



Archdiocese of
Birmingham



St Gregory Catholic Academy

Early Years Foundations Stage Policy



All Saints Catholic Collegiate

POLICY

Approval and review

Committee to approve policy	Curriculum Committee
Date of Academy Committee Approval	March 2017
Chair of Academy committee	
Signature	
Chair of Academy Committee	
Policy review period	12 months
Date of policy review	March 2018

MISSION STATEMENT

With respect for God and united in faith, we place service before self to inspire hearts and minds.

By achieving together through out love and faith, we place Christ at the centre of all we do.



Version Control

Version	Date Approved	Changes	Reason for Alterations
Issue 1	Mar 2017	Annual update of policy	



Introduction

This policy is intended to outline the provision for children in the Foundation Stage. The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. In the nursery all children join us from the age of three up to the age of rising five and then move onto complete the EYFS in the reception class.

The EYFS is based upon four principles:

- A unique child
- Positive Relationships
- Enabling Environments
- Learning and Development

A Unique child

In the Foundation Stage 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, at varying rates. We use praise and encouragement, as well as celebration/sharing circle times to encourage children to develop a positive attitude to learning. We give our children every opportunity to achieve their best.

We meet the needs of all our children through various ways including planning opportunities that build upon and extend children's knowledge, experience and interests.

Parent Partnership

We recognise that parents are children's first and most enduring educators and we value the contribution they make. 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;
- providing the children with the opportunity to spend time with their teacher before starting school during transition sessions;
- support children through the transition to our School by arranging visits to homes/settings.
- inviting all parents to an induction meeting during the term before their child starts school
- encouraging parents to talk to the child's teacher if there are any concerns by adopting an open door policy at the beginning and end of the school day.
- providing a formal meeting for parents twice a year at which the teacher and the parent discuss the child's progress in private with the teacher. Parents 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 encourage collaboration between child, school and parents: Parent Workshops and Celebration Assemblies
- providing parents an opportunity to celebrate their child's learning and development by completing "wow" moments which inform planning and provision.
- ensuring all parents know that their child's teacher and key worker. The key person approach is aimed at enabling and supporting close attachments between children and practitioners. Attachment provides



a sense of security so that children can become confident, independent and capable young learners.

The Learning Environment

The EYFS classrooms are 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 classroom is set up in learning areas, where children are able to find and locate equipment and resources independently.

All areas will be attractive and suitably resourced so that children are encouraged to use them and engage in purposeful, challenging activities with or without the presence of an adult.

Resources will be organised in such a way that children are enabled to make informed choices, select independently what they need and take responsibility for clearing away.

Learning intentions and key vocabulary are clearly displayed in each area to promote a language rich environment.

The outdoors environment is organised into play zones. Each area of learning is represented in the zones. Key vocabulary is explicitly shared with children but not displayed in the outdoor environment. Target objectives are chosen for the week based on assessments of the children. Practitioners go into children's play to teach these target objectives. The activities are all self-initiated by the children using real life or natural materials.

Learning and Development

In our Catholic school the Early Years Foundation Stage curriculum is based on promoting the spiritual and moral development of every pupil through three prime areas and four specific areas of learning, as outlined in the revised '**Development Matters**' document for the Early Years Foundation Stage.

Prime Areas of Learning

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

The Specific Areas of Learning

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design.

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise 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. All staff work together to foster the characteristics of effective early learning.

- **Playing and exploring**
- **Active learning**
- **Creating and thinking critically**

Daily phonics, literacy and numeracy sessions are increased as children progress, so that by the end of the summer term they are appropriately prepared for the National Curriculum, formally introduced in Year 1. For more able children, this may be introduced sooner, whilst for less able children, the early years foundation stage curriculum may continue in year 1.



Assessment

- Children entering school are observed during induction sessions held in the Spring Term, Stay and Play Sessions, Gregory Bear Sessions (SG) and during their first weeks in school, to provide baseline information.
- Monitoring of each child will take place through daily observations, discussions, photographs and record keeping and planned assessment.
- Assessments are continually updated and at the end of each half term stages of development are recorded for each child
- At the end of the Reception year the E.Y.F.S. profile results are sent to the L.A.
- An end of year a report summarising the achievements from the Early Years Foundation Stage Profile is sent to parents of all children.

Transition into KS1

- Each child's age and stage is discussed with the Year 1 teachers so that they can continue to help the children seamlessly continue their learning journey following on from the Early Years Curriculum to the National Curriculum for KS1.
- Careful joint planning between EYFS teachers and Year 1 teachers at the end of the Summer term ensures that all children's learning needs are met

Inclusion

All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Transition meetings take place during the induction with the Health Visitor, to share information from the Two Year old development check. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the school's SENCO is called upon for further information and advice. Appropriate steps are taken in accordance with the school's SEND policy.

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;
- 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.



