

Early Years Foundation Stage (EYFS) Policy



'Play is the highest form of research' - Albert Einstein

Principles & Ethos/Philosophy

At Ss Peter and Paul's Catholic Primary school we aim to promote a learning community based on the Gospel values of love, trust and respect where the achievements of everyone are recognised and celebrated.

'Learning to Value; Learning to Give; Learning to Achieve and Grow in the Peace of Christ'

'The goal of early childhood education should be to activate the child's own natural desire to learn' - Maria Montessori.

'Almost all creativity involves purposeful play' - Abraham Maslow.

The following four guiding principles should shape practice in early years settings:

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

A Unique Child

We at Ss Peter and Paul's recognise that every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured. Children develop in different ways and learn at different rates. Development is a continuous process which is influenced by many factors. The different experiences a child encounters during their early years can strongly influence a child's future development. The reason for this is because development and learning build on what has already been acquired.

Inclusion - SEND

Identifying what each unique child "knows and can do" is the foundation of inclusive early years practice. Inclusion is a process of identifying, understanding and breaking down barriers to participation and belonging. Inclusive early years practice is about anticipating, paying attention, responding to and reflecting on the needs and interests of all children.

Please refer to school policies below for additional information.

<https://www.ss-peterandpauls.co.uk/userfiles/sppcpsmvc/documents/SEN%20policy%2022-23.pdf>

<https://www.ss-peterandpauls.co.uk/userfiles/sppcpsmvc/documents/Equity%20and%20diversity.pdf>

INTENT

At Ss Peter and Paul's, it is our intention that all children in our care grow and make progress across the seven areas of learning through play-based activities by experiencing a well-rounded curriculum which has been carefully considered and planned.

We are ambitious for all our children including those with SEND. Our curriculum is tailored where necessary to meet individual needs and is designed to give all our children the knowledge, skills and behaviours they need to succeed in life.

IMPLEMENTATION

Positive Relationships

At Ss Peter and Paul's we recognise that children learn to be strong and independent through positive relationships.

Parents as Partners

We know parents/carers are children's first and most enduring educators and we truly value the contribution they make. Parents/carers have a wealth of knowledge about

their child/ren. Parents/carers make a crucial difference to children's outcomes. As soon as their child/ren starts Reception at Ss Peter and Paul's we appreciate that they will help us to understand their child/ren and in partnership we can support each other to help their child/ren along their educational journey.

We do this through:

- Initial Summer term meeting explaining what to expect for the coming year in Reception
- Parents given an 'All About Me' booklet to complete at home over the Summer together with their child and to be discussed in September with each child & class teacher as a way of getting to know them
- Parental Questionnaire - asking how they think their child learns best & what their strengths &/or weaknesses are etc (See EYFS file)
- Parents Evenings (Autumn & Spring Term comments)
- Invited to performances & whole school celebrations: Nativity, Mass (Covid restrictions allowing)
- Weekly Reflective Prayer (Covid restrictions allowing)
- If Covid restrictions occur provide 1:1 Zoom meeting opportunities Wed afternoons - Parents choose agenda
- Evidence Me - Learning Journal sent out every couple of weeks, informs parents through photographs, next step recommendations & what their child has achieved with regards to the ELG's
- Evidence Me - Parent Contact which allows parents to respond by email to what they have received
- Parents can send photos & other forms of evidence that they think will support their child's profile via Evidence Me
- Have a Parental noticeboard which is used on a morning &/or evening outside the classroom which updates the parents with what is happening
- Reception Newsletters - discussing routines, how to support their child with their reading, expectations for homework etc (See Classroom file)
- Est. an Easter Café which the children will prepare all the food for & then waiter/waitress at it for their parents - taking food orders etc (Covid restrictions allowing)
- Have an 'Open Door' Policy which the parents make use of (Covid restrictions allowing)
- SEND children's parents are seen at least half termly or as & when required
- Open Mornings or Afternoon (Summer Term - first half) instead of having a Parents Evening the Open Mornings or Afternoon allows the parents to look at their child's books initially independently then with class teacher so they have an opportunity to discuss anything they feel of relevance & then their child comes

to show them their favourite pieces of work & they can share their child's achievements together

- Parents complete during the Open Morning or Afternoon a 'Two Stars & a Wish' letter to their child which is passed up to the Y1 teacher who can see what achievements the parents are proud of & what aspirations the parents have for their child & what they would like their child supported with next year - helps with continuity (See EYFS file)
- End of year report which includes a parent response sheet (See EYFS file)

Enabling Environments

We know enabling environments offer children security, comfort, choice, engagement and opportunity. Children thrive within environments that support their individual and diverse development needs.

As we know time outdoors benefits children by offering unique opportunities. At St Peter and Paul's the children have daily access to an indoor and outdoor environment making choices from child-initiated activities and adult focused activities. Children's learning is best supported when they have opportunities which allow for movement and action, creativity and imagination, independence and collaboration.

Children choose to play, and are in charge of their play. Playing, both indoors and outdoors, makes a powerful contribution to children's wellbeing, development and learning. In play children can become deeply involved as they take things they already know and combine them in new ways so that their understanding deepens.

We recognise that children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. We also know that open-ended resources enable children to access and combine processes of development and learning.

Learning and Development

Our Reception class follows the curriculum as outlined in the Statutory Framework for the Early Years Foundation Stage - Setting the standards for learning, development and care for children from birth to five (Published: 31 March 2021 Effective: 1 September 2021).

We offer the children in our care a broad foundation stage curriculum. We provide a safe, stimulating environment where every child is respected and respectful of others. The children are involved in making choices and decisions. Our indoor and outdoor settings are rich in learning experiences which the children can access through their play.

There are seven areas of learning and development. These seven areas are all interconnected, and no area of learning would be delivered in isolation however they are divided into Prime and Specific Areas. The prime areas lay the foundations for children's success in all other areas of learning. The four specific areas help children to strengthen and apply the prime areas. The three prime areas of learning in fact underpin everything in the early years.

Prime Areas

- **Communication and Language**

Listening, Attention and Understanding

Speaking

- **Personal, Social and Emotional Development**

Self-Regulation

Managing Self

Building Relationships

- **Physical Development**

Gross Motor Skills

Fine Motor Skills

Specific Areas

- **Literacy**

Comprehension

Word Reading

Writing

- **Mathematics**

Number

Numerical Patterns

- **Understanding the World**

Past and Present

People, Culture and Communities

The Natural World

- **Expressive Arts and Design**

Creating with Materials

Being Imaginative and Expressive

In order to be successful in the **prime** and **specific areas** of learning it is important that we encourage the development of **Characteristics of Effective Learning**

- **Playing and exploring** - children investigate and experience things, and 'have a go' (engagement)
- **Active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements (motivation)
- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things (thinking)

Assessment

At Sts Peter and Paul's we undertake the Reception Baseline assessment (RBA) within the first six weeks of the Autumn term. We also establish an e-Learning Journal for each child using Evidence Me. This allows parents to view their child's achievements at school and to contribute to the Learning Journal as and when they deem appropriate. Both teaching staff and parents/carers can make use of comments, photos and videos. Evidence Me allows for continuous assessment to occur throughout the year. We use this tool as an essential part of monitoring children's progress and feeding into future planning.

In the final summer term, the EYFS Profile (EYFSP) must be completed (end of June). The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for Year 1. The Profile reflects practitioners' own knowledge and professional judgement of a child to inform discussions with parents and carers, plus any other adults whom the teacher, parent or carer judges can offer a useful contribution.

When completing the Profile each child's level of development must be assessed against the 17 early learning goals (ELG). The Profile must indicate whether children are

meeting expected levels of development, or if they are not yet reaching expected levels ('emerging'). As a school we then share the results of the Profile with parents and/or carers and the Year 1 teacher.

IMPACT

Transition (Nursery to Reception)

In summer term 2 the Reception teacher works within the Nursery setting. A whole class story is read at the end of various sessions throughout this term. Various practical activities are planned by the Nursery Lead and the Reception teacher undertakes these activities with the children 1:1 or in small groups. The children then come into the Reception setting to hear stories read and experience Literacy and Numeracy activities planned by the Reception teacher, building on the activities undertaken in Nursery. The children also experience various gross motor Physical Development activities in the outdoor area. There is also a Transfer Day undertaken by the whole school in July.

Throughout the year moderation is undertaken regarding a Prime & Specific Area and these are rotated each year.

Reception to Y1 (KS1)

In summer term 2 the Y1 teacher comes to work in Reception one session a week. The Y1 teacher undertakes small group work alongside the Reception staff, so s/he can see routines and expectations established in Reception. They also come to read stories at the start or end of an afternoon session. At least one Literacy and Numeracy session is undertaken by the Y1 teacher which is planned by the Reception teacher. The Y1 teacher also has the opportunity to work 1:1 with the children so s/he can gain knowledge and understanding of where each child is at. There is also a Transfer Day undertaken by the whole school in July.

Throughout the year moderation is undertaken regarding a Prime & Specific Area and these are rotated each year.

A transfer file is also given to the Y1 teacher with all key information in e.g. copies of each child's report, EYFS Profile, SEND information, personal family information, Phonics & Maths groups.

Ofsted 6-7 November 2019 commented:

Children make a strong start to their learning in the Reception class. The early years leader works well with staff in the private nursery. This makes sure that children get the support they need straight away. Children soon settle into school and grow in confidence. They enjoy a broad curriculum that helps them learn the skills they need for Year 1.

Safe Guarding and 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'.

Statutory Framework for the Early Years Foundation Stage - Setting the standards for learning, development and care for children from birth to five (Published: 31 March 2021 Effective: 1 September 2021).

At Ss Peter and Paul's we know and understand that we are legally required to comply with the welfare requirements as stated in the above Statutory Framework 2021.

Schools are not required to have separate policies to cover EYFS requirements provided the requirements are already met through an existing policy.

Please refer to school policy below for additional information.

<https://www.ss-peterandpauls.co.uk/userfiles/sppcpsmvc/documents/Safeguarding%20and%20child%20protection%20policy%202022-%202023.pdf>

Intimate Care

'Intimate' care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child's stage of development, they may need some support, for example, dressing, encouragement to wipe their bottom after toileting and changing underwear following an accident. In most cases, intimate care is to do with personal hygiene.

Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child.

It is our aim that all children should be independent and we consider our role to be one of supporting and encouraging rather than doing.

Please refer to school policy below for additional information.

<https://www.ss-peterandpauls.co.uk/userfiles/sppcpsmvc/documents/intimate-care-policy.pdf>