

**St Mary's Roman Catholic Primary School**

**Early Years Foundation Stage Policy  
(FS1/FS2)**

**Date Reviewed :- January 2016**

**Created By :- Ali Gouzien**

**Approved by FGB :- February 2016**

*“Every child deserves the best possible start in life and support to their full potential. A child’s experience in the early years has a major impact on their future life chances. A secure safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years services they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance.”*

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. In our school, children can join us in the Early Years in FS1 and also at the beginning of FS2 in the year that they turn 5.

The EYFS is based upon four principles:

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

### **A Unique Child**

At St Mary’s School we recognise that every child is a competent learner who 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 celebrating their achievements to encourage children to develop a positive attitude to learning.

### ***Inclusion***

We value the diversity of individuals within the school and do not discriminate against children because of ‘differences’. All children at St Mary’s School are treated fairly regardless of race, religion or abilities. We promote fundamental British values of democracy, individual liberty, rule of law, mutual respect and tolerance through the links to the Early Years curriculum. All children and their families are valued within our school.

In our school we believe that all our children matter and we follow the ethos and mission statement of our Catholic school. 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.

In the EYFS we set realistic and challenging expectations that meet the needs of all our children and their individual needs and plan accordingly through:

- 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 cultural diversity.

- ensuring that every child receives enjoyable and challenging learning and developing experiences tailored to meet their specific needs.
- monitoring children's progress and taking action to provide support as necessary, eg SENCO and outside agencies.

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.

### ***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 St Mary's School we understand that we are legally required to comply with certain welfare requirements as stated in the current Statutory Framework for Early Years Foundation Stage.

### **Positive Relationships**

At St Mary's School we recognise that children learn to be strong and 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:

offering home visits the term prior to starting Early Years FS1.

encouraging parents to come into the Early Years FS1 during their child's settling in process.

- inviting all parents to an Induction meeting in the term prior to their child starting FS2.
- talking to parents about their child before their child starts in our school.
- giving children the opportunity to spend time with their teacher before starting FS2 during 'Come and Join in' sessions.
- offering parents regular opportunities to talk about their child's progress in our Foundation stage and allowing access to the children's 'Learning Journey' folders.
- encouraging parents to talk to the child's teacher if there are any concerns.
- there is a formal meeting for parents of both Foundation stage 1 and 2 children in the Autumn and Spring term to discuss the child's progress with the teacher. Parents receive a report on their child's attainment and progress in the Summer term.

- arranging a range of activities throughout the year that encourage collaboration between child, school and parents.
- providing space in the children's 'Learning Journey' folders for parents to leave comments relating to the children's WOW moments and achievements outside school.

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 our school the EYFS teacher acts as a 'Key Person' to all children in their care either in FS1 or FS2, supported by the Nursery/Teaching Assistant(s).

### **Enabling Environments**

At St Mary's School we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

### ***Observation, Assessment and Planning***

The Planning within the EYFS follows the schools' Long Term Plan and Medium Term Plans (MTP's), which are based around termly themes. These plans are used by the EYFS teachers 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.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observations, and this involves the teacher and other adults as appropriate.

At St Mary's School, we record judgements against Development Matters. Each child's level of development is recorded in relation to 17 assessment areas and by the end of the year the children in FS2 are assessed as emerging in, expected in or exceeding the ELG's.

Within the final term of the EYFS, we provide a written report to parents, reporting their progress against Development Matters.

### ***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 locate equipment and resources independently. The EYFS classes have an 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 the opportunity to explore, use their senses and be physically active. We plan activities and resources for the children to access outdoors that help the children to develop in all 7 areas of learning.

### **Learning and Development**

At St Mary's School we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally.

## ***Teaching and Learning Style***

The features that relate to the EYFS are:

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that teachers have of how children develop and learn, and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations, which are shared with parents;
- the good relationships between our school and the settings that our children experience prior to joining our school;

## ***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.

## ***Active Learning***

“Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.”

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfactions as they take ownership of their learning.

## ***Creativity and Critical Thinking***

“When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.”

Children are 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.

### ***Areas of Learning***

The EYFS is made up of seven areas of learning.

#### The prime areas of learning:

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

#### The specific areas of learning:

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

### ***Spiritual and moral development***

At St Mary's School this is also considered very important and is addressed through

- 'God Matters' scheme of work and other RE resources at FS2+
- PSED curriculum
- Collective Worship and whole school assemblies
- Special shared occasions eg. Masses
- Class prayer times and discussion.
- Sharing stories during Gospel assemblies or story time in class from the Bible and other cultures.

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 clear objectives that define the expectations for most children to reach by the end of the EYFS.

### **Monitoring and review**

It is the responsibility of the EYFS teachers to follow the principles stated in this policy.

There is a named Governor responsible for the EYFS. This governor will discuss EYFS practice with the practitioners regularly and provide feedback to the whole governing body, raising any issues that require discussion.

The Head teacher, Early Years Phase team leader and curriculum subject leaders will carry out monitoring on the EYFS as part of the whole school monitoring schedule.

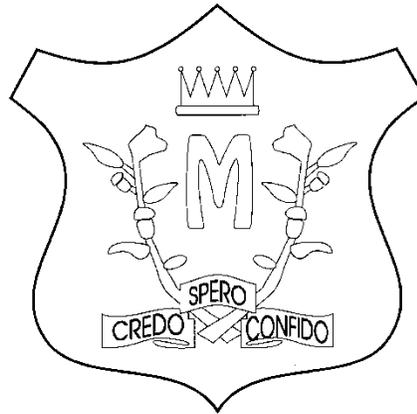
### **Review of policy**

This policy will be formally reviewed within three years unless there are substantial changes in the meantime. It will be monitored by the EY phase team leader to whom comments and suggestions should be made.

It has been agreed by the senior management and approved by governors.

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## **Entry into Foundation Stage Policy**

1. All parents receive a school brochure.
2. Children are admitted to the school in accordance with the admissions policy.
3. Before a child starts school he/she will be invited to visit the school. These visits enable the child and his/her parents to meet the class teacher/s and see his/her classroom.
4. Whenever possible the Foundation stage phase team leader will visit the feeder pre schools and nurseries.
5. During the term prior to the child entering into FS2 a Parent's information evening will be held. Here, information covering life in Reception is discussed offering a chance for parents to ask any questions. An induction pack is given to the parents.
6. It is the current policy of the school to give the younger children in FS2 the opportunity to come to school on a part time basis, with all children full time by January.
7. It is the school's policy to endeavor to meet the individual needs of the child by developing and maintaining whenever possible, effective relationships with parents.

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