



Early Years Foundation Stage Policy

Because God calls us to fullness of life in Christ we provide varied exciting opportunities for children to achieve highly.

God invites us to promise to keep everyone learning.

Because God calls us to love our neighbour we respect and include each other and develop the skills of confidence, resilience, independence, empathy and understanding.

God invites us to promise to keep everyone included.

Because God calls us to live as faithful members of the community we respect the world around us.

God invites us to promise to look after the world around us.

Because God shows us the best way to live we get to know ourselves and learn how to be safe.

God invites us to promise to keep everyone safe.

Because God calls us to be like him we get to know ourselves and learn to respect the truth.

God invites us to promise to be honest."

Approved by	Approval date	Review date
Governing Body	October 2017	October 2018

Worksop Family of Schools

Early Years Foundation Stage Policy



WORKSOP FAMILY OF SCHOOLS MISSION STATEMENT

“To make a positive contribution to improving & broadening outcomes & opportunities for all children in Worksop through consistent, united, collaboration which both supports and challenges”

The Aims of the EYFS

Every child within the Worksop Family of Schools is entitled to the best possible start in their school life, being supported to achieve to their full potential.

As a family of schools we aim to support each child’s welfare and their developmental needs by:

- Recognising that all children are unique and special.
- Understanding that children develop at different rates.
- Providing a safe, secure and caring environment where all children feel happy and valued.
- Encouraging children’s independence both physically and within decision making.
- Developing the children’s understanding of values and behaviour expectations for people to work together in harmony.
- Support children in developing care and respect for others, which includes those with beliefs and cultures that are different than their own.
- By providing learning experiences through play that encourage children’s curiosity and develop their desire and motivation to learn.
- Providing experiences that build on the children’s interests and their existing knowledge and understanding, in order to challenge and stimulate the children’s development.
- Giving children the opportunities to engage in a range of environments both inside and outside.

Holy Family Catholic Primary School



The children, staff and governors would like to welcome you to our school. Holy Family is a Catholic Primary School with a strong Christian ethos. As stated in our school mission statement:

"We recognise that each child welcomed into our school family from whatever faith, culture or no faith at all, is highly valued and most appreciated, in our all-inclusive community."

Holy Family is a caring school which aims to create a stimulating, learning environment, in which every individual has the opportunity to be the best they can be.

All staff work together to provide a varied and engaging curriculum for your children. We believe structure, routine and systems should be consistent throughout both Foundation 1 and 2 and this helps children settle in well, understanding our expectations, resulting in happy children who enjoy learning.

What is the EYFS ?

The Early Years Foundation Stage (EYFS) applies to all children from birth to the end of the reception year. At Holy Family Catholic Primary School the children begin Foundation Stage 1 (Nursery) the term after they reach their third birthday. They join Foundation Stage 2 (Reception) in the academic year they turn 5. **The EYFS is based upon four principles:**

- **A unique child** – developing resilient, capable, confident and self-assured individuals.
- **Positive relationships** – supporting the children in becoming strong and independent.
- **Enabling environments** – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- **Learning and developing** – An acknowledgement that children learn in different ways and at different rates

The Unique Child

Growing together as lifelong learners, aspiring always to do our best, embracing everyone's unique talents through working innovatively and collaboratively in a safe and happy community in the Spirit of God.

At Holy Family Primary School we want every child to develop into an independent learner who can be resilient, confident, self-motivated and successful. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by their early experiences at school. We use praise and encouragement, as well as celebration/sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

Inclusion

We value the diversity of individuals within the EYFS. All children at Holy Family Primary School are treated fairly regardless of race, 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 EYFS 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 and children of different ethnic groups.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests.
- 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.
- promoting independence.
- 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.
- continually monitoring children's progress and taking action to provide support as necessary.

Positive Relationships

At Holy Family Primary School we recognise that children learn to be strong, confident and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents / carers are children's first educators and it is with them they spend the majority of their time. We value the contribution they make.

We develop these links through:

- talking to parents / carers about their child before their child starts in our school through Home Visits
- giving children the opportunity to spend time with their teacher before starting Foundation Stage.
- inviting all parents / carers to an induction meeting during the term before their child starts school.
- offering an open door policy for parents/carers with any queries.
- encouraging parents/carers to bring their child into school each morning.
- providing regular meetings for parents/carers to discuss their child's achievements. Parents/carers receive a report on their child's attainment and progress at the end of each school year.
- arranging a range of activities throughout the year that parents/carers can join in, e.g. celebrations at the end of topics;
- Parents/carers from feeder settings ie playgroups are invited to stay and play sessions within our setting in the term(s) before they start school to ensure a smooth transition.
- encouraging contributions to the children's 'Learning Journeys' from
- parents/carers. Each child has a turn at being a focus child when they take home a camera. They also take home a sheet so parents/carers can record events which are then shared in school to show what they are doing at home with their family.

All staff involved with the EYFS aim to develop good relationships with all children and their families, interacting positively and taking time to listen to them.

You may be used to your child having a 'Key Person but in FS2 the teachers act as 'Key Person' to the children in their class, supported by the Teaching Assistants.

In FS1/Nursery the teacher and teaching assistant act as 'Key Person' for a group of children each.

Learning and Development

At our school we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter-connected.

We aim to meet all our children's needs by;

- developing partnerships between teachers, teaching assistants and parents, so that our children feel secure at school and develop a sense of well-being and achievement.
- having an understanding of how children develop and learn.
- providing a range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication.
- providing a carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS.
- making provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities.
- encouraging children to communicate and talk about their learning and to develop independence and self-management.
- supporting learning with appropriate and accessible indoor and outdoor space, facilities and equipment.
- identifying progress and future learning needs of children through observations, which are shared with parents.
- developing good relationships between the school and the settings that our children experience prior to joining us.

Areas of Learning

There are seven areas of learning and development that must shape educational provision in early years settings. Three areas have been identified as being particularly important for children's early learning. They give children a foundation for building their learning upon.

Prime Areas:

- **Personal, Social and Emotional Development** - we will help children develop a positive sense of themselves and others. They will learn to form positive relationships and develop respect for others. They will develop social skills and learn how to manage their feelings and understand appropriate behaviour. We will help children to become confident in their own abilities.
- **Communication and Language** - children will be given lots of opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; to speak and listen in a range of situations.
- **Physical Development** - children will be provided with lots of opportunities to be active and interactive; to develop their co-ordination, control and movement. Children will be taught the importance of physical activity and make healthy choices in relation to food.

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

Specific Areas:

- **Literacy/English** - children will be taught to link sounds and letters and to begin to read and write. Children will be given access to a wide range of reading materials to ignite their interest. At Holy Family we teach using the Read Write Inc Scheme of work. This teaching begins in Foundation 1 and continues throughout Foundation 2 and into Key Stage 1.
- **Mathematics** – children will have lots of opportunities to develop and improve their skills of counting, understanding and using numbers, calculating addition and subtraction problems. They will be taught to describe shapes, spaces and measures.
- **Knowledge of the World** – children will be guided to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive Arts and Design** – children will explore and play with a wide range of media and materials as well as being provided with opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play and design and technology.

Religious Education

This area of the curriculum is given a high priority as part of the Foundation Year teaching. It forms part of the whole school programme and is the foundation of the ethos of our school. The R. E. programme is based on the "Come and See " scheme.

“Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is used as an essential part children’s development, building their confidence as they learn to explore, to think about problems and relate to others. Children learn by leading their own play and by taking part in play which is guided by adults. There is an on-going judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Practitioners must 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, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.”

(Statutory Framework for EYFS 2012)

We deliver learning for all of the areas through purposeful play and learning experiences with a balance of adult-led and child-initiated activities. The Foundation Stage Classroom is organised to allow children to explore and learn securely and safely within both our indoor and outdoor environments. The free flow between the inside and the outside has a positive effect on the children’s development. They have the opportunity to think creatively alongside other children as well as on their own and communicate with others as they investigate and solve problems. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors; the children can explore, use their senses and be physically active and exuberant.

We support children to become 'good learners' by developing the

Three Characteristics of Effective Learning.

- **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; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

(Taken from statutory framework for the EYFS 2012)

Through careful assessments and observations, including information provided by parents and other settings, children's development levels are assessed. The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas.

Enabling Environment

At Holy Family School we recognise that the learning environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning. From this we plan challenging but achievable activities and experiences to extend the children's learning.

Observation, Assessment and Planning

Planning in FS is taken from the children's needs and interests as much as possible, which are based around half termly or weekly themes. We have a long term plan which shows when major festivals and seasons will be covered. The Foundation Stage follows the school thematic approach which changes each term.

During your child's first half term in FS2 their teacher will complete a Baseline Assessment (according to current government guidance and legislation) to record their current attainment.

Within EYFS we make regular assessments of children's learning and this is the information that we use to ensure that future planning reflects identified needs and interests.

Assessment in the EYFS takes the form of observation. Each term every child has a long detailed observation, others are smaller snapshots of learning. Photos are also taken to show learning. These observations are recorded electronically in the children's individual 'Learning Journeys'.

In addition children each have a scrap book in which independent work is saved and it also contains work provided by parents from home.

We track the children's progress using development matters as a guide to determine whether the children are emerging, making expected progress or exceeding in comparison to age-related expectations. At the end of FS1/Nursery each child's level of development is

assessed by summative assessment in each area of learning and a written summary is provided for parents / carers.

At the end of FS2 each child's level of development is recorded against the 17 Early Learning Goals (ELGs). Within the final term of the EYFS, we provide a written summary to parents/carers reporting their progress against the ELG's and assessment scales.

Transition into F1 / F2 / KS1

It is important to ensure that new F1 children will be comfortable and familiar with the F1 area, staff and routines. Home visits can give valuable insights into a child's character, personality traits and behaviour expectations. Forming early links with parents starts the open communication between school and home ensuring that this initial transition is as seamless as possible.

Programmes such as Parents as Partners and Stay and Play where both children and parents can attend the setting for educationally themed activities allows the children to meet peers and staff and contributes to them feeling safe and secure in their new environment. This also allows staff to begin the process of formative assessment.

Transition from F1 to F2 and from F2 to Key Stage 1 should take place over a staggered period of time. Informal visits from F1 to F2 or from F2 to Yr 1 can begin the process leading to periods of time spent in the F2 or Yr 1 setting with familiar staff. A more formal week or fortnight at the end of the summer term will enable the transitioning children to develop links, friendship groups and an awareness of their new environment in preparation for the new school year. A set of planned parent meetings to include administrative staff, teachers, teaching assistants and members of the SLT will ensure that information about new routines and expectations are shared and agreed upon. Visits to other settings are arranged where appropriate.

Moderation

The EYFS Profile provides an holistic picture of a child's attainment at the end of the EYFS in relation to the ELGs. Everyone needs to feel confident that the recorded judgements are fair and consistent for all children so that judgements made for any one child are comparable with those made for all children. The starting point for the agreement of judgements should be the ELGs illustrating the level of development expected at the end of the EYFS for each ELG and their exemplification.

The purpose of moderation is to :

- secure the consistency and accuracy of judgements made by different practitioners;
- reassure practitioners that their judgements are accurate, valid and consistent with national standards; and

- assure moderators that an acceptable level of accuracy and validity has been achieved for assessments recorded and reported by the settings for which they have responsibility.

All practitioners implementing the EYFS Profile are required to take part in either a moderation visit or EYFS Profile training (including agreement trialling activities) each year.

Internal Moderation

The moderation of the EYFS Profile assessments begins in each individual setting. Within our own settings we, as practitioners, can agree assessment judgements with each other. At Holy Family school this involves the teachers and TAs working in F2 alongside the Year 1 Teachers.

Moderation within the Worksop Family of Schools

As a family of schools we believe it is important for practitioners to build a shared understanding of the ELGs and national exemplification of standards and to discuss the assessment of children's attainment with colleagues from other settings. Therefore, each setting belongs to a "moderation quad" so that practitioners can share experience to develop their assessment skills. Holy Family also moderates with the AI Saints Family of School.

Worksop Family EYFS Network Group

As a family of schools practitioners from each setting have the opportunity to attend an EYFS network group which meets every half term. The meetings are hosted, in turn, by one of the schools. The group meets after school and the meetings usually last an hour.

In the Autumn Term the group establishes a set of three priorities to work upon during that academic year and an action plan is drawn up. During the subsequent meetings there are opportunities to work collaboratively on the priorities as well as opportunity for networking, looking around the host setting and sharing good practice.

These meetings are led by an identified EYFS Lead Practitioner from one of the settings. It is the responsibility of that person to ensure that;

- all information is passed via email to all the settings within the family
- all settings are aware of the date, time and venue of all meetings
- all settings receive an agenda for each meeting
- all settings receive the minutes of each meeting

EYFS Network

Every Early Years practitioner has the opportunity to attend 3 Network Meetings a year provided by our Nottinghamshire Early Years Consultants. The aim of these meetings are for practitioners to receive up to date guidance on recent developments in Early Years Foundation Stage, provide training and development opportunities, share resources and materials, share good practice, establish more effective early years provision and practice

through supported self-review and establish future training needs based on analysis from current Foundation Stage Profile Data.