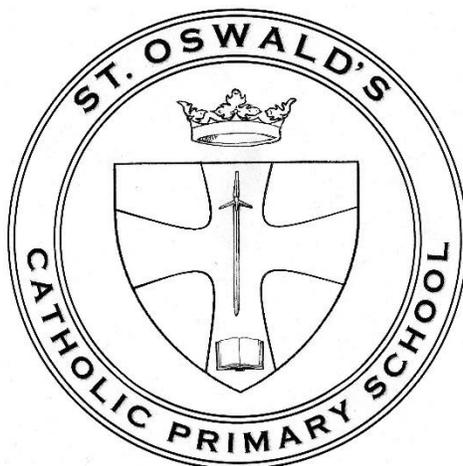


St. Oswald's Catholic Primary School



EYFS Policy 2016

Foundation Stage Policy

'Every child deserves the best possible start in life and the support that enables them to fulfil their potential.'
(Statutory Framework for the Early Years Foundation Stage 2012)

Mission Statement

This is the Early Years Foundation Stage policy for St Oswald's Primary school and is set within the context of the whole school aims and Mission Statement –

Together with Jesus, we will Learn and Grow in Faith.

Aims

At St Oswald's Primary school, we aim to provide a broad and balanced curriculum which builds on children's interests and experiences in a secure, happy, exciting and challenging environment and will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to his/her full potential.

We aim to:

- provide a safe, challenging, stimulating, caring environment, which is sensitive to the needs of the child
- provide a curriculum that will set in place firm foundations for future learning and development.
- provide opportunities for children to learn through planned, purposeful play in all areas of learning and development
- use and value what each child can do, assessing their individual needs and helping each child to progress

- enable choice and decision-making, fostering independence and self-confidence
- work in partnership with parents/carers and value their contributions
- ensure that all children have the opportunity to experience a challenging and enjoyable programme of learning and development.

Early Years Foundation Stage

The Early Years Foundation Stage applies to children from birth to the end of the Reception year. In our school, children usually join us, part time, in Nursery in the term after their third birthday. The final year of the EYFS is referred to as the reception year. Children start Reception full time in September of the school-year they will be five.

Key Principles

The Early Years Foundation Stage is based on four distinct but complementary principles:

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

This policy explains how our practice is underpinned by these four themes.

A Unique Child

At St Oswald's Primary School, we recognise that every child is constantly learning and can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

Inclusion/Special Educational Needs and Disability - St Oswald's Primary school we believe that all our children matter and we value the diversity of individuals within the school. We believe that equality of opportunities for all those in our care is paramount and all our policies, procedures and practice will reflect the rights of all children and adults including those with special educational needs or a disability, all ethnic and cultural groups and those with English as an additional language. We have a zero tolerance attitude towards any form of discrimination and will challenge any inappropriate attitudes and practices.

Additional provision will be made for more able children or those with special educational needs. This may take the form of work differentiated by task or outcome, additional support or where there is physical disability specific equipment. The class teacher will be responsible for identifying and planning for those needs with help from the SENDCO if applicable.

Dyslexia

If a pupil is experiencing difficulties relating to dyslexia, they will be supported in accordance with the school's dyslexia policy

Welfare - It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

In addition, we believe in praise and encouragement to help manage behaviour effectively. Children are encouraged to practice from our Mission Statement *“Together with Jesus, we will Learn and Grow in Faith”* and their attention is drawn to our three golden rules: *“Kind hands, Kind Feet, Kind Words”*

Additional information on welfare requirements can be found in the School’s Safeguarding and Child Protection Policies.

Positive Relationships

At St Oswald’s Primary School we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families. We recognise the role that parents have played, and their future role, in educating the children and we value being partners with them in their child’s education. We do this by:

- inviting parents to an induction meeting prior to children starting school;
- talking to parents about their child before their child starts school and ask them to complete a questionnaire about their child (family, likes, dislikes, personal and social skills;)
- offering both parents and children the opportunity to spend time with staff in their new classroom before starting school;
- holding termly meetings for parents, during which the teacher and the parent discuss the child’s progress and next steps for learning through ‘teddy target cards’;
- displaying half termly topic webs outlining the sort of activities that the children will be doing;
- sending home ‘Topic Tips’ every half term suggesting activities that can be done at home;
- providing end of year reports which outline the progress and achievement made by each child;
- celebrating children’s achievements with their parents;
- informing parents of what we have been learning each week through ‘Learning Together’ homework sheets. Parents are also encouraged to contribute by completing ‘WOW moments’ sheets about their achievements at home;
- holding meetings to explain how they can support their children with areas such as early reading, communication skills, writing, mathematics or personal/social development;
- encouraging parents to talk to the child’s teacher or key person if there are any concerns.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. Each child also has a key person who ensures, along with the class teacher, that every child’s learning and care is tailored to meet their individual needs.

“When parents and practitioners work together in early years settings, the results have a positive impact on children’s development and learning”

Enabling Environments

At St Oswald’s Primary School we recognise that the environment plays a key role in supporting and extending the children’s development. We aim to create an attractive and stimulating learning environment where children feel confident, secure and challenged. We also aim to make it a place where children feel secure and confident, and are challenged to develop their independence. The learning environment is divided into a variety of different areas, for example: role play, quiet reading, writing, numeracy, listening centre, computer, creative, malleable, sand, water, construction, small world and puzzles. The children also have daily access to the outdoor learning environment. Access to the indoor and outdoor learning environments has a positive effect on the children’s development. Being outdoors offers further opportunities to explore, use their senses, develop their language skills and be physically active. It provides opportunities for doing

things in different ways and on different scales than when indoors and allows children greater space to be physically active and exuberant.

Effective learning builds on and extends prior learning and follows children's interests. We begin by observing the children to find out about their individual needs, interests, stage of development and learning needs. We then use this information to plan challenging but achievable activities and experiences.

Observation, Assessment and Planning

The Planning within the EYFS is based around half termly themes. These plans are used by the EYFS teacher as a guide for weekly planning, however the teacher may alter these in response to the needs (achievements and interests) of the children. Staff are skilled at observing children to identify their achievements, interests and next steps for learning. These observations and discussion with children then lead the direction of the planning. Assessment in the Foundation Stage takes the form of observation, discussion and formal assessments as appropriate. On entry to Nursery and Reception classes, the teacher carries out a baseline assessment to establish starting points for individual children and groups of children. At the end of the foundation stage the children's progress is recorded on to the Early Years Foundation Stage Profile. Each child's level of development is recorded against the 17 Early Learning Goals and a narrative produced on how the child demonstrates the three characteristics of effective learning: playing and exploring; active learning; and creating and thinking critically.

Learning and Development

There are seven areas of learning and development that must shape educational provision in early years settings. The children will cover all seven areas of the curriculum through everyday activities. All the areas are important and interconnected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the *prime* areas, are:

- communication and language;
- physical development; and
- personal, social and emotional development.

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy;
- mathematics;
- understanding the world; and
- expressive arts and design.

We deliver learning for all of the areas through, purposeful play and learning experiences, with a balance of adult-led and child-initiated activities. We believe that play in the Early Years classroom is essential and contributes to the development of the whole child. Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, 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.

The characteristics of effective learning

In planning and guiding children's activities, we reflect on the different ways that children learn and how they organise their own play. Consideration is given to creating opportunities for the children to demonstrate three characteristics of effective learning:

- **Playing and exploring (engagement)** – finding out, playing with what they know, being willing to 'have a go'.

- Active learning (**motivation**) – being involved, concentrating, persevering, enjoying achieving.
- Creating and thinking critically (**thinking**) – having ideas, making links, choosing ways to do things.

The role of the adult

We believe that it is vitally important for adults to support children's learning through play. Learning should be personalised by building on the child's interests and involving them fully in reflecting on what they have learned and how they may build on their skills. Adults will:

- Question, respond to questions and engage the child in extended conversations that support sustained shared thinking
- Extend vocabulary, knowledge and skills
- Encourage independence
- Add resources that stimulate, motivate and engage the learner
- Demonstrate/model and work alongside
- Help children to see links in their learning
- Support, reassure and encourage
- Encourage children to be problem solvers and investigators
- Re-direct the play if necessary
- Help children to learn how to negotiate and resolve conflict
- Observe and assess learning
- Record judgments and plan for next steps in learning
- Provide feedback to child / other adult / parents
- Ensure the environment is safe and secure

Reviewed January 2016