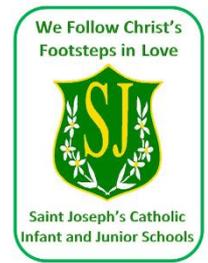
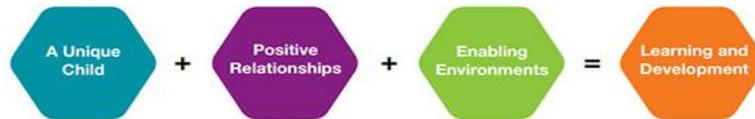


Saint Joseph's Catholic Infant School



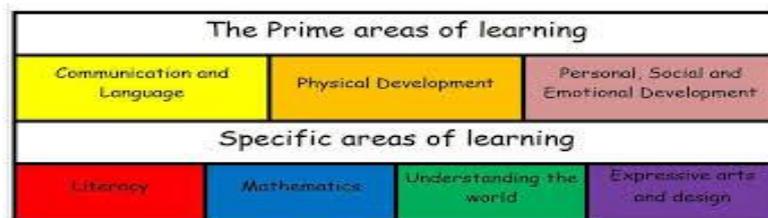
Early Years Foundation Stage Policy



Aims of the Early Year Foundation Stage Curriculum

- To provide a quality learning experience for all the children. Learning will be through practical and play activities which are structured, balanced, relevant to the child and related to the real world.
- To provide a curriculum which takes account of, and responds to, the children's developmental needs and allows them to make progress related to their differing abilities - A Unique Child.
- To look at "What the child can do" to help identify where the child may be in their own development (assessment).
- To support, strengthen and deepen their current learning and development throughout the EYFS.
- To reflect on guidance (Development Matters, 2012) and the revised Statutory framework for the Early Years Foundation Stage to provide a rich, motivating and inspiring curriculum.
- To provide positive relationships and enabling environments, ensuring challenging, playful opportunities across the prime and specific areas of learning and development
- To establish equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.
- To ensure the children have positive experiences of success at their own levels in order to give them the confidence and motivation for learning in the future.
- To build upon what children already know using their interests as a focus for their learning and provide a stimulating and enabling environment both indoors and outside.
- To assess children's learning and development on an ongoing basis through incidental and planned observations, in relation to the Development Matters (2012) guidance in the Early Years Foundation Stage Profile (2019).
- To create a partnership with parents and/or carers to support and enhance the development of the children.

The Curriculum



In the Early Years Foundation Stage (EYFS) classes at Saint Joseph's Infants School we aim to provide a broad, balanced, differentiated curriculum which addresses the children's social, emotional, physical, intellectual, moral and cultural development within a safe, secure, stimulating environment.

Our curriculum enables the child to learn and develop skills, attitudes and understanding in these areas of learning:

The prime areas:

- Personal, Emotional and Social Development (PSED)
- Communication and Language (C&L)
- Physical development (PD)

The specific areas:

- Mathematics
- Literacy
- Understanding the World
- Expressive Art and Design

Throughout the EYFS we plan activities to give children learning experiences and opportunities to work towards the Early Learning Goals. We aim to prepare them for the National Curriculum ensuring that children in our care complete the EYFS ready to benefit fully from the opportunities ahead of them. Teaching and learning will take place within the classroom and outside areas. Within these areas children will participate in a variety of activities, both with an adult and independently. Our Educational Programmes in the Early Years will reflect and be shaped by Seven Areas of Learning, all of which are important and inter-connected. We aim to ignite children's curiosity and enthusiasm for learning, to build their capacity to learn, to form relationships and to thrive.

Early Learning Goals

The Three Prime Areas of Learning:

Personal, Social and Emotional Development:

In which children will be helped to develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Communication and Language:

In which children will be given opportunities to experience a rich language environment, to develop their confidence and skills in expressing themselves, and to speak and listen in a range of situations.

Physical Development:

In which opportunities will be given for the children to be active and interactive; to develop their coordination, control and movement; and to make healthy choices in relation to food. And to support children through

The Four Specific Areas of Learning:

Literacy

We will teach children to link sounds and letters and to read and write. Children will be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

Mathematics

This will involve providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

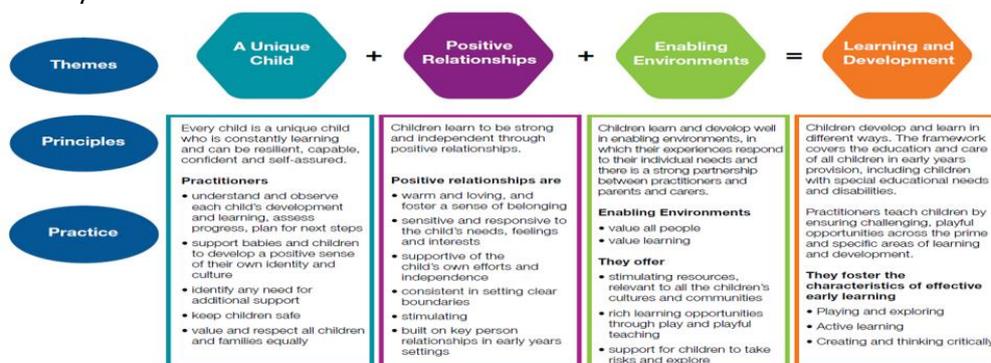
Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive Arts and Design

Expressive arts and design involves enabling children to explore and play with a wide range of media and materials. We will provide opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Each area of learning and development will be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities. At Saint Joseph's Infants School we recognise that play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults.



Play Policy

The Learning Environment

The learning environment we provide aims to stimulate and extend the natural curiosity and desire to learn in young children. Practitioners will take on the roles of listener, advisor, observer and organiser to encourage discussion, reflection and development. This will give the children the opportunity to reflect on their learning from past experiences or to store information for future development. An environment rich in language builds the foundations for developing vocabulary and linguistic structures for thinking.

In a secure environment with effective adult support, children will be able to:

Explore, develop and represent learning experiences that can help them make sense of the world.

Practise and build concepts, ideas and skills.

Learn how to control impulses and understand the need for rules.

Take risks and make mistakes.

Think creatively and imaginatively,

Communicate with others as they investigate and solve problems.

Express fears to relieve anxious experiences in controlled and safe situations.

Adults in the setting will support play by:

Supporting children's learning through planned play activities.

Extending and supporting children's spontaneous play.

Extending and developing children's language and communication in their play.

Listening to all forms of children's communication and their ideas and taking these into account when developing play and planning.

Narrating children's play, asking questions about children's play.

Managing Risk in Play Provision:

Children need and want to take risks when they play. Play provision at Saint Joseph's Infant School aims to respond to these needs and wishes by offering children stimulating, challenging environments for exploring and developing their abilities. In any human activity, there is an element of risk. Three factors are central to determining whether or not the level of risk is acceptable or tolerable:

- The likelihood of coming to harm;
- The severity of that harm;
- The benefits, rewards or outcomes of the activity.

Judgements about the acceptability of risk are made on the basis of a risk assessment. We take steps to ensure that the risks are managed and controlled so far as is reasonably practicable while allowing the potential benefits to be delivered. Risk-taking is part of *how* children learn and is an essential feature of our play provision, and of all environments in which children legitimately spend time at play. In our play provision we aim to offer children the chance to encounter acceptable risks as part of a stimulating, challenging and controlled learning environment. Exposure to some risk is actually a benefit: it satisfies a basic human need and gives children the chance to learn about the real consequences of risk-taking. Therefore it is acceptable that in play provision children may be exposed to the risk of minor and easily-healed injuries such as bruises, grazes or sprains. If we do not provide controlled opportunities for children to encounter and manage risk then they may be denied the chance to learn these skills. Play provision aims to manage the level of risk so that children are not exposed to unacceptable risks of death or serious injury.

Planning, recording and assessment



In planning children's activities we will be guided by the three main characteristics of teaching and learning:

- Playing and Exploring;
- Active Learning;
- Creating and Thinking Critically;
- Observation, Assessment and Planning.
- Leuven Scales

“Assessing children's development and progress will ensure that every child leaves the Foundation Stage with their strengths acknowledged and celebrated and their needs and next steps in their learning clearly identified.”

The EYFS Planning at Saint Joseph's Infants School follows LTP and MTP, which are based around fortnightly themes that are linked with the world around us. These plans are used by the EYFS teacher as a guide for weekly planning; however, the teacher may alter these MTP in response to the needs, achievements and interests of the children.



Firstly, we carry out a short practical baseline assessment in reception focussing on their early literacy, communication, language and mathematical skills. A teacher or teaching assistant will carry out the assessment one-to-one with each pupil, any time in the first 6 weeks of reception. Furthermore, we assess pupils 'Well-being & Involvement' using the Leuven Scales that covers a set of assessment criteria drawn from aspects of the 'Characteristics of Effective Learning' and the 'Areas of Learning & Development' as detailed in the Early years foundation stage profile (2019) statutory framework and supporting guidance (Development Matters 2012). In addition, we will carry out observations of and interactions with the children through:

- Child-led and adult-led activities
- Self-initiated play
- Small group activities

This all helps us to get to know our children and gives Saint Joseph's Infants School the best starting point from which to demonstrate progress. We make regular assessments of children's learning throughout the year on Classroom Monitor and this is supplemented by a hard copy of children's work in their Learning Journeys. We use this information to ensure that future planning reflects the interests and needs of our pupils as well as gaps in their learning.

- Formative assessment covers all of the evidence that has been collated over a period of time. This is to gain an understanding of a child's learning, development and progress. Evidence could include observations, photographs, samples of children's work, comments from parents and the child's own voice.
- Summative assessment is a 'summing up' of an **individual** child's achievement at certain points in the year. This could be a baseline, termly or end of year assessment in which a decision is made about which age and stage that best fits the child. Formative evidence that has been collated and

will be used to support and inform these as well as internal and external moderations. All practitioners refer regularly to the national exemplifications of standards so judgements are robust and secure. At Saint Joseph's Infants School each child's level of development at the end of reception will be assessed against the Early Learning Goals. The three 'Characteristics of Effective Learning' will be used to ascertain each child's skills and abilities assessed within the final term of the EYFS; we provide a written summary to parents, reporting their progress against the ELGs and characteristics of effective learning. We give reasonable opportunities for the parents to discuss these judgements with their EYFS teacher at the end of the summer term.

The aims of the curriculum:

We want the curriculum to enable all young people to become:

- **Successful learners**, who enjoy learning, make progress and achieve
- **Confident learners who are able to live safe, healthy and fulfilling lives**
- **Responsible citizens who make a positive contribution to society**

In the foundation stage our 'Learning Behaviours' permeates our practice and provision and are central to the Intent of our school's curriculum.

EYFS Learning Behaviours:

- Independent learners
- Self-motivated
- Respectful
- Risk-taking
- Creative

Positive Relationships

At Saint Joseph's Infants School we recognise that children learn to be strong and independent through positive relationships. We aim to develop caring, respectful, professional relationships with the children and their families. All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At Saint Joseph's Infant School the EYFS teacher acts a 'Key Person' to all children in EYFS, supported by the Nursery Nurses and Teaching Assistants.

Enabling Environments

At Saint Joseph's Infants School we recognise that children learn and develop well when their experiences respond to their individual needs and there is a strong partnership between practitioners and parents/carers.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make.

We value and greatly enjoy the relationships we establish with parents of children in our care. We believe that a partnership between parents/carers and the adults involved in the child's learning are crucial. We build on what children already know and parents are often our first port of call for this crucial information. We believe in creating an atmosphere, which is welcoming to parents, which makes them feel appreciated and encourages an all-important two-way flow of information, knowledge and expertise. We recognise the role that parents have played, and their future role, in educating their children. We do this through:

- the children have the opportunity to spend time in Reception, prior to starting school, during transition sessions in the term before they start school;
- inviting all parents to an induction meeting during the term before their child starts school;
- offering parents regular opportunities to talk about their child's progress in our Reception class, in the Autumn Term, in the Spring Term and throughout the year in our key worker meetings;
- parents receive a report on their child's attainment and progress at the end of the school year;
- parents have access to all their children's observations and targets during our key worker meetings and have the opportunity to contribute to their child's Learning Journeys.

Interactions between children and practitioners and between children themselves are an essential means of positively affecting children's attitudes to learning. The quality of interactions between practitioners and children is important. The children's learning begins with appropriate support before it can move to independence.

Children learn through exploring the environment around them. They absorb skills, knowledge and understanding needed for a particular task, but social, emotional, physical and cognitive learning is taking place at the same time. For children first-hand experiences are essential to learning. The physical doing leads to abstract thinking. Children need a stimulating environment in which to formulate and experiment with ideas. Challenges need to be offered in a context that is relevant to the child, and which fits in with the child's understanding and experience.

Inclusion

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at Saint Joseph's Infants School are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school.

In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

We aim to protect the physical and psychological well-being of all children.
(See Safeguarding Children Policy).

Welfare

"Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them."

At Saint Joseph's Infants School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2014. We understand that we promote the welfare of children;

- promote good health, preventing the spread of infection and taking appropriate action when children are ill;
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs;
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so;
- ensure that the premises, furniture and equipment is safe and suitable for purpose and ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs;
- maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children;

- we endeavour to meet all these requirements.

Resources The learning environment that we provide will be planned to encourage a positive attitude to learning through rich and stimulating experiences and to ensure that each child feels included. The environment will be free from stereotypical images and discriminatory practice. Children will be encouraged to make choices and develop independence by having equipment and materials readily available and well organised and which inspire children to initiate their own learning (becoming independent learners). The children will be able to access reference points to support their independent activities in the classroom. Displays will be attractive, inspiring and reflect the children's thoughts and ideas.

Adapted from:

Statutory Framework for the Early Years Foundation Stage (2019)
Development Matters in the Early Years Foundation Stage EYFS (2012)
Early Education Spring (2007)
Managing Risk in Play Provision: Implementation guide (2008)