

St. Mary's Catholic Primary School

Early Years Foundation Stage Policy

Introduction

The overarching aim of the Early Years Policy at St. Mary's School is to promote the outcomes of ECM and the principles and commitments of the EYFS:

Every Child Matters

- Staying safe
- Being healthy
- Enjoying and achieving
- Making a positive contribution
- Achieving economic well-being

Early Years Foundation Stage (EYFS)

- **A Unique Child** Every child is a competent learner from birth who can be resilient, capable, confident & self-assured.
- **Positive Relationships** Children learn to be strong and independent from a base of loving & secure relationships with parents and/or key persons
- **Enabling Environments** The environment plays a key role in supporting & extending children's development & learning.
- **Learning and Development** Children develop & learn in different ways & at different rates & all areas of learning & development are equally important & inter-connected.

Early Years in this setting consists of:

The Foundation Stage children in the Reception Class.

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

St Mary's Catholic Primary School is a welcoming Christian community which upholds the values of justice, respect and equality, and promotes enthusiasm for learning. We aim:

- To be a happy Christian community, upholding the values of love, justice and peace;
- To provide an education which enables all children to reach their full potential by enjoying a broad and balanced, and inclusive curriculum;
- To nurture a sense of belonging and to welcome and work in partnership with families, the Parish and the wider community.

Early Years Provision at St. Mary's School.

Staff in the Early Years is:

Reception Teachers – (Monday to Thursday) Miss Jane Robinson. Early Years Co-ordinator
Paediatric First Aid trained
Friday Mrs Nicola Grandi
Teaching Assistants – (Monday to Friday) Mrs Karen Swarbrick Paediatric First Aid trained
(PPA cover) Mrs Catherine Catterall
Dedicated Welfare Assistant Miss Sophie Stevens Paediatric First Aid trained

Organisation and management of provision:

Early Years provision at St. Mary's school is organised in a purpose built reception class for 30 pupils aged 4-5, which has direct access from the classroom to the outside play space and adjoining toilet facilities. A wide range of indoor /outdoor equipment and resources are available to meet the needs of the children. The children also have access to other shared equipment and facilities throughout the school, e.g. computer suite, hall, library etc. The classroom houses the following areas for learning and development; 3 computers, a listening centre, reading/book area, mark making/writing/creative area, construction, Problem solving, Reasoning and Numeracy area, role play area, R.E. focus table. Also available are sand, water and painting areas. In addition there is a small room a joining the classroom which houses most of the classroom equipment but is also used to take small groups.

Daily Routines

The school day begins at 8.55am. The children line up with the rest of the infants where they are greeted by the class teacher and T.A. They enter school for registration. Morning break is 10.40 to 10.55, lunch 11.55am – 1.05pm, followed by registration. Afternoon break is at 2.15 – 2.30pm with the school day ending at 3.15pm when children are collected at the classroom door by their parents or other designated adult. Reception children share the playground at playtimes with Y1 and Y2 only, supervised by a member of staff. At lunch times the children either have a school dinner or bring a packed lunch. They are supported & supervised by the welfare assistants.

Reception children are gradually introduced to Assemblies during the second half of the autumn term. At the beginning of the Spring Term, they will be fully integrated in to whole school assemblies which are conducted twice weekly, during which worship will be undertaken and achievements celebrated. Assemblies are also used as an opportunity to develop the children's personal, health, social and emotional wellbeing via delivery of SEAL material. The hall is timetabled for access to enjoy PE, music and dance activities.

Both the class teachers and the Teaching Assistant are key persons. Parents are welcome and are informed on a regular basis about events in school and in Reception class.

The facilities and support for children with SEN and EAL are as set out in the Special Education Needs Policy, a copy of which can be made available upon request. Relevant agencies will be referred to if needed.

There is a timetable for the week to include daily phonics sessions and 2 weekly R.E. lessons in line with the Archdiocese of Liverpool requirements for Catholic schools.

Reception children are admitted on the first day of the autumn term in September in the year they turn 5 years old. They are part time for the first 2 weeks; half of the children attending morning sessions and half, the afternoon sessions. The sessions are changed around for the second week. Also on the last 2 days of these part time sessions the children are invited to stay for their lunch. From then on the children are full time.

Organisation and management of the learning environment:

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

The morning follows the following structure; discrete outdoor sessions, PSRN focussed sessions, CLLD focussed session including daily phonics and reading twice a week. The afternoons are focussed on KUW, R.E, SEAL, creative and physical learning with access to continuous provision indoors and out.

There is a mixture of carpet sessions and group work.

There is a balance between adult led 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 and are generally settled into the routines and classroom rules. During the year children are supported to choose their own resources and challenges are included in the provision to extend the children's experiences.

The learning environment in the classroom is organised with the help of the children, especially the role play area to reflect real events, when they 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 and number of scenarios.

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, and developing social skills, e.g. turn taking, particularly in the early weeks and posing questions and problem 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 box, music box, den making, gardening equipment, wheeled vehicles etc. An adult is available outdoors with the children. Tasks are differentiated particularly in CLLD and PSRN sessions for ability groups. Differentiation also supports children in creative and physical activities using a variety of equipment e.g. mark making tools. During the year the provision is enhanced to include more complex equipment.

Children with SEN have access to provision according to their statement or IEP when appropriate.

Early Years Foundation Stage Curriculum

Our Early Years Curriculum is based on the DCSF/QCA 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, emphasises that early literacy and numeracy lay the foundation for the future learning of all children.

The EYFS framework is organised into six areas of learning and development all of which are interdependent and of equal importance;

- personal, social and emotional development;
- communication, language and literacy;
- problem, solving, reasoning and numeracy;
- knowledge and understanding of the world;

- physical development;
- creative development;

Reception and Key Stage 1 children have access to RE through the Here I Am scheme of work which constitutes 10% of teaching time and daily access to collective worship either in their own class or with the rest of the school in the hall.

At St. Mary's School we are working towards children achieving the early learning goals by the end of the reception year. Development Matters help staff identify children's developing knowledge, skills, understanding and attitudes as they make progress towards the early learning goals, throughout the foundation stage.

The Early Learning Goals are in line with the objectives for both the Primary National Strategies for Mathematics and Literacy. Reception teachers may choose to cover the elements of the strategies across the day, rather than in a single unit of time.

The curriculum at St. Mary's 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. school trips connected to class topics, visitors from the Synagogue. Visits by parents, authors, musicians etc. We have regular organised activities with our Pre-School.

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, National Curriculum 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, and commitments 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
- ❖ We plan to promote the outcomes of Every Child Matters

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 includes snack, mealtimes, time for arrival, 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 and KS1 children, e.g. ourselves, seasons, bears, etc

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

- Specific planning for Planning for PRSN, CLLD, phonics, R.E, music, PE, continuous provision.
- Activities and learning opportunities are lifted from the medium term plans for other areas of learning.
- 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. As are enhancements to indoor and outdoor child initiated play.
- One member of staff is always in continuous provision, supporting and observing independent learning and the other working with a specific guided group.
- Children with SEN are observed and monitored as are all children by the classroom staff of specifically dedicated staff. These observations will also be evaluated against their IEP and recorded weekly to inform termly monitoring meetings and reviews

Our planning files include: (the planning is also on the classroom wall)

- Long term plans for the year
- Medium term topic plans.
- R.E, P.E (Lancashire Scheme of Work), SEAL, music plans
- Plans for continuous provision, discrete outdoor provision and role play
- Weekly CLLD plans, phonics, PRSN

Observation and Assessment

On Entry Assessment

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

- Joint activities arranged between Reception and Pre-school.
- Discussion with Pre-School staff
- Pre-school staff send transition documents
- Observations made during the induction visits to school
- Parents complete an 'All About Me' booklet which includes background and family information plus any relevant information and about the child's likes and dislikes, medical issues etc.
- Observations in the first weeks of school

A baseline assessment is made by gathering and recording information of 'significant moments' in order to complete EYFS profile with any Early Learning Goals already achieved in the first three weeks of school.

A portfolio for each child is started with this collated information.

Pips assessment is undertaken in the first week of school in line with whole school assessment procedures

Formative Assessment

Assessments are made in the following way

- Observations noted on sticky labels(usually can do statements), sorted into each child's portfolio
- Observation sheets for the whole group on a specific activity
- Annotated photographs
- Individual observation sheet of their difficulties as observed in the setting
- Observations inform next steps for individuals or the group as a whole, e.g. skill to be

- Developed, new learning to be introduced, opportunities to be facilitated
- Next steps noted on planning and continuous provision sheets.
- Observations to 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
- All information is kept in an assessment file
- Records of reading progress are kept in a reading progress file with phonics tracking sheets

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.

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. 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.

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 progress towards the Early Learning Goals.

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
- Reading record books are completed by teacher and parents specifically about reading progress and suggested ways to help 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 June to welcome them and introduce to staff, discuss school routines, parent partnership and information booklets on EYFS given.
- Pre-school/Nursery children attend taster sessions in Reception class in May/June

Parental involvement;

- Parents welcome to line up in morning with children and come into class if child is distressed
- Drop in sessions in September
- Regular notes/letters home re: events, change of routines etc
- Curriculum letters each half-term
- News letter in the first week with information about homework and how to help at home
- Regular open evenings
- Time to speak to the staff or Head teacher by appointment
- Parent's notice board
- Photographs of school activities on display
- Invitations to celebrations and special events in school

- Curriculum information meetings
- PTFA social and fund raising events
- School website
- Questionnaire in Autumn term to evaluate transition arrangements

On entry to school, parents will be asked to complete a form which includes emergency contact details in case of illness or accident; details of allergies, medication needed for other problems; names of people who will be collecting the children from school.

Transition Procedures

Points of transition:

Nursery to Reception

- Joint activities with pre-school/reception e.g. Easter egg hunt, teddy bears picnic etc
- Transfer information from pre-school linked to Development matters in EYFS
- Children visit school
- Parent induction meeting sharing information

Reception to Y1

- Children visit Year 1 in summer term for some activities and for a full session, when all children work in new classroom
- Class teachers meet to share information on profile, identifying specific groups and individual needs

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; health issues, contact numbers, who is picking child up from school, photos on website
- Records of achievements

Reception to Y1

- EYFSP data and judgements about how it can be used to inform KS1 learning
- Records of achievement
- Ongoing assessments; reading, phonics
- SEN 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 and the SENco 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. 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.
- ◆ a record of INSET activities is maintained by the secretary
- ◆ learning through reflective discussion by the Early Years Staff

Resource Audit

There are a wide range of resources in the Reception class to facilitate learning in all areas of learning and development. There are well resourced PSRN and phonics activities stored in appropriate trays. There are a variety of books in the reading area which are changed regularly to tie in with current topics. ICT is covered with 3 PC's, also a timetabled slot in the computer suite. There are Bee Bots and mats, a variety of battery operated toys, remote controlled cars. Also a listening centre with accompanying tapes of stories, rhymes, songs, games etc. Plus Easi talk. Play is supported with a range of small world figures and toys to create various scenarios. There are sand and water toys which are supplemented with natural materials and resources to support specific objectives and provide enhancements to their play. There are a variety of construction kits and materials. Role play is supported with all types of dressing up clothes and resources to enhance traditional and contemporary scenarios. There are a variety of puppets and story sacks to support CLL. Mark making materials are comprehensive and always available. Paint, malleable materials, scissors, and other creative tools and equipment are easily accessed by the children. Much of this equipment is stored in labelled units in the little room in Reception class. Some is stored in trolleys in the classroom or on specific units in the different area within the classroom. Outdoor provision is enhanced with specific activity boxes e.g. mark making, music box, dressing up, investigation, gardening etc. All this equipment is stored in a shed, along with bikes and wheeled vehicles. Equipment is also taken from the indoors to outside. Class teacher and T.A. are both responsible for the upkeep of resources. The children are encouraged to look after equipment and toys. When resources are required for specific activities they are made, borrowed or bought. An audit is made annually and purchases made according to requirements e.g. replacements, additions, consumables etc Purchases made are linked to the Development plan.

If a child has a specific need, equipment will be provided. Multicultural and non-gender biased resources are sought when purchasing.

Reviewing the Early Years policy.

A formal review of the policy will occur annually.

Early Years provision will be monitored by the class teacher, subject leaders, Head teacher and the Governing body.

All information will inform the Early Years sections of the SEF.

Review Date	Signature	Position
		Head EYFS Governor EY co-ordinator

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