



ST.BEDE'S R.C.V.A PRIMARY SCHOOL

St Bede's is a community
Of faith, love and respect
Inspiring us to achieve

Early Years Foundation Stage Policy

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Adopted by St Bede's Governing Body

Date next reviewed- Feb 20

Headteacher Signed- T Worrall

Chair of Governors Signed- J Riley

Early Years Foundation Stage (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. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up'.

The EYFS seeks to provide:

- quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind;
- a secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly;
- partnership working between practitioners and with parents and/or carers;
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

There are seven areas of learning and development that must shape educational programmes in early year's settings. All 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 prime areas are:

- Communication and Language;
- Physical Development;
- Personal, Social and Emotional development.

In addition to these prime areas there are four specific areas which include essential skills and knowledge for children to participate successfully in society. These four specific areas are:

- Literacy;
- Mathematics;
- Understanding the World
- Expressive Arts and Design.

At St. Bede's we aim to provide a broad and balanced curriculum enabling each child to develop spiritually, personally, socially, emotionally, physically, creatively and intellectually to their full potential. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates. Therefore, the seven areas of learning involve experiences for each child as follows:

Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

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Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Our Aims

At St. Bede's we aim to:

- Make the transition from Nursery (pre-school) to Reception (full time education) as smooth as possible.
- Provide a secure and caring learning environment in which children are happy and eager to learn.
- Provide a broad, balanced and creative curriculum that will set in place firm foundations for future learning and development in Key Stages 1 and 2.
- Provide opportunities for children to learn through planned and purposeful play in all areas of their learning and development.
- Develop a working partnership between home and school.
- Enable each child to develop his/her full potential.
- Support children with Special Educational Needs/Disability (SEN/D).
- Ensure that all our children have the opportunity to experience a challenging and enjoyable education through their learning and development.

Admissions

Admission to St Bede's School is usually either to the Nursery Class or to Reception Classes. For Nursery intake an application is made to the school via a form which can be obtained from the school office. Admission to the Nursery class does not guarantee admission to the Reception class. Applications for Reception class are made through Northumberland County Council online. This is then deferred to the Governing Body (the admission authority for the school) who use the admission criteria set out in the Admission Policy for that year. If stating Catholic as religion this must be supported by documentation.

Starting School and Settling In

Starting Nursery will be, for many children, the first time they have been away from their parents or familiar adults for a substantial length of time. It is therefore important that the transition from home to school is made as comfortable as possible.

During the term prior to starting Nursery, the Nursery holds an Open Day for the children and their parents/carers to meet the staff, familiarise themselves with the building and experience some typical nursery activities. All children joining Nursery and new to the school in their Reception year will be offered a home visit by Nursery staff.

Children with SEN will be assessed and, if necessary, special provision will be made or extra adult help provided to offer them equal access to the Nursery Curriculum.

Parents/carers are made aware of the effect irregular attendance has on a child's ability to settle, and also of the effects of coming back to school after a long absence.

When joining Reception, the children make a preliminary visit with their parents. During the summer term all the children who are starting the Reception class in September are given the opportunity meet their new teacher and spend some time within their new classroom on a weekly basis during our 'Friendship Friday' sessions. When the Reception children start school, they will start with two half day sessions and then straight in to full days.

Staffing and Organisation

We have two Nursery sessions. We maintain an adult/pupil ratio of 1:13 within the Nursery Year; there are Nursery teaching assistants with the Nursery teacher throughout the day. The children have daily opportunities for structured and play learning opportunities both in the classroom and in the custom built EYFS outdoor area. This time is supported by an adult, who acts as a facilitator to the child's learning. The staff liaise together in planning, preparation and assessment.

Since September 2017 we have been able to offer parents the opportunity of the thirty hours free childcare. The parents have applied for this funding from the government and have been offered five full days of Nursery care.

St Bede's also have Community Powers facility this allows parents to pay for additional sessions for their children in addition to the government funded time. This is subject to availability.

We have one Reception Class with a maximum intake of thirty children. We aim to maintain an adult/pupil ratio of 1:15 within the Reception Year; there is usually a Teaching Assistant in the classroom throughout the school day. The children have daily opportunities for structured and free-flow play both in the classroom and in the custom built EYFS outdoor area. This time is supported by an adult, who acts as a facilitator to the child's learning. The Reception Teacher liaises with their Teaching Assistants, regularly involving them in planning, preparation and assessment.

Role of Teachers, Nursery Nurses and Teaching Assistants (Early Years Practitioners)

- The EYFS staff work closely together as part of a team to:
- Enable the children to gain access to all aspects of the curriculum offered in EYFS.
- Observe the children in detail and keep records of the children's progress.
- Intervene appropriately to enable the children to extend their skills, knowledge and concepts. Develop strategies to build and support an effective partnership with all parent's/carer's.
- Positive interaction with adults is crucial to challenging and supporting the children: adults should be interested, acknowledge the value of what the child is doing and give appropriate praise.

Planning

The Foundation stage staff use an agreed format which includes details of curriculum provision, deployment of staff, learning intentions and targeted children. Annual and Half Termly plans ensure that children experience a broad and balanced curriculum which is appropriate for their age.

Assessment, Recording and Reporting

We aim to provide a developmentally appropriate curriculum so we acknowledge that this can only be delivered with the help of careful assessment, planning based on observation and accurate record keeping. Both Nursery and Reception staff make these observations through the on-line Tapestry program. Parents are given a link to their child's learning journal. Parents are encouraged to comment on the observations and also add their own observations from home. Nursery and Reception teachers keep samples of child initiated work, photographs and observations of the children made by the staff. These are used for monitoring and assessment purposes. Throughout the Foundation Stage we track the children's progress from on entry in Nursery to when they leave Reception. An end of year report is sent home to parents reporting on the child's progress throughout the year.

Equal Opportunities

As in all aspects of school life, the children will be treated at all times with the requirements of equal opportunities in mind. No pupil will be disadvantaged by reason of race, class, gender or ability. This does not mean that all pupils will necessarily have an identical provision as, for example, those with Special Needs or English as an Additional Language may receive additional support or have separate

programmes of work. However, all pupils will receive an educational provision which is equally suited to their needs. For specific reference to Special Educational Needs please see school policy.

Monitoring and Review

It is the responsibility of the EYFS practitioners to follow the principles stated in this policy. There is a named Governor responsible for the EYFS. This governor has the opportunity to discuss EYFS practice with the practitioners and provide feedback to the whole governing body, raising any issues that require discussion.

The Head teacher, EYFS Leader and Subject Leaders carry out monitoring of the EYFS through observation and discussion as part of the whole school monitoring schedule.

The EYFS policy has been created by the EYFS Leader, in consultation with EYFS colleagues and the Headteacher