

Margaret Roper Catholic Primary School

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Early Years Foundation Stage Policy

Introduction

“Every child deserves the best possible start in life and support to fulfil their potential. A child’s experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the Early Years for children to make the most of their abilities and talents as they grow up.” “Early Years Foundation Stage Profile” Department for Children, Schools and Families 2012

Aim

- We aim to provide the highest quality care and education for all our children, thereby giving them a strong foundation for their future learning. We will provide provision which enables them to develop their personalities, talents and abilities irrespective of ethnicity, culture or religion, home language, family background, learning difficulties, disabilities or gender. We will create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent learners by noticing what arouses children’s curiosity, looking for signs of deep involvement to identify learning that is intrinsically motivated. We value the individual child and work alongside parents and others to meet their needs in order that children make good progress.

Principles The EYFS is based upon these four principles:

- A unique child.
We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and 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 and develop a positive attitude to learning.
- Positive relationships.
We recognise that children learn to be strong and independent from secure relationships and aim to develop caring, respectful and professional relationships with the children and their families.
- Enabling environments.
We recognise that the environment plays a key role in supporting and extending the

children's development. Through observations we assess the children's interests, stages of development and learning needs before planning challenging and achievable activities and experiences to extend their learning.

- Learning and development.

The Early Years Unit is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The unit is set up in learning areas where children are able to find and locate equipment and resources independently.

Early childhood is the Early Years on which children build the rest of their lives. At Margaret Roper Primary School, we greatly value the importance that the EYFS plays in laying secure Early Years Forfuture learning and development. However, we also believe that early childhood is valid in itself as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.




The EYFS for children is from birth to five years of age. All children begin school with a wide variety of experiences and learning and it is the privilege of the adults working in the Early Years stage to accept the task of building upon that prior learning experience. This is done through a holistic approach to learning, ensuring that parents and guardians support staff. The Early Years Stage team work effectively together to support the learning and development of the children.





The EYFS team consists of the Reception class teacher and a teaching assistant. The EYFS/KS leader is currently Mrs C Garcia.

The Early Years Curriculum

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve and exceed the early learning goals.

All of the seven areas of learning and development are important and inter-connected. The prime areas of learning are the essential foundations for children to work and master before progressing into the specific areas of learning.

Prime Areas of Learning		
Personal, Social and Emotional Development	Physical Development	Communication and Language
<ul style="list-style-type: none"> ▪ Making relationships ▪ Self-confidence and self-awareness ▪ Managing feelings and behaviour 	<ul style="list-style-type: none"> ▪ Moving and handling ▪ Health and self-care 	<ul style="list-style-type: none"> ▪ Listening and attention ▪ Understanding ▪ Speaking
		

Specific Areas of Learning			
Literacy	Mathematics	Understanding the world	Expressive Arts and Design
<ul style="list-style-type: none"> ▪ Reading ▪ Writing 	<ul style="list-style-type: none"> ▪ Numbers ▪ Shape, space and measures 	<ul style="list-style-type: none"> ▪ People and communities ▪ The world ▪ Technology 	<ul style="list-style-type: none"> ▪ Exploring and using media and materials ▪ Being imaginative
			

Children are provided with a range of rich, meaningful first-hand experiences in which children explore, think critically and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

Children have whole group and small group teaching and learning times which increase as they progress through the EYFS, including a daily phonics session, using the 'Read, Write, Inc' scheme, teaching aspects of Mathematics and Literacy, including shared reading and writing. The curriculum is delivered using a play-based approach, as outlined by the EYFS. Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult and child-initiated activities. We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During children's play, Early Years practitioners interact to stretch and challenge children further and develop their language skills for communicating.

Observation and Assessment

As part of our daily practice we observe and assess children's development and learning through learning tasks that are teacher led, independent tasks that are child led and completely child-initiated tasks that have come from their own interests and thoughts.

Children are assessed on a daily basis against the Early Learning Goals and targets put in place for each child to reach their optimum.

Within the final term of Reception, we provide the parents with a report based on their child's development against each of the Early Learning Goals and the characteristics of their learning, including strengths and next steps in learning. The parents are then given the opportunity to discuss these judgements with the Reception teacher in preparation for Year 1.

Intimate Care

'Intimate' care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child's age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet and changing underwear following an accident. In most cases, intimate care is to do with personal hygiene and it is good practise for the school to inform the school nurse or the school's first Aid Leader of all children requiring intimate care.

Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child. No intimate care is to be given without the express written permission of the parent or guardian of that child and all parents and guardians will be asked to provide that permission when their child joins Margaret Roper.

Inclusion and Equal Opportunities

Children with special educational needs will be supported as appropriate to enable them to access the curriculum fully. This includes children that are more-able and those with specific learning difficulties and disabilities. Individual Educational Plans identify targets in specific area of learning for those children who require additional support. The school's SENCo is responsible for providing

additional information and advice to staff and parents and for the arranging external intervention and support as necessary.

We will provide all children, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability with equal access to all aspects of school life to ensure that every child is valued as an individual. All staff are role models and are aware of the influence they have in promoting positive attitudes and use that influence to challenge attitudes.

Safety

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risk.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious food and following set procedures when children become ill or have an accident. We require parents to notify us of any medical or dietary needs and will act upon these requirements accordingly.

Partners

We strive to create and maintain partnership with parents and carers as we recognise that together we can have a significant impact on a child's learning. We give children the opportunity to change their reading book daily, if required or at least twice a week. We also encourage children to participate in a weekly homework activity. We welcome and actively encourage parents to participate confidently in their child's education and care in numerous ways. Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times we may need to share information with other professionals to provide the best support possible. We draw on our links with the community to enrich children's experiences by taking them on visits and inviting members of the community into our setting.

Transition

Transitions are carefully planned for and time given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings, including nurseries and childminders. Children attend introductory sessions to Reception to develop familiarity with the setting and practitioners. In the final term in Reception, the Year 1 teacher will meet with the Early Years staff and discuss each child's development against the Early Learning Goals in order to support a smooth transition to Year 1. This discussion helps the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

Reviewed by: C Garcia

Policy date: June 2019

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