitioners may work with the parents/carers to tailor children attending without their parents/carers around the needs of the child if this settling procedure needs adapting.

Nursery to Reception Transition

During the final half-term in Nursery children will meet the Reception class teacher. The Reception teacher will spend time in the Nursery getting to know children. Small groups of nursery pupils and those from other settings spend time in the new classes working alongside their new Reception teacher. Parents/carers and children are invited to a meeting in July where information about Reception is shared, they have an opportunity to meet the teacher, see the new classroom and ask questions.

Reception to Year 1 Transition

During the final half-term the Reception children will spend some time with the Year 1 teachers to allow the Reception children to familiarise themselves with the Year 1 teachers. Year 1 teachers will moderate the EYFS profile judgements alongside the EYFS staff to ensure they have a good understanding of where pupils are at, and to begin to plan next steps for pupils. Year 1 classes have Areas of Provision for pupils to access especially in the first term of Year 1. The Key Stage 1 staff understand that some pupils are not ready to go on to the National Curriculum and are still working on EYFS objectives when they transfer to Year 1. A play based curriculum may be adopted in the Autumn term for this reason.

Roles and Responsibilities

Early Years Foundation Stage Leader

- Monitor the quality and the appropriateness of provision.
- Communicate with the Senior Management Team and Governors.
- Ensure that early years' considerations are addressed in school policies.
- Ensure resources are appropriately allocated.
- Ensure all staff are aware of the EYFS policy and induction procedures.
- Identify staff training needs.
- Monitor planning and practice within the EYFS.

Teachers

- Plan and provide an appropriate curriculum.
- Work with the SENCo in the early identification of children with additional needs.
- Complete record and reports for each child to show progress and attainment. Gather evidence, observations and assessments via the use of Tapestry/Otrack and use these to inform data analysis, provision mapping and inform future planning.
- Establish and maintain a positive relationship with parents/carers and carers.
- Communicate with parents/carers on children's progress through regular discussion, including parents/carers meetings and stay and play sessions.

- Monitor and record progress of those children with SEN and welfare needs and document appropriately, ensuring that the appropriate people are kept informed.

Level 3 and 2 Early Years Practitioners

- Work in close co-operation with and under the supervision of teachers to provide and maintain an environment where all children are secure and learning may take place.
- Initiate a range of activities and play situations.
- Plan for and assist with planning, observations and assessment.
- Liaise with other staff regarding IEP's for children with special needs or PEP's for Looked After children.
- Take on the role of Key Person when delegated to do so by the Teacher.
- Support with Nursery admissions where appropriate and delegated to do so by the Teacher.

Mid-day supervisors

- Liaise closely with reception staff throughout the children's induction/transition period.
- Be vigilant about the health and safety of the reception children.
- Be aware of the specific needs of young children and create a caring and secure environment.

Senior Leadership Team

- Ensure that issues involving the Early Years are included in the School Development Plan.
- Disseminate appropriate Local Authority documentation to the EYFS Leader.
- Overall supervision of admission procedures.
- Ensure sufficient funding is available to support the maintenance and development of resources.

Clerical Staff

- Liaise with the Early Years Foundation Stage Leader regarding admissions and paperwork required for individual children.
- Maintain the EYFS waiting lists.

To protect both children and practitioners, the Statutory Framework for EYFS has 3 areas of legal requirements:

- The Learning and Development Requirements: the areas of learning and development, the early learning goals.
- Assessment: assessment at the end of the EYFS through the Early Years Foundation Stage profile.
- The Safeguarding and Welfare Requirements: child protection, suitable people, staff qualifications, Key Persons, staff: child ratios, health, managing behaviour, safety and suitability of premises, environment and equipment, equal opportunities, information and records.

Links with other policies.

All subject policies and planning guidance reflect and take account of the principle guidance in this policy. However the following policies specifically cross reference with this one i.e. Teaching and Learning, Equal Opportunities and Inclusion, SEN, and Assessment.

In the EYFS, practitioners ensure that issues such as health and safety and equal opportunities are addressed throughout the daily routine. Policies which relate to the different areas within the setting, and issues unique to classes such as toileting policies, entry/exit, fire polices are available in each EYFS classroom, and all Practitioners know what is expected in each area and foreseeable situation.

The Early Years Foundation Stage Policy should be read in conjunction with all other policy documents in school.