

We are a Rights Respecting School. We aim to put the UN Convention on the Rights of the Child at the heart of our practice in school. This should be evidenced by this policy and by what you see, hear, feel and witness in our school.

**Article 29:** Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people.

## **St Wilfrid's RC Primary School**

### **Policy for the Early Years Foundation Stage**

**John's Gospel Chapter 10, Verse 10:** "I have come so that they may have life and have it to the full."

#### **OVERVIEW**

Foundation stage will be marked by excellence, enjoyment and fun. Our intention is to develop quality and consistency in the provision of education and welfare for the children in this school. It will fully meet the standards and statutory requirements set out in the 'Child Care Act 2006'. All children will experience excellent provision and will enjoy their time in Foundation Stage.

Our EYFS Policy is underpinned by school values linked to the Gospel which support children to make the right choices. Our Mission is encompassed in our school prayer As a Roman Catholic School we promote the Gospel Values of Love and Forgiveness through everything we do, these are highlighted in our School Prayer which was written by the staff team, parents, pupils and governors and illustrates how we are witnesses of Christ at St Wilfrid's. Our school ethos centres around 5Ws promoted by our Diocese Salford. The 5 W's of Welcome, Welfare, Word, Witness and Worship fully support our mission statement to be Christ centred and reflect and celebrate our distinctive nature and character as a Catholic school so beautifully expressed in John's Gospel Chapter 10, Verse 10: "I have come so that they may have life and have it to the full."

#### **INTRODUCTION**

The new EYFS Statutory Framework (31/03/21) applies to children in Parlick Class from 1<sup>st</sup> September 2021. Each year the intakes vary, depending on the birth dates. Children attend St Wilfrid's RC Primary School full time in the year they will turn five.

EYFS is important as it prepares children for the Key Stage One Curriculum. The Early Learning Goals set out what is expected of most children by the end of EYFS.

The Early Years education we offer our children is based on the following principles, adopted from the Early Years Foundation Stage (EYFS):

- ✓ it builds on what our children already know and can do;
- ✓ it recognises that each child is unique and ensures that no child is excluded or disadvantaged;
- ✓ it offers a structure for learning that has a range of starting points, content that matches the needs of young children and activity that provides opportunities for learning both indoors and outdoors;

- ✓ it provides a rich and stimulating environment;
- ✓ it values the importance of parents and practitioners working together in an atmosphere of mutual respect;
- ✓ it is grounded in our school ethos.

## **AIMS OF EYFS**

The principles from the Early Years Foundation Stage Framework (31/03/21) are embedded within our practice at St Wilfrid's Primary School from 1<sup>st</sup> September 2021. These are:

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

The curriculum of the Foundation Stage underpins all future learning by supporting, fostering, promoting and developing children's:

- ✓ personal, social and emotional well-being;
- ✓ positive attitudes and dispositions towards their learning;
- ✓ social skills;
- ✓ attention skills and persistence;
- ✓ language and communication;
- ✓ reading and writing;
- ✓ linking sounds and letters
- ✓ mathematics (problem solving, reasoning, numeracy);
- ✓ knowledge and understanding of the world;
- ✓ physical development;
- ✓ creative development.

## **OUR OBJECTIVES**

1. To ensure that all children receive the same level of provision that more socially advantaged children enjoy.
2. To help every child achieve the 'Every Child Matters' outcomes of Staying Safe; Being Healthy; Enjoying and Achieving; Making a Positive Contribution; Achieving Economic Well-being
3. To set high standards for learning; development; care and welfare and progress to ensure that no child is left behind
4. To provide equality of opportunity. To ensure that there is no discrimination and that there is full Inclusion for all.
5. To build a strong and effective partnership with parents and professionals, and the different settings.
6. To provide quality and consistency by meeting the Universal Set of Standards and by removing any distinction between care and learning

7. To build a foundation for future learning by meeting the Individual needs and interests of the child
8. To establish effective strategies for of observation and assessment.

### **OUR STRATEGIES**

1. The statutory requirements of 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 and effective: 1 September 2021 will be taken into account and we will demonstrate clear reasons where we decide to depart from it.
2. In our teaching, learning and planning we will take account of the four themes of the EYFS Framework: A Unique Child; Positive Relationships; Enabling Environments; Learning and Development
3. We will ensure that we meet the legal requirements for safeguarding and promoting children's welfare, health and safety, by ensuring that we employ suitable people and by ensuring that our premises, environment and equipment are safe, secure and fit for purpose.
4. We will put into place effective organisation for the EYFS and we will keep appropriate documentation as required by the Framework.
5. We will meet the learning and development requirements by developing our curriculum, teaching and learning on the Areas of Learning. We will work hard to ensure that all children progress as far as possible by the end of the academic year in which children are five.
6. We will use the Educational Programmes of the EYFS Framework to develop the skills and processes to be taught and we will put in place effective arrangements for assessing children's achievement and progress.

### **TEACHING & LEARNING IN EYFS**

Our policy on teaching and learning describes the features of effective teaching and learning in our school. These features apply to teaching and learning in the EYFS Foundation Stage just as much as they do to the teaching in Key Stage 1.

The more general features of good practice in our school that relate to the Foundation Stage are:

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that teachers have of how children develop and learn, and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the Foundation Stage;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;

- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children, which are regularly shared with parents;
- the relationships between our school and the settings that our children experience prior to joining our school (this includes play sessions, home visits and visits to pre-school)
- the clear aims for our work, and the regular monitoring to evaluate and improve what we do;
- the regular identification of training needs of all adults working within the Early Years class.

## **PLAY & RESOURCES IN EYFS**

Through structured play our children explore and develop learning experiences, which help them make sense of the world. They practice and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning through play and exploration. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning.

## **INCLUSION IN EYFS**

In our school we believe that all our children are special. 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, so that most achieve the Early Learning Goals by the end of the stage. Some children progress beyond this point. 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;
- ✓ planning activities that take account of gender differences and children's individual needs (including Gifted and Talented, EAL and SEN children);
- ✓ 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. External support agencies are involved as necessary.

## **THE EYFS CURRICULUM**

The curriculum for the Foundation Stage in our school reflects the areas of learning identified in the Early Learning Goals. The experiences that our children meet often enable them to develop a number of competencies, skills and concepts across several areas of learning.

The Foundation Stage Curriculum provides the basis for planning for the Foundation Stage. Our medium term planning identifies the intended learning, with outcomes, for children working towards the Early Learning Goals, and for those working beyond. The planning incorporates teacher led activities and child initiated activities for outdoor and indoor.

## **ASSESSMENT IN THE EYFS**

Assessment, recording and reporting in the Foundation Stage at St Wilfrid's Primary School is based on the aims and principles of the Early Years Foundation Stage.

The Reception Baseline Assessment (RBA) is a short assessment, taken in the first six weeks in which a child starts reception.

As well as this, we use a range of assessments on-entry to help us quickly understand the strengths and areas for development for each child entering our Reception class. These assessments are often presented in the form of games and puzzles and occur on a termly basis.

In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile must be completed for each child. 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 the practitioners' own knowledge and professional judgement of a child to inform discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development must be assessed against the early learning goals. Practitioners indicate whether children are meeting their expected levels of development, or if they are not yet reaching expected levels ('emerging').

This is the EYFS Profile

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of observations (planned and 'catch as you can' noting significant incidental learning), children's recording, photographs, videos, focused meetings with all practitioners, talking with children and parents. This involves the teacher and other adults as appropriate. We use an online journal and encourage parents to engage with

school through this application so they can see and share their child's achievements and progress.

All children are regularly assessed against the development bands throughout the year. These assessments are then ongoing and are recorded on cohort trackers which enable discussion of pupil progress with senior leaders in school and with parents throughout the year.

These assessments form the basis of our 'gaps and strengths' analysis each term which then informs our planning for suitable and challenging provision for each child for the next term. The Local Authority receives a summary of each child's achievement profile in June each year. We share the Foundation Stage Profile information with parents and targets at the parental meetings throughout the year and in an end of year summary report in July each year.

### **THE ROLE OF PARENTS IN THE EYFS**

We believe that all parents have an important role to play in the education of their child. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- ✓ talking to parents about their child before their child starts in our school;
- ✓ the children having the opportunity to spend time with their teacher before starting school (each intake of children are invited into school for play sessions);
- ✓ inviting all parents to an induction meeting during the term before their child starts school, where parents are given welcome packs;
- ✓ offering parents regular opportunities to talk about their child's progress
- ✓ encouraging parents to talk to the child's teacher if there are any concerns. There is an opportunity for parents to meet the teacher each term.
- ✓ having an induction programme enables children and parents to become secure, and by allowing time to discuss each child's circumstances;
- ✓ arranging workshops over the year that encourage collaboration between child, school and parents;
- ✓ we invite parents to curriculum and other special assemblies to share and celebrate the work that the children undertake.
- ✓ Curriculum maps are sent out each half-term to inform parents about the parts of the curriculum being taught.
- ✓ An online learning journey '2simple 2build a Profile' is used to keep parents informed of children's progress. They are encouraged to contribute to this as well.
- ✓ EYFS questionnaires may be sent out to seek parental views.

### **INDUCTION INTO EYFS**

- ✓ Open Day in Autumn Term – Parents have opportunity to look around the school, spend time in Parlick Class where they can talk to staff from the Foundation Stage before applying for a place.

- ✓ Induction information meeting with Headteacher, office staff and class teachers followed by children's and parents get togethers at school - Summer Term
- ✓ Moving up morning including lunch - summer term for new starters
- ✓ Parents sent an Induction Pack
- ✓ Class Teacher and teaching assistant visit children in their settings if necessary and offer home visits to all parents.
- ✓ Class teacher attends any transitional meetings for pupils with SEN. Discuss pupils with our nursery and other preschool settings. Receive transitional document from all pre schools.
- ✓ Open Door Policy
- ✓ Parents meetings and Parents' Evening at the beginning of term for new parents
- ✓ Parent training on Phonics to support their child at home; early in the academic year.

## **TRANSITION INTO YEAR 1**

We understand that the Foundation Stage Curriculum captures the essence of good practice in the early years and the Profile captures the essence of good assessment in the early years. This is built upon in Year One using information from the Foundation Stage as the platform for learning.

The principles that underpin our transition are

- ✓ Planning should be based upon assessment information from the previous class/group/setting
- ✓ Styles of teaching and learning should meet the needs of children
- ✓ There should be a professional regard for the information from the previous setting/phase
- ✓ Children's emotional welfare, wellbeing and involvement should be assessed before and after transition.
- ✓ Children should enjoy the transition process
- ✓ The transition should motivate and challenge children
- ✓ Staff allocation for a period prior to, during and after initial transition should be made to maximise the comfort and welfare of the children.
- ✓ Effective transition takes time and is a process rather than an event.
- ✓ Parents and carers need to feel well informed about and comfortable with all transitions in their child's life.
- ✓ Transitions are not overlooked or left to chance but thought about and planned in advance.
- ✓ Time is planned for termly meetings between Reception and Year One for teachers to discuss on going assessment and Profile information (Pupil Progress Meetings)
- ✓ Arrangements are made for passing on information to parents about the transition to Year One.
- ✓ Reception and Year One staff meet to discuss assessment information, including attending relevant pupil progress meetings together in the summer term

- ✓ Reception teachers highlight those children who are still working at Foundation Stage level or may need a modified curriculum.
- ✓ Teachers maintain an ongoing dialogue to discuss individual children after the settling in period
- ✓ The child's next teacher uses assessment information to make plans for the year ahead. Children who have not achieved the Early Learning Goals will have the opportunity to work towards them in Year 1.

## **SAFEGUARDING & WELFARE IN EYFS**

The statutory EYFS framework 2017 states:

'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.'

### **Keyworkers**

All children in our Early Years are allocated a keyworker – this is usually after they have had an opportunity to settle in. We observe to see where children will naturally seek out a particular adult and try to provide a keyworker whom the child is comfortable with.

### **Supervision**

Supervision is provided for all EYFS staff. This is usually led by the DSL, who has received training from the LA in leading individual and group supervision sessions. Supervision ensures that there is safe working practice and also shows due regard for the mental health and wellbeing of staff and pupils.

### **Paediatric First Aiders**

At least one person who has a current paediatric first aid (PFA) certificate is on the premises and available at all times when children are present, and will accompany children on outings.

### **Educational Visits**

Staff in EYFS follow the same local authority and school guidance and procedures with regard to planning and risk assessing visits and visitors.

### **Staffing & Class Size**

Because our EYFS is part of our maintained school status, it is subject to statutory infant class sizes. Therefore, there must be one teacher for a group of no more than 30 pupils. Our Reception class has a usual staff minimum of two adults (and often three adults).

Staff in Reception understand that 'Children must usually be within sight and hearing of staff and always within sight or hearing' and the teacher in charge will ensure that staff are always directed to be situated in the EYFS environment (which includes the outdoor area) so that this statement is fulfilled.

### **Safeguarding Policy and Procedure**

Safeguarding in our EYFS Foundation setting is covered by the same policies and procedures as the rest of the school. These policies and procedures form a Safeguarding Portfolio which staff are fully conversant with as a result of regular training and updates. All staff are also fully aware of their responsibilities as outlined in KCSiE 2021 (September 2021).



The Designated Safeguarding Lead for children in our Early Years is Mr McHugh, Headteacher and our Back-Up DSLs are Mrs Allonby and Mrs Dawson.

## **CONCLUSION**

Importance will be given to: connection, play and the balance between adult-led and child-initiated activity. We will recognise the individuality of children and accept that, due to different rates of development and progress that children make, some will achieve, some will exceed and some will be working towards the early learning goals by the end of foundation stage. This policy should be read in conjunction with all our other policies which apply equally to foundation stage.