

St. Raphael's Catholic Primary School Early Years Foundation Stage Policy 2020

Early Years Foundation Stage Policy

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At St. Raphael's Catholic Primary school children may join us, part time or full time in nursery and full time in the reception. We are a purpose build foundation stage unit, complete with our own outdoor area. We have 2 classes - Nursery (FS1) and Reception (FS2).

The EYFS Curriculum

At St. Raphael's 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 the 7 EYFS areas of learning:

The prime areas:

- Personal, Emotional and Social Development (PSED)
- Communication and Language. (CL)
- Physical development (PD)

The specific areas are:

- Mathematics (M)
- Literacy (Lit)
- Understanding the World (UW)
- Expressive Art and Design (EAD)

Throughout the EYFS we plan activities to give children learning experiences and opportunities to work towards the Early Learning Goals and prepare them for the National Curriculum by the end of FS2 year. Teaching and learning will take place in both inside and outside areas. Within these areas children will participate in a variety of activities, either with an adult or independently.

Teaching and Learning

There are three key areas of teaching and learning within EYFS which are called 'The Characteristics of Effective Learning' (coEL)

Playing and exploring - engagement	Active learning - motivation	Creating and thinking critically - thinking
<ul style="list-style-type: none"> • Finding out and exploring • Playing with what they know • Being willing to 'have a go' 	<ul style="list-style-type: none"> • Active learning - motivation • Being involved and concentrating • Keeping trying • Achieving what they set out to do 	<ul style="list-style-type: none"> • Creating and thinking critically • Having their own ideas • Making links • Choosing ways to do things

The planning within the EYFS allows for child initiated learning, which focuses on the children's interests. The features of effective teaching and learning in St. Raphael's EYFS are:

- Strong partnerships between teachers and parents, carers and other settings that helps our children to feel secure at school and to develop a sense of well-being and achievement.
- Understanding that teachers have good knowledge of how children develop and learn, and how this must be reflected in their teaching.
- Range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions to extend and develop the children's play, talk or other means of communication.
- Carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the Foundation Stage.
- Provision for children to take part in activities that build on and extend their interests, and develop their intellectual, physical, social and emotional abilities.
- Encouragement for children to communicate, talk about their learning and to develop independence and self- management.
- Support for learning, with appropriate and accessible space, facilities and equipment, both indoors and outdoors.
- Identification, through observations, of children's progress and future learning needs, which are regularly shared with parents.
- Good relationships between our school and the other educational settings in which the children have been learning before joining our school.
- Regular monitoring of our work in order to evaluate and improve it.
- Regular identification of training needs for all adults working in the Foundation Stage.

ASSESS.

Practitioners then analyse and identify where the child may be in their own developmental pathway.

Play Based Learning

Well planned play, both indoors and outdoors is one of the key ways in which children learn. It is the process through which children can explore, investigate, recreate and come to understand their world. It is not just imaginative play and role play but includes spontaneous, self-initiated lines of inquiry and exploration. Play is a vital component of children's lives. It is an important way skills are developed and practised. Play is essential for physical, intellectual, linguistic, emotional, and behavioural and social development.

Principles of High Quality Play

- Play is an intrinsic part of children's learning and development.
- Play has many possible but no prescriptive outcomes.
- Play challenges children and offers them the chance to learn in breadth and depth.
- Play draws on what children already know and can do and enables them to master what is new.
- Play enables children to apply existing knowledge and to practise their skills
- Play encourages children to communicate with others as they investigate or solve problems.

- Play offers children opportunities to explore feelings and relationships, ideas, and materials, connections and consequences. Play empowers children to make choices, to solve problems and to be independent in their learning.

- Play enables children to express fears or relive anxious experiences in controlled and safe situations.
- Play encourages children to struggle, to take risks and to become resilient as learners.
- Play can be supported and extended but not interfered with by adults.
- Play presents no barriers to children because of their language, cultures, abilities or gender.

Key Worker

At St Raphael's each teacher and teaching assistant acts as a 'Key person' to a small group of children which they lead regular circle times with. The key person engages with parents on a regular basis to ensure learning and care is tailored each child's needs. The teacher has overall responsibility for the children and reports back to parents/carers in all instances e.g. report

writing, parent/carers meetings. All information about children and their parents is shared with all staff that works with them and is treated with respect and confidentiality.

Role of the adult

- To observe child-initiated play to understand and provide for their interests and needs.
- To plan and resource a challenging indoor and outdoor environment.
- To support children's learning through planned play activity.
- To extend and support children's spontaneous/self-initiated play.
- To extend and develop children's language and communication in their play
- To plan and deliver high quality focussed sessions based on prior learning and next steps of individual children.

Assessment

PLANNING

Consider ways to support the child to strengthen + deepen their current learning and development. Think about experiences, opportunities, learning environment and resources.

The Child

OBSERVE

Practitioners observe children as they act and interact in their play, everyday activities and planned activities, and learn from parents about what the child does at home.

On-going **formative assessment** is at the heart of effective early years practice, it is in which a way to challenge and extend the child's current learning and development

Summative assessment - The EYFS requires practitioners to review children's progress and share a summary with parents at two points:

- Progress check at two years of age
- At the end of the EYFS - the final term of the reception class

At St Raphael's we use the Early Years Outcomes throughout the EYFS as a guide to making best-fit judgements about whether a child is showing typical development for their age, may be at risk of delay or is ahead for their age. Summative assessment supports information sharing with parents, colleagues and other settings. Tapestry is used to observe and assess children's learning and share this learning with parents.

On entry to the school, all children undergo a baseline assessment. We moderate these assessments both internally and externally. We then track these to decide if children are at Age Related Expectations (ARE) through school. Nationally ARE for the end of Reception is if the child reaches a Good Learning Development Point.

The 'typical age band on entry for

- **Nursery (FS1)** is **30-50 months** (*Early Years Outcomes*)
- **Reception (FS2)** is **40-60+ months** (*Early Years Outcomes*)

Therefore, most children's journey, at age related expectations, will be:

- Entry to FS1 (September) - 30-50 entering
- Exit (July) - 40-60+ entering
- Entry to FS2 (September) - 40-60+ entering
- Exit (July) working within the Early Learning Goals (ELGs)

Admission Arrangements

Children enter Nursery class (FS1) the September after their third birthday, subject to availability. Children enter the Reception class (FS2) class in September of the school year in which they are five. Places in the Nursery class are offered by the Governing Board (GB) in accordance with the school's admissions policy. Reception class places admissions are managed by Tameside LA.

Organisation of classes

In the Nursery class we offer 26 places where children can either attend for 15 or 30 hours per week, for children who do not qualify for 30 hours, we offer wraparound at a cost of £15 per session. In the Reception class we offer 30 places.

Inclusion

We value the diversity of individuals within the school. All children at St Raphael's Catholic Primary School are treated fairly whatever their race, gender, 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.

In the Foundation Stage we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, 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, 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 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;
- Monitoring children's progress and taking action to provide support as necessary.

Special Educational Needs

Continual informal and formal assessments undertaken by staff provide opportunities to identify any special educational needs a child may have. As children all develop differently it is recognised that a significant lack in achievement after the initial settling in period represents initial concern and careful monitoring. Children identified with special educational needs are monitored and initial concerns are discussed with parents and school's SEND Coordinator, advice may be sought from other agencies e.g. Speech and Language Therapy Service. In the Foundation Stage we give all children the opportunity to achieve their best by taking account of their range of life experiences, and abilities when planning for their learning.

Equal Opportunities

All areas of provision will be made accessible to all children regardless of age, sex, gender, creed, race, ethnicity, or ability.

Safeguarding

The school takes its safeguarding responsibilities very seriously. Any concerns, which the school has, will be noted and, if deemed necessary, will be reported to the relevant agency. The safety of the child is always of paramount importance. The full Safeguarding Policy is available in school for parents to read if they wish.

Staffing Ratios

There is a statutory duty to ensure that there is the correct adult to child staffing ratios in EYFS.

In FS1 there should be one member of staff for every 13 children. Each class should be led by a qualified teacher except during non-contact, breaks and short term absence. At least one member of staff must hold a full and relevant level 3 qualification.

In FS2 we cover infant class size legislation. With this an infant class should not contain more than 30 pupils.

It is recommended that a FS2 class is supported by a full time Teaching Assistant and this is adhered to at St Raphael's.

Monitoring this policy

It is the responsibility of the EYFS staff to follow this policy. The Senior Leadership Team will carry out monitoring on the EYFS as part of the whole school monitoring system.

- Is there accurate baseline assessment?
- Does planning and environment match the needs of learners and their interests?
- Are the classrooms welcoming environments that ensure parent's views are taken into account?
- Do the children show the characteristics of effective learners?
- Are the children enjoying learning?
- Is the environment safe?
- Are staffing levels correct?
- Are the children at ARE expectations at the end of each class and is there evidence of better than expected progress?

- Are the children at GLD at the end of FS2 above LA figures and at least in line with national?
- Are the children ready for KS1?