



St Aidan's RC Primary EYFS Policy

"Logic will get you from A to B, imagination will take you everywhere." Albert Einstein.

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INTRODUCTION:

This document outlines the philosophy, aims and principles of early years learning and teaching at St Aidan's RC Primary School. The document underpins practice in all areas of provision.

"Every child deserves the best possible start in life and support to fulfil their 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."

**Statutory Framework for the Early Years Foundation Stage
Department for Children, Schools and Families, 2007.**

Early childhood is the foundation on which children build the rest of their lives. At St Aidan's RC Primary School we greatly value the important role that Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development, however we also believe early childhood is valid in itself, as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

The EYFS applies to children from birth to the end of the reception year. At St Aidan's RC Primary School EYFS applies to children attending from the age of three years to the end of the Reception year when they are five years of age.

AIMS:

It is every child's right to grow up safe, healthy, enjoying and achieving, making a positive contribution and with economic well-being. At St Aidan's RC Primary School the overarching aim of the EYFS is to help young children achieve these five **Every Child Matters** outcomes. The curriculum of the EYFS underpins all future learning by supporting, fostering, promoting and developing children's learning in the Prime and Specific areas.

Through our curriculum we endeavour to provide the opportunity to:

- Inspire children through an imaginative and immersive curriculum, ensuring that the children are happy and enthusiastic to learn, that we foster and nurture the children's imagination and curiosity.
- Immerse the children in their learning by creating inspiration and engaging environments both indoors and outdoors.
- Become independent, self-motivated and entrepreneurial learners, encouraging the children to adapt their work, think critically and take risks with their learning.
- Be prepared for 21st Century Life by ensuring that each and every child is literate and numerate, as well as empathetic towards others, able to be resilient and ambitious to succeed in whatever they set out to achieve
- Be their best in all they undertake, encourage each and every child to try new things, work hard and push themselves to continue to achieve and to persevere in any activity that is before them.
- Become curious about the world around them and practice the technique of enquiry. Encouraging the children to develop problem solving skills, tackling any activity they set out to do.
- Be aware of the wider community, starting with their local community and parish and to experience and learn about other communities and cultures further afield.
- Foster and nurture children's social and interpersonal skills, ensuring that they have the opportunity to work as a member of a team and can share their experiences and knowledge with their peers.

This policy aims to ensure:

- That children in Reception access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for 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.

LEGISLATION:

This policy is based on requirements set out in the 2017 Statutory Framework for the Early Years Foundation Stage (EYFS).

EYFS STRUCTURE:

At St Aidan's RC Primary School we have a 52 place nursery which is split between a morning class session and an afternoon session, across the five days of the week (currently accommodating the 15 hours entitlement). Each session is led by a class teacher and supported by a full time teaching assistant. Ratios of 1:13 are strictly adhered to.

We have one Reception class of thirty pupils with a class teacher and one full time teaching assistant.

CURRICULUM:

The nursery and reception classes follow the curriculum as outlined in the Early Years Foundation Stage (EYFS) document, which is available at <http://www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf>

The EYFS framework includes seven areas of learning and development, all of which are important and included into the curriculum taught. There are three prime areas, which are seen to underpin all of the basics and support the other more specific areas of the curriculum.

The prime areas are:

Communication and Language- Listening and Attention, Understanding and Speaking.

Physical Development- Moving and handling, Health and Self-Care

Personal, Social and Emotional Development- Making Relationships, Managing Feelings and Behaviour and Self-Confidence and Self-Awareness.

The Specific Areas are:

Literacy- Reading and Writing

Mathematics- Number and Shape, Space and Measure

Understanding the World- People and Communities, The World and Technology

Expressive Arts and Design- Exploring and Using Media and Materials and Being Imaginative.

Characteristics of Effective Learning:

The EYFS also includes The Characteristics of Effective Learning (COEL). These are regularly assessed through observations and planned for throughout the EYFS.

The three characteristics are:

Playing and Exploring- children investigate and experience things and events around them and 'have a go'

Active Learning- children concentrate and keep trying if they experience difficulties, as well as enjoying what they achieve.

Creating and Thinking Critically- children have and develop their own ideas, make links between different experiences and develop strategies for doing things.

The initial curriculum focus is strongly based within the three prime areas, which are the basis for successful learning within the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school. The balance will shift towards an equal focus on all areas of learning as the children move through the Early Years at St Aidan's RC Primary and grow in confidence and ability within these areas.

TEACHING AND LEARNING STYLE:

We ensure that there is a balance between adult led and child initiated activities across the day. We believe that even during child initiated activities' the adults' role and interaction with the children is essential as this helps to build the children's understanding and guides new learning. The role of the adult is to continually model, demonstrate and question what the children are doing, either through participation in the children's game or encouraging the children to participate or complete a task with the adult. The children are taught through a number of different strategies that are both Early Years based as well as direct teaching. As the children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year one.

At St Aidan's we ensure:

- Provide a challenging, stimulating and caring environment which is sensitive to the needs of the child, including children with additional needs.
- Provide opportunities for children to be eager to come to school, ready to explore, investigate, to be curious, independent, active learners.
- Make our children at St Aidan's feel safe, secure and confident in the knowledge that practitioners and parents/carers work together. We aim to foster a sense of mutual trust and respect. Practitioners are well aware that children joining our school have broad and varied learning experiences and will continue to learn a great deal from their first educators: their parents/carers and family.
- Provide opportunities for children to learn through planned, purposeful play in all areas of learning and development.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Enable choice and decision making, fostering independence and self-confidence.
- Ensure all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, have the opportunity to experience a challenging and enjoyable EYFS.

CONTINUOUS PROVISION: Through play our children explore and develop learning experiences, which help them make sense of the world, both indoors and outdoors, on large and small scales. They practise and extend ideas, and learn how to control themselves and understand the need for boundaries. They are strongly encouraged to think creatively in collaboration with other children and independently, communicating with others as they investigate and solve problems. All play experiences are carefully structured and form an important part of the carefully planned curriculum, with children contributing their own ideas where possible.

ENABLING ENVIRONMENTS: At St Aidan's we recognise that the environment plays a key role in supporting and extending the children's development. We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first-hand experience. We also aim to make it a place where children feel secure and confident, and are challenged to develop their independence and take risks. Activities are planned for both inside and outside environments. Children have the freedom to move between the indoor and outdoor classrooms throughout the school day. We hope to extend this as we create our very own on site Forest School.

INCLUSION: AND EQUALITY OF OPPORTUNITY:

We value the diversity of individuals within our school family. We endeavour to promote equality of opportunities 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 all 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.

OBSERVATION, ASSESSMENT AND PLANNING:

OBSERVATION: Predominantly, assessment of children in the EYFS is through observations. Observations are recorded in a variety of ways such as videos/ photographs, post it notes etc. All EYFS team members engage in observing children and contribute to formative assessments as well as annotating daily/weekly planning to effectively meet the needs of the individual child. Significant observations are recorded using Tapestry (children's online learning journals) or within specific topic work books. These are regularly shared with parents/ carers throughout the academic year. Tapestry can be accessed by parents on a daily basis.

ASSESSMENT: Regular assessment via observations is essential to inform planning to ensure it reflects identified needs. At St Aidan's we continue to pilot the new Reception Baseline (September 2019 and September 2020) as well as carry out our own initial observations matched with transitional information to inform initial start points and planning (this occurs in Nursery as well). Children continue to be tracked at key points throughout the academic year which is shared with parents at parents' evenings and culminates in an end of year report which reports on children characteristics of effective learning as well as children's performance against the profile Early Learning Goals as is statutory in Reception. In FSL, nursery parents are invited to parents' evenings as well as provided with regular next step updates periodically throughout the year.

PLANNING: Effective learning builds on and extends what children know and can already do. Our planning is informed by observations we have made of the children in order to understand and consider their current interests, experiences, development and learning needs. Staff create a long term whole year view which is shared with parents/ carers. Medium term plans reflect the seven areas of learning and lend themselves to topics around the Talk4writing text that term. This is interchangeable and flexible to adapt to the needs and interests of the children who are encouraged to contribute to the planning where possible. Weekly planning is updated daily through annotation from observations from practitioners in order to meet individual needs and ensure any gaps are closed as much as possible.

TRANSITIONS:

All EYFS staff work closely to plan a transition programme that suits the needs of each particular cohort and individuals. The sharing of information between staff at each stage allows staff to plan an effective, responsive and appropriate curriculum, that will meet the needs of all children and support a smooth transition.

INDUCTION PROCESS: In Early years we provide numerous opportunities for children to visit the setting with their grown up and meet their teachers. All families are invited to a new to nursery/ reception parents evening, which is planned early in the year to allow for visits to be arranged where applicable. During this event induction information packs are shared and for those unable to attend, they are posted to ensure everyone has plenty of notice. Tapestry forms once filled are given accounts as soon as possible so the children and families can join in with summer holiday challenges and fun before starting nursery/ school. Staff also record welcome messages on Tapestry for children as well as sharing meet the teacher's information and school virtual tours. Staff also share story times on Tapestry as an additional get to know me activity.

NURSERY-RECEPTION: Staff share important information/ data/ reports. Children have the opportunity to explore their new classroom as well as attend story sessions with their new teacher. Children are invited to try a school lunch.

RECEPTION-YEAR ONE: Staff share important information/ data/ reports. Children have the opportunity to explore their new classroom as well as attend story sessions with their new teacher.

PARENTS AS PARTNERS:

At St Aidan's we strive to create and maintain strong partnerships with parents and carers as we recognise that together, we can have a significant impact on a child's learning. We recognise that parents/carers are the child's first and most enduring educators. We welcome and actively encourage parents to participate in their child's education and care in numerous ways: sharing experiences through 'wow' moments and Tapestry, stay and play sessions, activity days, home/school projects/ challenges and competitions, concerts, liturgies, concerts and trips.

We value parents/carers by:

- Showing respect and understanding for the role of parents/carers as children's first and most enduring educator.
- Encouraging parents/carers to share accounts of their child's development and any concerns they may have and take action to support where appropriate.
- Providing a welcoming environment by being approachable and friendly. Establishing an atmosphere of trust and confidence.
- Inviting parents/carers to initial meetings to share information about their children and about our school.
- Sharing information about the curriculum through meetings, workshops, newsletters/leaflets, school website, displays, informal discussions, class and general boards sharing plans and other school and community information.
- Providing opportunities for parents/carers to attend social events with children and staff e.g. play and stay/ read and relax.
- Inviting parents/carers into the classroom to share expertise/interests and time to work with and help the children and staff in a variety of ways.
- Meeting with parents/carers on a regular basis to share children's achievements and together discuss next steps for development.
- Invitations to liturgies and assemblies.
- By being available at the beginning and end of the day to talk with parents/carers on an informal basis. If further time is needed to discuss particular issues an appointment can be arranged at a mutually convenient time.

SAFEGUARDING AND WELFARE PROCEDURES:

Children learn best when they are happy, safe and feel secure. We aim to ensure that all children feel happy, safe and secure through the continuous development of positive relationships between children and staff as well as relationships with their peers. We follow the safeguarding and welfare requirements detailed in the Early Years Foundation Stage Guidance as well as St Aidan's RC Primary whole school safeguarding policy.

It is important to note that all EYFS staff use school iPads to take photographs for assessment purposes and upload them to Tapestry. Photographs are regularly deleted from these iPads and are not stored for prolonged periods of time. Any photographs that are needed to be securely stored are on Google drive. Any data stored on Tapestry, for the child's duration in early years is password protected.

Additional information can be viewed in the whole school safeguarding policy.

INTIMATE CARE:

All children at St Aidan's RC Primary have the right to be safe and be treated with dignity, respect and privacy at all times so as to enable them to access all aspects of school life.

This policy sets out clear principles and guidelines on supporting intimate care with specific reference to toileting. It should be considered in line with our Safeguarding Policy and Health and Safety Policies. The policy supports the safeguarding and welfare requirements of Early Years Foundation Stage (2012) and the Disability Discrimination Act 2005; we ensure that:

- No child's physical, mental or sensory impairment will have an adverse effect on their ability to take part in day to day activities.
- No child with a named condition that affects personal development will be discriminated against.
- No child who is delayed in achieving continence will be refused admission.
- No child will be sent home or have to wait for their parent/carer due to incontinence.

Intimate care tasks cover any tasks that involve the dressing and undressing, washing including intimate parts, helping someone use the toilet, changing nappies or carrying out a procedure that requires direct or indirect contact to an intimate personal area.

Parents/ Carers are asked, where deemed appropriate, to supply spare nappies, wipes, nappy sacks, spare clothes and spare underwear.

Where intimate care is given, two members of staff are present at all time. The lead member of staff explains fully each task that is carried out and the reason for it. Staff always encourage children to be as independent as possible, with lots of praise and encouragement. Every incident is recorded.

MONITORING ARRANGEMENTS:

This policy will be reviewed and approved by the EYFS lead every year.
At every review, the policy will be shared with the governing body.

APPENDIX 1: LIST OF STATUTORY POLICIES AND PROCEDURES FOR EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See 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 safeguarding policy
Procedures for failing to collect a child and for missing children	See safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy