



St Peter's Catholic Voluntary Academy

Early Years Foundation Stage Policy 2023-4

Our EYFS intent statement:

At St Peter's Primary School, in the Early Years Foundation Stage, the staff work together towards a shared vision. We want our children to be happy confident, well-rounded individuals with a love for learning. We believe in providing all children with a safe and stimulating environment that builds on each individual's wants, needs and interests. We are committed to a Christian lifestyle; encouraging children to receive Christ into their hearts and minds.

We aim for the children at St Peter's to be:

- Happy, secure and to feel safe*
- Independent, self-assured risk takers*
- Confident and resilient*
- Excited and motivated to learn*
- Socially strong and able to form positive relationships*
- Ready for Year 1 and to access the national curriculum confidently*
- Have a wide vocabulary so that they can flourish academically*

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. The EYFS is based upon four principles;

1. A Unique Child

2. Positive Relationships

3. Enabling Environments

4. Learning and Development

The Foundation Stage comprises of one Reception Class.

Adults:

Mr. Stuart Wright FT teacher

Miss Nataie Bonshor FT LSA

At times the Foundation Stage will have visiting student teachers and Nursery Nurse students working in the setting alongside the staff. Other professionals may also work within the setting throughout the year.

The Foundation Stage staff work as part of a team. EYFS staff plan and work together to ensure continuity and progression, providing age and stage related activities to suit all our children. Children are also taught as a whole class group, through small group work, in pairs and individually. We are dedicated to providing excellent pastoral care and education to those children in our care.

Staff are fully qualified, have a wide range of experience and expertise in working with and educating children. The Staff are committed to professional development and attend up to date training courses and have excellent knowledge of the Early Years Foundation Stage and child development.

The Foundation Stage affects a smooth transition from home to school and offers stability for the younger child. In all classes children are provided with an environment in which they are given opportunities to express themselves using a variety of mediums and suitable material to stimulate and extend imagination and understanding. Through planned play and talking, young children learn about themselves and the world around them, they are given opportunities to socialise, make friends and therefore develop personal, social and emotional skills and develop confidence.

In the Foundation Stage we acknowledge the potential for learning in every activity and situation that arises. Our aim is to provide a secure and stimulating environment in which children flourish and learn to make sense of the real world. We make the children feel valued and give them the confidence to become active learners. Our activities provide first hand experiences through play and discussion, children are encouraged to interact with others, to move about and explore a wide variety of learning situations. There are well-planned areas of provision in the wide range of activities, resources and materials available. Opportunities are provided for sustained activity and continuous provision, as well as spontaneous, self-chosen activities. It is important to us that children experience success, have fun and enjoy themselves whilst learning.

EYFS AREAS OF LEARNING

The Early Years Foundation Stage 2021 (found here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf) is a curriculum from birth to five years old, we follow

the strands set by this curriculum and concentrate the learning opportunities on the seven areas of learning (3 Prime and 4 Specific) which are;

PRIME AREAS:

1. Personal Social and Emotional Development
2. Physical Development
3. Communication and Language

SPECIFIC AREAS:

4. Literacy
5. Mathematics
6. Understanding of the World
7. Expressive Arts and Design

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. Through play and practical experiences children learn about the world and their place in it. They learn through first hand experiences, talk, books and equipment. We set realistic yet challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, 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.

PERSONAL. SOCIAL AND EMOTIONAL DEVELOPMENT

The school fosters and develops relationships between home, school, children's centres and places of worship in order to make links stronger for the good of the community as a whole. Children are encouraged to learn to work, share, take turns and cooperate with others. They are encouraged to be independent and make choices for themselves. They are also encouraged to be sensitive to the needs of others and to respect other cultures and beliefs. Children are enabled to become confident and develop a positive self-image.

PHYSICAL DEVELOPMENT

Children are given opportunities to move to music, use equipment, develop and practice their fine and gross motor skills. They develop an increasing understanding of how their body works and what

is needed to be healthy. This is done in both indoors and outdoors and by working with a wide range of resources.

COMMUNICATION and LANGUAGE

This covers all aspects of language development and provides the foundation for literacy skills. Children's developing competence in speaking and listening is focused on. We aim to extend and enrich the children's vocabulary through story time, rhymes, role-play and group discussions. Children are encouraged to share their own experiences through speaking and acting out events in imaginative play and talking about their own ideas. They are encouraged to take part in class activities such as working with puppets, participating in music sessions and saying rhymes and singing songs together.

LITERACY

We have a variety of resources for the children to use to help them develop early literacy skills. Children are encouraged to use the mark-making areas indoors and outdoors independently but they also take part in teacher-led activities. These activities include whole class shared reading, phonics sessions (ReadWriteInc) and small group guided reading and writing. The pre-writing work encourages correct pencil control, left/right orientation and cursive letter formation. Children have the opportunity to develop their writing skills in accordance with their age, ability and competence.

We encourage children to treat books and other resources with respect and they are given many opportunities to listen to stories told by the staff.

MATHEMATICS

We aim for children to achieve mathematical understanding and a firm foundation for numeracy through practical activities and using and understanding language in the development of simple mathematical ideas. Pre-number work is covered through nursery rhymes and number activities. Children are given the opportunity to learn about number, shape, space, position, pattern and measurement. Towards the end of the Foundation stage children start learning to tell the time and are given opportunities to learn about money and simple calculations.

UNDERSTANDING THE WORLD

All children are given opportunities to solve problems, investigate, make decisions and experiment. They will learn about living things, their environment, the world around them and the people who are important in their lives. Children are also given opportunities to develop computing skills and to work with and use modern technology.

EXPRESSIVE ARTS and DESIGN

We provide opportunities for all children to explore and share their thoughts, ideas and feelings through a variety of art, design, technology, music, drama, movement, dance and imaginative play activities. Children are given opportunities to make paintings, drawings, collages, models and use basic musical instruments. Children also learn new songs and rhymes and enjoy singing them with each other. Colour recognition is taught, naming colours, mixing paints, sorting and matching

Through various times during the year children are given the opportunity to participate in school productions and assemblies.

OUTSIDE

We have an outside learning space which children have access to each day. We have all weather clothing and footwear available so children are protected and there are no barriers to learning. The outside area is an extension of the classrooms and there is a variety of resources to facilitate learning. In this area EYFS staff provide planned activities for children as well as giving opportunities for them to make their own choices. Staff make regular safety checks and risk assess this area.

ASSESSMENT OF CHILDREN

- Children entering school are observed during their first weeks, to provide baseline information.
 - Monitoring of each child will take place through daily observations, discussions, photographs and record keeping and planned assessment. All self – initiated activities are collected and collated in each child’s learning journey (online via ‘Target Tracker’), which parents are welcome to contribute to.
 - The Early Years Foundation Stage Profile is updated at the end of each term. At the end of the year the E.Y.F.S. profile results are sent to the local authority.
 - An end of year a report is written, summarising the achievements from the Early Years Foundation Stage Profile, and the ‘Characteristics of Early Learning’ and is sent to parents.
- The profile data is and the ‘characteristics of the child as a learner’ are discussed with the Year 1 teacher so that she/he can continue to help the children to achieve the early learning goals if they have not done so before they can access the K.S.1 curriculum.

PHOTOGRAPHS/VIDEOS

At the beginning of the year parents/carers are asked to give permission for their child to be photographed/videoed during their time at school. We use these images in the classroom, on displays, on our ‘Class Dojo’ page, in the children’s individual learning journeys and on the school website.

PARENTS/CARERS AS PARTNERS

We value the involvement of parents in school. Parental involvement with school begins even before children start Reception with an invitation to visit the school and meet their child’s teacher. Parents consultation meetings are held in the Autumn and Spring Term at which parents are invited to discuss their child’s progress. A report is sent out at the end of the Summer term and parents are invited into school to discuss this report if they wish. It is important to stress that if parents are concerned in any way about their child they should telephone or call into the school to make an appointment to discuss their concerns with the class teacher and/or the Head teacher. Parents are kept informed of all happenings in the school by weekly newsletters messages/photographs posted on ‘Class Dojo’. Parents are invited to various assemblies and functions throughout the year and other open afternoons/mornings organised where appropriate.

SAFEGUARDING CHILDREN

The school takes its child protection responsibilities very seriously. Any concerns, which the school has, will be noted and, if deemed necessary, will be reported to the relevant agency. The safety of the child is always of paramount importance. The full Safeguarding Policy is available in school for parents to read if they wish. Both class are trained deputy designated safeguarding leads (DSLs).

EQUALITIES and DISABILITIES

All pupils in this school are entitled to a broad, balanced and relevant curriculum regardless of ability, gender, race and social circumstances. Both gifted, talented and able children and those with Special Educational Needs are considered and the curriculum adapted to suit all levels of ability. We have a full Equality and Diversity and Equal Opportunities policy available at school.

SPECIAL EDUCATIONAL NEEDS

Care is taken to assess the needs of each child from the Foundation Stage onwards (and before if necessary). Should a child have any special need the parent will be informed at an early stage. Group and individual help is provided within the school where possible. We have links with various agencies and when necessary their involvement may be required to support certain children. Parents/Carers will always be informed if an outside agency is assisting us to support their child. We have a full Special Educational Needs (S.E.N) and Gifted and Talented policy available at school.

HEALTH AND SAFETY

We have a Health and Safety policy which all staff and students are familiar with and we have designated people responsible for first aid in school. Named Foundation Stage staff have had paediatric first aid training. Children are taught the safe and appropriate use of equipment and materials. Children are taught to be mindful when moving around the school and are aware of safety issues. Risk assessments are undertaken before after school activities take place and before we embark on school outings. A full Health and Safety Policy is available in School.

ALLERGIES

Parents/carers are asked to inform us of any foods their children are allergic to or any foods they do not wish their child to eat. A note of this is kept in school and all adults involved are informed.

MEDICAL NEEDS

We keep a note of any medical needs, allergies, children who need inhalers, antihistamines, epi-pens etc, in the class so everyone is aware of individual needs.

SNACK TIMES

We have a snack area shared by all children in the Foundation Stage. We see snack time as a social event, a time where the children enjoy a drink of milk, piece of fruit and/or a light snack together. This time of day is the ideal opportunity to develop and enhance the children's social skills and to encourage interaction and conversation with their peers as they sit together. WE DO NOT CHARGE FOR SNACK.

MONITORING and REVIEW

It is the responsibility of the EYFS staff to follow this policy. The Senior Leadership Team will carry out monitoring on the EYFS as part of the whole school monitoring system.

This policy will be reviewed before the start of each academic year and will evolve to incorporate the views of all staff concerned.

Stuart Wright

Reviewed on 01.11.23

Senior member of staff responsible: Helen White (Head teacher)