

St John Vianney Catholic Primary School, West Denton



Through following Jesus, we aim to be a caring, happy school, where everyone is valued and appreciated and can reach their true potential. We hope to act justly, love tenderly, and walk humbly with our God

Early Years Foundation Stage Policy 2024-2026

Date reviewed: January 2024

Date of next review: January 2026



Aims

Mission Statement

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School Aims

Our Mission Statement is underpinned by the School Aims which are:

- To ensure that each child reaches their full potential.
- To develop lively enquiring minds encouraging pupils to question and discuss.
- To give pupils the opportunity to develop skills and knowledge across the whole curriculum.
- To give pupils the tools with which to work collaboratively, showing courtesy and good manners and consideration to others.

Aims and Objectives for our Early Years Foundation Stage

Four guiding principles shape our practice in Early Years Foundation Stage.

These are:

- Every child is a unique child, who is constantly learning and can be resilient, capable,
- confident and self-assured
- Children learn to be strong and independent through positive relationships. Children benefit from a strong partnership between practitioners and parents and/or carers.
- 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.
- The Importance of learning and development and understanding that children develop and learn at different rates.

Statutory Requirements

This policy is based on requirements set out in the Early Years Foundation Stage Statutory framework that applies from January 2024 and covers the education and care of all children including children with special educational needs and disabilities.

(SEND) https://assets.publishing.service.gov.uk/media/657aed70095987000d95e0e6/EYFS_statutory_framework_for_group_and_school_based_providers.pdf

Regular reports are made to the governors on the development in the Early Years Foundation Stage.

This policy will be reviewed every three years or in the light of changes to legal requirements.

Curriculum

We follow the curriculum as outlined in the latest version of the EYFS Statutory Framework that applies from January 2024.

There are seven areas of learning and development that set out what providers must teach the children in their settings. All areas of learning and development are important and inter-connected.

Three prime areas are particularly important for learning and forming relationships. They build a foundation for children to thrive and provide the basis for learning in all areas.

The **prime areas** are :

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

Children are also supported in four specific areas, which help strengthen and develop the three prime areas, and ignite children's curiosity and enthusiasm.

The **specific areas** are:

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

Inter-connected to the above are **The Characteristics of Effective Learning** which describe children's behaviour for learning. They are:

Playing and exploring - children investigate and experience things, and 'have a go'

Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Given that reading is the gateway to all learning, good quality children's books are the backbone of our curriculum, acting as a springboard for activities in all areas of learning. This exposure to literature will foster a love of books in the children and help them to develop a positive attitude and desire to read.

All books have been chosen carefully to ensure that there are a range of classics, contemporary titles, poetry and non-fiction and that people of all races and family groups are represented positively. Careful selection of titles has ensured that a focus has been given to all areas of learning and are organised into half termly themes. However, flexibility to follow children's interests and to respond to events and ideas is also built in and staff review the curriculum regularly to ensure that it is relevant and up to date.

Staff use the Educational Programmes from the EYFS Framework, non-statutory guidance from Development matters and Birth to 5 Matters, together with current research, analysis of data and knowledge of the children. This ensures that a carefully planned, broad and balanced curriculum is in place which gives children challenging and enjoyable experiences and develops their knowledge and skills.

The EYFS Lead and subject champions have met to identify links between National Curriculum subjects and EYFS areas of learning.

Please refer to:

- *Early Years Foundation Stage Intent, Implementation, Impact statement*
- *Yearly Curriculum Overviews for Nursery*
- *Yearly Curriculum Overviews for Reception*
- *Nursery Medium Term Plans and progression*
- *Reception Medium Term Plans and progression*

Planning

Good planning is key to making children's learning effective, exciting, varied and progressive.

In planning and guiding children's activities, staff reflect on the different ways that children develop and learn effectively and include these in their practice.

Staff working with the youngest children are expected to focus strongly on the 3 prime areas. They take into account the individual needs, interests and stage of development of each child in their care.

Weekly planning is built around the seven areas of learning and draws on knowledge of children attained through rigorous and continual assessment. It allows the children to access the curriculum at the relevant level.

Weekly planning encompasses:

- **Adult led activities** which focus on specific teaching and learning objectives for particular groups of children.
- **Adult directed activities** which allow the children the opportunity to work independently on a set task which consolidates previous learning experiences.
- **Child initiated learning** which allows the child to take control of their own learning, choose what they want to do and apply the relevant skills and knowledge to have a successful outcome.
- Opportunities to develop speaking and use of vocabulary are planned for in Adult-led activities and modelled in **continuous provision**.
- Where a child may not be making progress or has a special educational need or disability, staff liaise with the SENDCO to discuss whether in school support or intervention is appropriate or whether specialist support is required, linking with relevant services from other agencies.

Please Refer to;

Enabling Environment document

SEND policy

Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their

development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for Year 1.

Assessment for Learning

Ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles and share them with the team. This knowledge is used to shape future planning. Staff also consider observations shared by parents and carers through the 'All about Me' booklet, 'Proud Clouds' and news shared via the home/school weekly diaries.

Within the first 6 weeks that a child **starts Reception**, staff will administer the Reception Baseline Assessment (RBA) as well as completing our own baseline assessments for all children entering Reception and Nursery. This gives a starting point and enables focussed teaching to take place based on the needs of each child.

Each half term or end of term, children are assessed using the skills and checkpoints documents for Nursery and Reception. Staff share their knowledge of the child together, with formal and summative assessments, to give a picture of the child's attainment and progress at that particular point in the year. Bespoke intervention is swiftly arranged for children who are not working at the expected level of development.

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally and in partnership with other local schools and the Local Education Authority to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

Please refer to Skills and checkpoints for Nursery

Please refer to Skills and checkpoints for Reception

Reading and phonics are assessed formally each half term regularly throughout the year to identify any pupil who is falling behind. Any gaps should be addressed quickly and effectively, with targeted support. Particular attention will be paid to pupils who are reading below age-related expectations (the lowest 20%) to assess how well Phonics and Reading are being taught and supporting all children to become confident, fluent readers.

Early Years Foundation Stage and ICT

As part of the EYFS children are required to be able to recognise that a range of technology is used in places such as homes and schools and be able to select and use technology for particular purposes. Children have access to Interactive white boards, iPad, remote controlled and programmable toys to help aid their learning.

Inclusion

We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents and those learning English as an additional language and we take all reasonable steps and make adjustments to achieve this.

Please refer to the following policies:

Special Educational Needs

Disability Discrimination

English as an Additional Language (EAL).

Role of the EYFS Lead:

The EYFS Lead is responsible for improving the standards of teaching and learning in our Early Years Foundation Stage through monitoring and evaluating:

- pupil progress
- the quality of the Learning Environment;
- the deployment and provision of support staff

Additionally;

- taking the lead in policy development
- auditing and supporting colleagues in their CPD
- purchasing and organising resources
- keeping up to date with recent developments and disseminating this to other staff.

Parental involvement

Children learn and develop well when there is a strong partnership between staff and parents or carers. Parents receive information through curriculum evenings, Facebook posts and weekly news bulletins in their child's home/school book.

Parents are kept up to date with their child's progress through an end of year written report and parents' evenings. Events such as Parent/child cooking days and craft sessions are an important way of involving parents in their children's learning and building home/school relationships.

Transition

Transition into Nursery or Reception class is very different for all children, therefore each child needs to be treated as an individual. With this in mind, we have in place a rigorous transition program which is supportive of both child and parent.

Transition begins once parents have formally accepted the offer of a place and continues through into September when children begin their time at Nursery or Reception.

We aim to make the transition process personal, supportive, welcoming and informative by drawing on the expertise and knowledge of all professionals who work with the child, alongside parents.

Nursery Transition

During the final Summer half term, there is a Welcome Café for parents giving them the opportunity to learn about the school, meet the EYFS and meet staff and make links with other parents. In September, over the course of 4 weeks, stay and play visits are arranged for children and parents to attend together to familiarise them with routines and staff. The aim is that as the frequency and length of visits increase, parents time in Nursery decreases until the children are staying independently. During this time, staff have the opportunity to build strong relationships with parents.

Reception transition

During the final Summer half term, there is a Welcome Café for parents giving them the opportunity to learn about the school, meet the EYFS and meet staff and make links with other parents. This is followed by the opportunity to attend several stay and play sessions for children and parents in the Reception classrooms. At the final session the children are given a photo booklet showing aspects of their classroom. During this time, Reception teachers read stories in Nursery.

Staff will either have a telephone conversation or visit each individual child in their pre-school setting prior to them starting school in September. Children will receive, through the post, a Welcome to Reception class card from their teachers and CTAs during the final week of the summer holiday. A two-week phased intake into full time school in September. This transition program will be adapted yearly to fit the needs of particular cohorts and individuals.

Transition to Year 1

During the final Summer half term, Reception children will attend whole school assembly and Key-stage 1 playtime once a week. The Year 1 teachers will read several stories to their new Reception class and the children will have an opportunity to spend a morning with their Year 1 teacher in their new classroom.

Conclusion

This policy is in line with other school policies and therefore should be read in conjunction with the following:

Admissions Policy

Teaching and Learning Policy

Assessment and Record Keeping

Feedback / Marking policy Special Educational Needs Policy ICT Policy

Equal Opportunities Policy Health and Safety Policy

This policy will be reviewed every two years or in the light of changes to legal requirements. At every review, the policy will be shared with the governing board

Headteacher's signature _____

Subject Lead's signature _____

Chair of Governor's signature _____

Date: Nov 2023

Renewal time frame: 2023-2025