



St

Winifred's RC

Primary School

*Early Years Foundation
Stage Policy*

February 2022

Review February 2025

Early Years Foundation Stage Policy- St Winifred's RC Primary School

Within this document, the term Early Years Foundation Stage is used to describe children who are in our two Reception classes.

Aim

At St Winifred's 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 create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential.

As outlined in the EYFS 'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.'

The following documents should be read in conjunction with this policy: Admissions Policy, Health and Safety Policy, Equal Opportunities Policy; Learning Support Policy; Behaviour Policy

We adhere to the Statutory Framework of the EYFS (March 2021) and predominantly follow the non-statutory Development matters (July 2021). Our practice is shaped by the four guiding principles:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through **positive relationships**
- Children learn and develop well in **enabling environments, with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. They also benefit from a strong partnership between practitioners and parents and/or carers.
- **Children develop and learn in different ways and at different rates**

Principles into practice

As part of our practice we:

- Provide a broad and balanced curriculum, based on the EYFS and the new Development matters guidelines, across the seven areas of learning, using play as the vehicle for learning
- Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support
- Work in partnership with parents and within the wider context
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment
- Provide opportunities for children to engage in activities that are adult-initiated and child-initiated, supported by the adult
- Provide a secure and safe learning environment indoors and out

Foundation Stage 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 the seven areas of learning and development are important and inter-connected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas are the **prime** areas:

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

The prime areas are strengthened and applied through the specific areas, which are:

- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive Arts and Design**

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

As a team, we plan broad topics with a bank of ideas, which are often based on the children's interests and observations. We aim to tailor short term planning towards the needs of individual children and groups of children.

- Children have whole class and small group times, including a daily phonics and Maths session.
- 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-led and child-initiated activities'
- During children's play, early years practitioners interact to stretch and challenge children further.
- In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and reflect these in our practice.

- We create a stimulating environment to encourage children to learn both indoors and out.

Observation and Assessment

Within the first 6 weeks that a child starts reception, staff will administer the Statutory Reception Baseline Assessment (RBA, May 2021). Then, as part of our daily practice we observe and assess children's development and learning to inform our future plans. All Reception staff are encouraged to contribute towards observations and regular informal discussions take place. We follow the 'Development Matters' document to plan for, and observe, the children's progress towards the Early Learning Goals throughout the year and significant observations of children's achievements are collated in their own personal learning journey, which are shared with parents. The Tapestry computer program is used to take 'snapshots' of the children's learning and to provide effective communication links between learning at home and school. Parents are invited to attend two Parents' meetings a year to discuss their child's progress. We also operate an 'open door' policy throughout the year.

At the end of Reception year, 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.

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 risks. We have stringent policies, procedures and documents in place to ensure children's safety.

We promote the good health of the children in our care in numerous ways, following set procedures when children become ill or have an accident.

Please see our separate policies and procedures on Health and Safety, Child Protection, Food and Drink; Illness and Injury.

Inclusion

We value all our children as individuals at St Winifred's, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meets the needs of the individual child and support them at their own pace so that most of our children achieve and even exceed the Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies.

Transitions

Transitions are carefully planned for and time given to ensure continuity of learning. We have strong links with the main feeder nurseries and arrange transition visits/phone calls wherever possible before the children begin in Reception. Children attend an introductory afternoon to their class in the summer term and a short period of time coming into school on a part time basis to develop familiarity with the setting and practitioners within a smaller group. Parents are also asked to complete an 'All about me' form to enable staff to get to know their child as quickly as possible.

In the final term in Reception, the Year 1 teachers 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.

Policy last updated: February 2022

Review February 2025