

# Early Years Foundation Stage policy

## St Patrick's Catholic Primary School



### MISSION STATEMENT

As the pupils, parents, staff and governors of St Patrick's school:

**OUR MISSION IS TO FOLLOW THE LOVING EXAMPLE SHOWN BY  
JESUS CHRIST**

**Approved by:** Full Governing Body

**Date:** 9<sup>th</sup> July 2020

**Last reviewed on:** 21<sup>st</sup> May 2019

**Next review due by:** July 2021

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*“Every child deserves the best possible start in life and support to achieve their full 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 foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years services they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage (EYFS) is the framework that provides that assurance.” (Statutory Framework for the Early Years Foundation Stage)*

## 1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- Close partnership working between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

## 2. Legislation

This policy is based on requirements set out in the revised [2017 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

## 3. The EYFS

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Foundation year in school. Our school provides 2 Foundation bases (classes) each of 30 children, with free-flow between each class. Children work with adults across both bases.

The EYFS is based upon four principles:

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

### A Unique Child

At St. Patrick’s Catholic School we recognise that every child is a competent learner. Our PATRICK attitudes are the foundation of our approach to learning: perseverance, aspiration, teamwork, respect, independence, creativity and kindness. We recognise that children develop in individual ways, at varying rates. 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 individuals, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

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.

## **Positive Relationships**

At St. Patrick's School, we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families. 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. At our school, the class teachers act as a 'Key Person' to individual children and are responsible for liaising with parents, maintaining evidence folders and the online Tapestry Learning Journal.

## **Enabling Environments**

At St. Patrick's School, we recognise that the 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, enabling for the provision of challenging but achievable activities and experiences to extend the children's learning.

### ***The Learning Environment***

The EYFS learning environment 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 environment is set up in learning areas, where children are able to find and locate equipment and resources independently. The Foundation environment has an outside area: a canopy and an outside learning zone. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children the opportunity to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all areas of learning.

## **Learning and Development**

At St. Patrick's 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.

### ***Teaching and Learning Style***

Our policy on teaching and learning defines the features of effective teaching and learning in our school. Features that relate to the EYFS are:

- the partnership between staff and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that staff have knowledge of how children develop and learn, and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations.

## 4. Curriculum

Our early years setting follows the curriculum as outlined in the revised 2017 statutory framework of the EYFS. This curriculum provides a structure of learning opportunities through which we develop the different aspects of early education.

### 4.1 Characteristics of Effective Learning

The ways in which children engage in learning are referred to as the Characteristics of Effective Learning. These are:

#### *Playing and exploring*

Through play, our children explore and develop learning experiences, which help them make sense of the world. They practice 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.

#### *Active Learning*

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

#### *Creating and thinking critically*

Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the setting to extend their learning.

### 4.2 Areas of learning

These areas form the basis of the EYFS curriculum. 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. In each area there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS.

The prime areas of learning are:

**Communication and Language** (Listening and attention, Understanding, Speaking)

**Physical Development** (Moving and handling, Health and self-care)

**Personal, Social and Emotional Development** (Self-confidence and self-awareness, Managing feelings and behavior, Making relationships)

The prime areas are strengthened and applied through 4 specific areas:

**Literacy** (Reading, Writing)

**Mathematics** (Numbers, Shape, space & measure)

**Understanding the World** (People and Communities, The World, Technology)

**Expressive Arts and Design** (Exploring and Using media and materials, Being imaginative)

### 4.3 Planning

Staff plan activities and experiences for children that enable them to develop and learn effectively. Staff take into account the individual needs, interests, and stage of development of each child in their care, and use

this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice.

## **4.4 Teaching**

Each area of learning and development is implemented through planned, purposeful play, through a mix of adult-led and child-initiated activities and incorporating both indoor and outdoor environments. Practitioners 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, the balance gradually shifts towards more adult-led activities, particularly in the second half of the summer term, to help children prepare for more formal learning, ready for Year 1.

## **5. Assessment**

At St Patrick's School, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are recorded in a child's Evidence Folder and within Tapestry and are used to shape future planning. Assessments are recorded on a school assessment database. Practitioners also take into account observations shared by parents and/or carers through meetings, sharing of the Evidence Folders, Tapestry and 'WOW' tickets.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the Characteristics of Learning and the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Exceeding expected levels or,
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

### **5. 1 Tapestry security**

- The Tapestry on-line Learning journey system is hosted on secure dedicated servers based in the UK.
- Access to information stored on Tapestry can only be gained by unique user id and password.
- Tapestry includes safety features such as a lock which activates after 5 minutes of no use. After this time you need to put in your individual password to re access the site or app.
- Staff do not leave screens unattended when the Tapestry program is active; this prevents unauthorized access to the site.

## **6. Working with parents**

We recognise that parents are children's first and most enduring educators and we highly value the contribution that parents make. We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers. We do this through:

- Talking to parents about their child before their child starts in our school. This includes home visits or a meeting in school before the child starts in Foundation, as well as a group welcome meeting in school in the summer term prior to their child starting in our school.
- The children have the opportunity to spend time with their teacher prior to starting in Foundation during our "Induction Sessions".
- Offering parents regular opportunities to talk about their child's progress.
- Encouraging parents to talk to their child's teachers about any concerns they may have.
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents. For example, parent workshops, group reading sessions, or parental involvement in curriculum activities.
- Opportunities in the child's "evidence folders" for parents to leave comments relating to the children's achievements.
- There are two formal meetings per year (autumn and spring term) at which time the Teacher and parent discuss the child's progress and development.

## **7. Safeguarding and welfare procedures**

Our safeguarding and welfare procedures follow our school safeguarding policy.

## **8. Monitoring arrangements**

This policy will be reviewed and approved by EYFS Phase Leader every year.

At every review, the policy will be shared with the governing board.

## Appendix 1. List of statutory policies and procedures for the EYFS

This checklist lists the policies and procedures that we must have according the EYFS statutory framework.

<b>Statutory policy or procedure for the EYFS</b>	<b>Where can it be found?</b>
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy