

Our Lady and All Saints  
Catholic Primary School



# Early Years Foundation Stage Policy

A Dilworth  
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## **Introduction**

The overarching aim of the Early Years Policy at Our Lady and All Saints Catholic School is to promote the principles of the EYFS.

### **The Early Years Foundation Stage (EYFS) principles are**

- **A Unique Child** Every child is a unique child who is constantly learning and can be resilient, capable, confident & self-assured.
- **Positive Relationships** Children learn to be strong and independent through positive relationships.
- **Enabling Environments** Children learn and develop well in enabling environment, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents/carers
- **Learning and Development** 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 SEN and disabilities.

### **Early Years in this setting consists of:**

The Foundation Stage children in the Reception class and children in Little Saints Pre-school which is affiliated to our school and with whom we work in partnership with.

This policy reflects the main aims and mission of the school which are:

*Our Lady and All Saints Catholic School,  
'A Christ-centred family, illuminated by the light of faith, inspired to achieve.'*

- Fostering and supporting positive relationships
- Valuing parents as educators
- Discovering and encouraging the talents of every individual

(Taken from the Mission statement which is attached to this document)

## **Early Years Provision at Our Lady and All Saints**

### **Staff in the Early Years are:**

Alison Dilworth, Class teacher, Paediatric First Aid trained  
Lyndsey Seddon, Teaching Assistant, Paediatric First Aid trained

### **Organisation and management of provision:**

Early Years provision for the Reception children at Our Lady and All Saints School is organised in one classroom base. The carpeted area houses the following areas for learning and development; 3 computers, reading/book area, mark making/writing area, construction, Mathematics area, role play and carpeted area, RE focus and prayer table. The lino floor houses; malleable, sand, water, painting/creative and making area. There is a cloakroom which opens onto the outdoor space. The toilet area, which is outside the classroom, is shared with KS1 and Little Saints pre-school where there is also a water fountain for all to access.

The outside area is used by Reception and Little Saints pre-school. We also use the playground and field which is for whole school use. There is an outdoor shed housing a wide range of equipment for outdoor play both structured, e.g. scooters and large play equipment and unstructured, e.g. boxes, crates, fabrics etc.

There is a wide range of equipment for use in the Foundation Stage housed in the classroom and store room. Children have access to the field and wooded areas for their lessons, plus the outdoor structures; outdoor classroom, amphitheatre and story telling area. Children have use of the hall.

Regular risk assessments are carried out for both the indoor and outdoor environment and the risk assessment policy for Early Years is reviewed annually.

## **Daily Routines**

Children line up with the rest of the school at 8.55 a.m. and are greeted by the teacher and TA who lead the children into class. Parents leave their children at this point. During the first term children complete self-registration and a 'Funky Fingers'/writing activity to start the day. In the second and third term children complete an Early morning writing activity whilst the register is taken. Parents or another designated adult collect their children from the classroom door at 3.15 p.m.

Reception children join the whole school for collective worship once a week and also join Class 2 for collective worship once a week. They have their own collective worship in class on the other days. There is a whole school celebration of good work and achievements on Friday afternoons.

Reception children have lunch at 12.05 and initially sit with 'buddies' and a variety of children from year 1 to year 6. Sitting arrangements are changed each term enabling the children to sit with a different group of friends. Most Reception children take advantage of free school meals. A teacher and 2 mid day supervisors support the children during this time and on the playground.

Children have milk/water and fruit at 10.45 a.m. in the classroom. They have playtime with the whole school at 10.30 a.m. supervised by a member of staff.

Both Class Teacher and Teaching Assistant are key persons with their own dedicated group of children.

Parents are welcomed and are informed on a regular basis about events in school and in Reception class. (Further details later in document)

Children with SEND will be supported in line with the whole school Inclusion policy (Refer to Inclusion policy). Relevant agencies will be referred to if needed.

Reception children are admitted on the first day of the autumn term in September, in the academic year in which they are 5 years old.

## **Organisation and management of the learning environment**

We offer a play-based curriculum inside and outside the classroom which is carefully organised and planned and includes opportunities for children to learn through a range of opportunities and experiences.

Weekly timetables include Literacy and Numeracy sessions, Phonics, RE, PE, Understanding the World, creative sessions. There is a balance of carpet sessions, group/ individual sessions and continuous provision. MFL and SEAL are taught weekly for one afternoon by other teachers during PPA time.

There is a balance between adult led, adult guided and child-initiated activities. Adult focussed tasks are planned for each group and continuous provision is planned to ensure skills are developed and interests of the children are met. At the beginning of the year there are more straight forward activities until the children are trained to use the provision. During the year children are supported to choose their own resources and the provision is enhanced to extend and challenge the children's experiences.

The learning environment in the classroom is organised with the help of the children. The role play area often reflects real events and the children make suggestions as to what they will include. The outdoor area is used extensively to meet the children's needs in all areas of learning, particularly physical development and problem solving. The outdoor area is open ended in terms of equipment; therefore, the imagination is stimulated to create any number of scenarios.

The surrounding area is used well, including walks to the village to visit the canal, shops, businesses, and playground etc. Children are encouraged to ask questions, solve problems and using a variety of technology can record their experiences in a variety of ways.

The adult works with the children in 2 ways; either directing the planned task or supporting the learning by interacting sensitively and appropriately in child-initiated tasks. This interaction will focus on development of language, sustained shared thinking, developing social skills, e.g. turn taking, particularly in the early weeks and posing questions and problems to solve.

There is permanent access to indoors continuous provision, but the outdoors is set up when necessary during the day with a variety of activities to include equipment relevant to specific areas of learning e.g. mark making trolley, bug boxes, den making etc. An adult is outdoors with the children. Tasks are differentiated particularly

in Communication and language and Maths sessions for ability groups. Differentiation also supports children in creative and physical activities by using varieties of equipment e.g. mark making tools. During the year the provision is enhanced to include more complex equipment.

Children with SEND will have access to provision and specific equipment/support according to their needs.

### **Early Years Foundation Stage Curriculum**

Our Early Years Curriculum is based on the Statutory Framework for the Early Years Foundation Stage and is planned to lead smoothly into the National Curriculum at KS 1 in a way which is relevant and meaningful for all children. The Foundation Stage curriculum stresses the importance of the child's personal, emotional and social development and emphasises that early literacy and numeracy lays the foundation for the future learning of all children.

The EYFS framework is organised into seven areas of learning and development that must shape the educational programmes all of which are important and inter-connected.

The three **prime** areas are:

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

Four **specific** areas

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

Reception and Key Stage 1 children have access to RE through the Come and See scheme of work which constitutes 10% of teaching time. Daily acts of Collective Worship also take place either in their own class or with the rest of the school in the hall.

At Our Lady and All Saints School we are working towards children achieving the Early Learning Goals by the end of the Reception year. 'Development Matters' helps staff identify children's developing knowledge, skills, understanding and attitudes as they make progress towards the early learning goals, throughout the Foundation Stage.

The curriculum at Our Lady and All Saints School has been developed in line with the EYFS requirements for long, medium and short-term planning.

The wider curriculum consists of;

- educational visits and visitors, e.g. visits to village, beach, museum, art gallery
- visits by parents, artists, authors
- we access the local area by going on regular walks to the park, library and church
- At least termly the Reception children undertake Forest School for the day

## Planning

At our school planning includes:

**Long Term Planning:** this informs and helps us focus on our medium-term planning

- ❖ We ensure coverage of all areas of Learning and Development in line with the educational programmes of the EYFS Framework and whole school initiatives
- ❖ We follow the requirements for the Liverpool Archdiocese agreed syllabus for RE
- ❖ We identify how we meet the requirements of the educational programmes in relation to the areas of Learning and Development, which includes ongoing monitoring and evaluation
- ❖ We evaluate our provision in relation to the principles of the EYFS, and as part of our Early Years action plan we review our progress, e.g. parental engagement, procedures for observation and assessment, awareness of child development
- ❖ We review and plan for the balance between activities both indoors and outdoors, to meet the observed needs and interests of individual and groups of children
- ❖ We review and plan for the balance between activities both adult directed and child initiated to meet the observed needs and interests of individual and groups of children, throughout the year
- ❖ Topics are planned during the year to support the interests and learning needs of the children and include opportunities for parental involvement using Cornerstones materials

**Medium Term Planning:** this informs and helps us focus on short term planning.

- ❖ We include a range of experiences and activities appropriate to our groups of children in line with the EYFS educational programmes
- ❖ Our daily routines which include snack, mealtimes, time settling in and leaving, provision for outdoor activities as well as indoor, time for individual or small group interaction, whole class activities with staff
- ❖ Main resources such as planning for areas of continuous provision, planning for outdoor learning, planning for special events and celebrations, planning for identified themes for reception children, e.g. houses and homes, space, Jack and the Beanstalk, etc
- ❖ Each new topic starts with a Thinking and Talking session using a Talking Tub approach. The children are led to an understanding of the new learning to be undertaken and are, at this point, valuable in the planning process particularly through the posing of questions.

**Short Term Planning:** this provides a weekly overview of teaching and learning activities covering the seven areas of learning and development.

- Specific planning grids for Maths, Literacy, phonics, RE, continuous provision.
- Activities and learning opportunities are lifted from the medium term plans for other areas of learning and written onto a timetable overview of the week.
- Class teacher and Teaching Assistant work on the week's provision in advance to allow for discussion about individual children's needs based on observational findings.
- Adult directed tasks and independent activities are specified on planning
- Children with SEND are observed and monitored as are all children by the classroom staff or specifically dedicated staff.
- We reflect when planning on the individual children's learning styles and make provision in planning: playing and exploring, active learning, creating and thinking critically

The Early years planning includes

- Long term plans for the year
- RE plans
- Termly gap strength analysis
- Overview of week and ways forward
- Plans for continuous provision, discrete outdoor provision and role play
- Weekly literacy plans and phonics
- Weekly maths plans

## **Observation and Assessment**

### **On Entry Assessment**

Information starts to be collected before the children begin school in the following way;

- Visits to pre-school settings to observe children and discuss information with staff
- Visits to children's own homes
- Observations made during the Induction visits to school
- Pre-school staff send transition documents
- Parents complete an 'All About Me' booklet which includes background and family information plus any relevant information about the child's likes and dislikes, medical issues etc.
- Observations in the first weeks of school

A baseline assessment is made by highlighting the Development Matters statements. A judgement is made as to the age-related band at which the child is working whether entering, developing or secure. The Durham Baseline is carried out by October half term and used to provide additional information.

### **Formative Assessment**

Assessments are made in the following way

- 2Simple software
- Observations noted in notebook (usually can-do statements) and added to 2simple software
- Observation sheets for the whole group on a specific activity
- Assessment for learning – notes of children's difficulties written on planning sheets and adjustments made during the next week to meet the child's needs
- Observations inform next steps for individuals or the group as a whole, e.g. skills to be developed, new learning to be introduced, opportunities to be facilitated
- Next steps noted on Next Step sheets each week
- Observations take the form of; talking to and listening to children talking, observing children in child-initiated play and in teacher led activities, discussion with parents and other professionals, photographs, samples of work.
- Notes are kept on the different ways that children learn: Characteristics of Effective Learning
- All information is kept in an Assessment file which is locked away to comply with GDPR
- Records of reading progress are kept in a reading progress file with phonic tracking sheets
- Parents assessments are sought every half term with a grid containing opportunities for comments about each area of learning

### **Summative Assessment**

Statutory assessment for Reception is the EYFSP (Early Years Foundation Stage Profile) which takes place at the end of the school year and is reported to the local authority using the Lancashire Early Years tracker

Every half term the class teacher and teaching assistant collate the assessment information and complete any relevant aspects of the EYFSP discussing the progress of individual children. Development Matters profile is highlighted with achievements. The Lancashire tracking sheet is completed. Areas for development and coverage are identified. At the end of the year when the Profile is completed the Head teacher discusses the judgements and looks at evidence to support the judgements; Quality Assurance.

External moderation is undertaken by the LA moderators, either as a cluster or an individual in house visit. Procedures are completed as requested.

## **Reporting to Parents**

In the Reception class an annual report is sent to parents to inform them of their child's attainment of the Early Learning Goals using the following judgements: Emerging, Expected and Exceeding.

Information about specific children is shared with parents in formal and informal ways during the year.

- Brief talk at beginning or end of the day school.
- Meetings after the first 2 weeks of school to talk about how well the children have settled into school
- Reading record books are completed by teacher and parents specifically about reading progress and suggested ways to help at home
- Maths homework allows parents to comment on the activity completed at home
- Formal parents' evening in Autumn and Spring terms with an opportunity to discuss the written report in the Summer term

## **Induction/Parental Involvement**

Induction procedures;

- Information meeting for parents in May/June to welcome them and introduce staff, discuss school routines, parent partnership, collective worship etc information booklets on EYFS given. Also talk about supporting agencies e.g. school nurse
- Pre-school setting visits in June/July
- Home visits in June/July

Parental involvement;

- Parents are encouraged to line up with their children and then leave once the children go to their classrooms with their teacher and TA. If a child is distressed parents are most welcome to ring during the morning.
- Curriculum meeting in September
- Newsletter in the first week with information about homework and how to help at home
- Early Years newsletters each half term for a new topic
- Weekly homework, phonics, maths and reading book with Reading record book
- Weekly school newsletters
- Website
- Invitations to sharing assemblies and whole school events
- Notice board outside classroom for Class One parents
- Parents and family are invited to attend an end of topic celebration e.g. mini-beast hunt and ugly bug's ball, tea party, hat parade, Lighthouse Keeper's lunch
- Parents are invited to help in the classroom at the Busy Bee sessions when, for the first hour, the children are involved in cooking, computing, reading and outdoor play activities

## **Transition Procedures**

### **Points of transition:**

Nursery to Reception

Welcome Evening for parents and Reflection

- Visits to Little Saints or alternative pre-school if a child does not attend Little Saints to observe, interact with child
- Visits to homes to observe, interact with child and talk to parents
- Transfer information from pre-school linked to Development Matters
- Children visit school

## Reception to Y1

- Children share facilities with Year 1
- Children visit Year 1 in summer term for some activities and for whole morning when all children work in new classrooms
- Class teachers meet to share information on profile, identifying specific groups and individual needs
- Collective worship in class 2 throughout the year.
- Continuous provision in class 2 learning environment

## Information to be transferred:

### Nursery to Reception

- Records of Achievements using Development Matters in EYFS
- All About Me booklets completed by parents and children at home
- Personal information to secretary via information form; Home/School agreement, health issues, contact numbers, permission to go out locally, photos on website etc

### Reception to Y1

- EYFSP data and judgements about how it can be used to inform KS1 learning including Characteristics of Effective learning
- Ongoing RE assessments, Reading records, Other Faiths Books
- SEND information for specific children

## Liaison with other agencies

When other agencies are required to support a child or family, the situation will be discussed with the Head teacher/SENDCo/DSL and appropriate action will be taken.

## Staff Development

All staff working in Foundation Stage are conversant with EYFS, and procedures for observation, assessment, record keeping and planning.

The identification of training needs for teaching and non-teaching staff will take place through Performance Management and/or staff development interviews, as outlined in the Policy for Performance Management. Courses will be chosen to develop the knowledge and skills essential to run an effective Foundation Stage class, or to cater for the needs of individual children. They will be used to facilitate appropriate change in the setting and ensure that up to date practices are implemented. Local cluster groups will be attended termly for this purpose and to see good practice.

The Early Years co-ordinator will ensure that:

- ◆ appropriate dissemination of training/materials/good practice takes place regularly to all teaching staff in the school who, as subject leaders, will monitor aspects of teaching and learning in the Reception class.
- ◆ a record of INSET activities is maintained by the secretary and highlighted on the termly Head teacher's report to Governors.
- ◆ there is an assessment of the impact of INSET etc on the quality of teaching & learning through reflective discussion by the Early Years staff.

## **Reviewing the Early Years Policy**

A formal review of the policy will occur according to the school timetable for policy review.

Early Years provision will be monitored by class teacher, subject leaders, Head teacher and EY Governor on behalf of the Governing body.

There is an Early Years section of the School Development Plan.

<b>Review Date</b>	<b>Signature</b>	<b>Position</b>
<i>Autumn 2021</i>		Head: S. Kearon EYFS Governor: J. Decamp EY co-ordinator: A. Dilworth

## Terminology

EYFS- Early Years Foundation Stage

CL- Communication and Language

UW- Understanding the World

KS1- Key Stage 1

Key person – the named member of staff assigned to an individual child to support their development and act as the key point of contact with that person's parent

SEND- Special Educational Needs and disability

IEP- Individual Education Plan

SEAL- Social and Emotional Aspects of Learning

MFL - Modern Foreign Language

PPA- Planning, Preparation and Assessment

EYFSP- Early Years Foundation Stage Profile

ELG- Early Learning Goal

DM- Development Matters

CP- Continuous Provision

DSL - Designated Safeguarding Leader