



# Early Years Foundation Stage Policy

Date: November 2018

Committee: Children, Families and Community

Lead: EYFS Leader/Senior Teacher

Review date: November 2019

**Bless us to encourage, love and learn.**

St Jude and St Paul's is a place where everyone is treated equally, encouraged and respected. We believe that all children should be able to achieve their full potential academically, socially and emotionally. We are committed to our school being a safe and inclusive place where learning is nurtured and encouraged in a happy, caring and creative environment. We all strive to establish a happy place where high expectation for behaviour, progress and achievement are set.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. The EYFS is based upon four principles;

1. A Unique Child
2. Positive relationships
3. Enabling Environments
4. Learning and development

The Foundation Stage comprises of one Reception Class that has up to 30 children. There is a full time class teacher, nursery nurse and a special educational needs teaching assistant.

At times, the Foundation Stage will have visiting student teachers and other students working in the setting alongside the staff. Other professionals may also work within the setting throughout the year. All those visiting the site and having contact with children have the appropriate DBS checks.

The Foundation Stage staff work as part of a team. Planning is shared to provide consistency and progression, providing age and stage related activities to suit all our children. Children are taught in a variety of ways; in whole class groups, small group work, pairs and individually. We are dedicated to providing excellent pastoral care and education to children in our care.

Staff are qualified and have a wide range of experience and expertise in working with and educating children. The staff are committed to professional development and attend up to date training courses. They have excellent knowledge of the Early Years Foundation Stage and child development.

The Foundation Stage team plan a smooth transition from home/nursery to school and offers stability for the younger children. In the Reception class, children are provided with an environment in which they are given opportunities to express themselves using a variety of resources and suitable activities to stimulate and extend imagination and understanding. Through planned play and talking, young children learn about themselves and the world around them, they are given opportunities to socialise, make friends and therefore develop personal, social and emotional skills and develop confidence.

In the Foundation Stage, we acknowledge the potential for learning in every activity and situation that arises. Our aim is to provide a secure and stimulating environment in which children flourish and learn to make sense of the real world. We ensure the children feel valued and give them the confidence to become active learners. Planned activities provide first hand experiences through play and discussion; children are encouraged to interact with others and to move about and explore a wide variety of learning situations. There are seven planned areas of provision with a wide range of activities, resources and materials available. Opportunities are offered for sustained activity and continuous provision, as well as spontaneous, self-chosen activities. It is important that children experience success, have fun and enjoy themselves whilst learning.

## **EYFS AREAS OF LEARNING**

The Early years Foundation Stage is a curriculum from birth to five years old. We follow the strands set by this curriculum and focus the learning opportunities on the seven areas of learning (3 Prime and 4 Specific) which are;

### Prime Areas

1. Personal Social and Emotional development
2. Physical development
3. Communication and language

### Specific Areas

1. Literacy
2. Mathematics
3. Understanding the World
4. Expressive Arts and Design

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities. Through play and practical experiences, children learn about the world and their place in it. They learn through first hand experiences, talk, books and equipment. We set realistic yet challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys, girls, special educational needs, children who are more able, children with disabilities, and children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

## **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

The school fosters and develops relationships between home, school, children's centres, nurseries and places of worship in order to make links stronger for the good of the community as a whole. Children are encouraged to learn to work, share, take turns and co-operate with others. They are encouraged to be sensitive to the needs of others and to respect other cultures and beliefs. Children are enabled to become confident and develop a positive self-image.

We teach Philosophy for children (P4C) as part of the curriculum. This supports the development of children's understanding of respect for one another's viewpoints, how to challenge these viewpoints appropriately and also to start to develop a deeper level of thinking.

## **PHYSICAL DEVELOPMENT**

Children are given opportunities to move to music, use equipment, develop and practise their fine and gross motor skills. They develop an increasing understanding of how their body works and what is needed to be healthy. This is done indoors and outdoors and by working with a wide range of resources.

## **COMMUNICATION AND LANGUAGE**

These areas cover all aspects of language development and provide the foundation for literacy skills. Children's developing competence in speaking and listening is a focus. We aim to extend and enrich the children's vocabulary through story time, rhymes, role-play and group discussions. Children are encouraged to share their own experiences through speaking and acting out events in imaginative play and talking about their own ideas. They are encouraged to take part in class activities such as working with puppets, participating in music sessions and saying rhymes and singing songs together. The children in Reception also learn Spanish.

### **English**

We have a variety of resources for the children to use to help them develop early skills in English. Children are encouraged to use the mark-making areas of the outdoors independently but they also take part in teacher-led activities. These activities include whole class shared reading, phonics sessions and small group guided reading and writing. The pre-writing work encourages correct pencil control, left/right orientation and cursive letter formation. Children have the opportunity to develop their writing skills in accordance with their age, ability and competence. We encourage children to treat books and other resources with respect and they are given many opportunities to listen to stories told by the staff.

## **MATHEMATICS**

We aim for children to achieve mathematical understanding and a firm foundation for maths through practical activities and using and understanding language in the development of simple mathematical ideas. Pre-number work is covered through nursery rhymes and number activities. Children are given opportunities to learn about number, shape, space, position, pattern and measurement. Towards the end of the Foundation stage children start learning to tell the time and are given opportunities to learn about money and simple calculations including doubling and halving.

## **UNDERSTANDING THE WORLD**

All children are given opportunities to solve problems, investigate, and make decisions and experiment. They will learn about living things, their environment, the world and also the people who live in our world. Children are also given opportunities to develop computing skills and to work with and use modern technology.

## **EXPRESSIVE ARTS and DESIGN**

We provide opportunities for all children to explore and share their thoughts, ideas and feelings through a variety of art, design, technology, music drama, movement, dance and imaginative play activities. Children are given opportunities to make paintings, drawings, collages, models and use/learn how to play musical instruments. Children also learn new songs and rhymes and enjoy singing them with each other. The children have one lesson a week with a specialist music teacher. Colour recognition is taught, naming colours, mixing paints, sorting and matching through various times during the year. Children are given the opportunity to participate in school productions and assemblies.

## **OUTSIDE**

We have a small and carefully planned outside learning space which children have access to each day. The outside area is an extension of the classroom and there is a variety of resources to facilitate learning. In this area, EYFS staff provide planned activities for children as well as giving opportunities for them to make their own choices.

## **PHOTOGRAPHS/VIDEOS**

At the beginning of the year parents/carers are asked to give permission for their child to be photographed/videoed during their time at school. We use these images in the classroom, on displays,

in the children's individual Look@me profiles and occasionally on the school's website (children are not named).

Look@Me is also used by the Reception staff to communicate with parents/carers. They can add comments on observations made. The Reception staff may also write suggestions of ways parents can support their children at home.

### **SAFEGUARDING CHILDREN**

The school takes its child protection responsibilities very seriously. Any concerns, which the school has will be noted and if deemed necessary, will be reported to the relevant agency. The safety of the child is always of paramount importance. The full Safeguarding Policy is available on the school website.

### **PARENTS/CARERS AS PARTNERS**

We value the involvement of parents in school. Parental involvement with school begins even before children start Reception with an invitation to visit the school, attend a meeting and receive a home visit in July.

Parent consultation meetings are held in the autumn and spring term and parents are invited to discuss their child's progress. A report is sent out at the end of the summer term and parents are invited in to school to discuss this report if they wish. It is important to stress that if parents are concerned in any way about their child, they should speak to the class teacher, Foundation Stage leader or headteacher. Parents/cares are invited to various assemblies and functions throughout the year.

### **EQUALITIES and DISABILITIES**

All pupils in this school are entitled to a broad and balanced and relevant curriculum regardless of ability, gender, race and social circumstances. Both more able children and those with special educational needs are considered and the curriculum is adapted to suit all levels of ability.

### **SPECIAL EDUCATIONAL NEEDS**

Care is taken to assess the needs of the needs of each child. Should a child have any special need the parent will be informed at an early stage. Group and individual support is provided within the school where possible. We have links with various agencies and when necessary their involvement may be required to support certain children. Parents/carers will always be consulted if an outside agency is required to support their children. Our Special Educational Needs Policy is available for parents on the school website.

### **HEALTH AND SAFETY**

We have a Health and Safety Policy which all staff and students are familiar with and we have designated staff responsible for first aid in school. We also have staff who have received paediatric first aid training. Children are taught the safe and appropriate use of equipment and materials. Children are taught to be mindful when moving around the school and are aware of safety issues. Risk assessments are undertaken before after school activities take place and before school trips.

### **ALLERGIES**

Parents/Carers are asked to inform the school of any foods their children are allergic to or any foods they do not wish their child to eat. Photographs of children alongside information related to allergies and dietary needs are placed in the kitchen area and classrooms for staff awareness.

### **MEDICAL NEEDS**

The school has a Medical Policy in place. Each class, kitchen and General Office has a medical book which contains photographs and individual child's care plans. All current staff have received Epi-pen training.

## **ASSESSMENT**

Assessment in the Foundation Stage takes place through a continuous cycle of observation, interaction with the children and adult assessment against the Early Learning Goals.

Teachers ensure:

- Early Excellence Baseline assessments of children's attainment, are made on entry into Reception;
- Each child is observed regularly, with learning recorded through photos, commentary and pieces of children's learning. Areas of learning and development are recorded on each observation/piece of learning. The Look@me Programme is used to record observations and parents have access to this platform and are able to add their own comments.
- At the end of each (half) term, formative assessments collected during the term are used to make a summative judgment of the child's attainment against each area of learning and development.
- A child's attainment against each ELG is then put into our tracking tool and progress is tracked throughout the year.
- Assessments are also made of children's phonic awareness and recognition of high frequency words, in order to place them in the appropriate groups for phonics and reading and ensure that they are Year 1 ready.

## **MONITORING and REVIEW**

It is the responsibility of the EYFS staff to follow this policy. The Senior Leadership team will carry out monitoring on the EYFS as part of the whole school monitoring system. The Local Authority (Islington) moderates the work of the EYFS on a 4-year cycle. Reception staff attend a termly cluster group to quality assure assessments.