OUR LADY STAR OF THE SEA CATHOLIC PRIMARY SCHOOL

EARLY YEARS FOUNDATION STAGE POLICY

Mission Statement
Loving and learning together on our journey following Jesus with Mary as our guiding star “Love one another as I have loved you” John 13: 34-35

Type of Policy:	Non-Statutory
Approval of the policy has been delegated to:	Headteacher

Date of last review:	17.9.19
Term of next review:	Autumn 2022

EARLY YEARS FOUNDATION STAGE POLICY

This document is a statement of aims, principles and strategies for the teaching of the Early Years' Foundation Stage at Our Lady Star of the Sea Catholic Primary School.

"Early childhood is valid in itself and is part of life, not simply a preparation for work, or the next stage of education."
(Early Childhood Education - Early Years Curriculum Group)

What is the EYFS?

The principles that guide the work of all early years practitioners are grouped into four themes:

1. **A Unique Child** - every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

2. **Positive Relationships** - children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.

3. **Enabling Environments** - the environment plays a key role in supporting and extending children's development and learning.

4. **Learning and Development** - children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.

Play underpins the delivery of the EYFS - children must have opportunities to play indoors and outdoors.

The EYFS is from Birth - 60 months (age 5).

Objectives

- To be happy.
- To develop warm and secure relationships with adults and peers.
- To communicate ideas, feelings, experiences and needs in verbal and non-verbal ways.
- To learn how to understand and express emotional feelings and use them in constructive ways.
- To explore, experiment, observe and discover.
- To master the basic physical skills and develop control of large and fine muscles.
- To begin to value the culture, religion, race and language of themselves and others.
- To enter into the world of imagination, fantasy and role play.
- To develop skills and concepts that will provide a good foundation for future learning.

- To develop the ability to make choices and decisions.
- To be successful.
- To be creative and appreciative the creativity of others.
- To develop an awareness of their school and community environment.
- To develop an awareness of their school and to live in harmony.
- To be given time to be a child and not to rush their childhood.

EYFS Curriculum

Taking these objectives into consideration Our Lady Star of the Sea Catholic Primary School provides a broad, balanced and relevant range of experiences that are well rooted in play and planned for the children, taking into account their own ideas and interests. It is vital that children learn in a safe, secure and supportive environment - only then will they be able to fully develop socially, emotionally, physically, intellectually and spiritually.

Such experiences need to promote learning in key areas of the children's development:

- Personal, Social and Emotional Development
- Communication, Language and Literacy
- Problem Solving, Reasoning and Numeracy
- Knowledge and Understanding of the World
- Physical Development
- Creative Development

Religious Education within the EYFS

All children in the Foundation Stage are taught through the principles of our Mission Statement appropriate to their level of development in conjunction with the 'The Way The Truth and The Life' Programme.

The Early Years' Environment

The Early Years' environment is set up into areas of learning - indoors and outdoors. Enhancements are planned for in each area of learning and are child initiated.

We aim to make the Early Years' Environment:

- Attractive and welcoming to children and parents.
- A place where children feel secure and confident.
- Stimulating and exciting.
- A place where children's work is valued and displayed attractively.
- A place where children can play individually or in small groups throughout quiet, noisy, messy, yet structured, learning activities.
- Accessible to an outdoor area.
- A place where communication and questioning are encouraged.
- A place that is well resourced and accessible to children.
- A place that allows focused child initiated play.
- A place that allows children to develop their own interests.

Planning

It is important to remember that the curriculum includes everything a child experiences and not just a programme of activities. The organisation and routines in the children's day provide many opportunities for learning and observations. By planning their routines carefully and developing active learning bases that are well structured, we provide opportunities that cover all areas of development.

There are three stage of planning:

1. **Long-term planning** provides a broad framework for the curriculum in the EYFS which is based on a two year rolling programme that is constantly being reviewed.

2. **Medium-term planning** - a planning book is completed at the beginning of each topic with the children, asking them about their interest and what they would like to learn. Learning objectives and activities are then planned for each term using the EYFS curriculum.

3. **Short-term planning** focuses on the day to day details of teaching and learning and allows for revision and modification of learning activities informed by on-going assessments and observations.

All EYFS teaching staff plan together.

Assessment and Recording

The attainment, achievements and progress of young children are assessed and recorded in order to:

- Acknowledge and value previous experience and learning.
- Recognise a child's present stage of development.
- Identify specific learning needs.
- Inform future planning/learning.
- Involve and inform parents/carers.
- Provide a subsequent indication of progress made (value added).

How we assess:

- Each child has a learning journey which includes observation notes and photographs from all key workers including parents. An assessment scale sheet is at the front of each learning journey that is highlighted 3 times a year in Nursery and Reception indicating each child's stage of development.
- Observations are made on a daily basis and then collated to provide information about each child. Assessment scales will be added to observations.
- E Profile is completed every term in Nursery and Reception.

Roles and Responsibilities

Effective teamwork is essential in providing an appropriate curriculum and environment for young children.

Our EYFS team consists of three teachers and three teaching assistants. Teacher and teaching assistant students, special support teachers and parent helpers supplement the team at various times.

Role of the Teacher

- To have responsibility for the children's learning and well being.
- To have responsibility for the day to day management of the class.
- To maintain high standards in all areas of learning
- To support staff within their own classroom
- To organise the smooth running of the class
- To plan, assess and evaluate the curriculum and the children
- To create and maintain links with colleagues in school, home, community and other agencies.
- To attend courses and update themselves and the team on current practices.

Role of the Teaching Assistant

- To have a valuable and vital role within the team.
- To have a special knowledge and understanding of play and will be able to present a full range of activities, in a supportive role.
- To have the skills to observe and report accurately.
- Alongside the teacher, to ensure the smooth running and organisation of the class.
- To work with small groups of children who need extra support.
- To liaise with parents as required.
- To play a part in training other teaching assistant students.
- To attend courses to further personal skills in knowledge.

Role of the EYFS Leader:

- To oversee the drawing up and implementation of the policies related to the EYFS.
- To report regularly to the Head teacher about the achievements and planned developments for the EYFS. Reporting to governors as required.
- To be an advocate for the highest possible quality and provision and practice for young children. To lead the team in such practice.
- To train and report back.
- To lead new initiatives.
- To take an active role in local networks and liaising with colleagues in other schools-best practice.

Parents

We actively encourage parents and carers to:

- Enter into a partnership with the school.
- Understand that the education of their children is shared between home and school.
- Feel welcome in the school at all times.
- Share their expertise to enhance the learning opportunities provided within the school.
- Have access to information concerning the school curriculum.
- Share in their child's progress and achievements using the learning journey.

Equal Opportunities

At Our Lady Star of the Sea we aim to provide all pupils, regardless of ability, race, disability or gender, with equal access to the curriculum.

Special Educational Needs

At Our Lady Star of the Sea we believe that all children are entitled to a learning environment in which they are encouraged to reach their potential in a supportive atmosphere that fosters growth towards independent learning, appropriate to their age and stage of development.

We aim to identify children with special needs at the earliest possible stage and differentiate their activities accordingly. If we feel that differentiation alone is not sufficient support, then we refer to the SENCO who can offer support and advice.