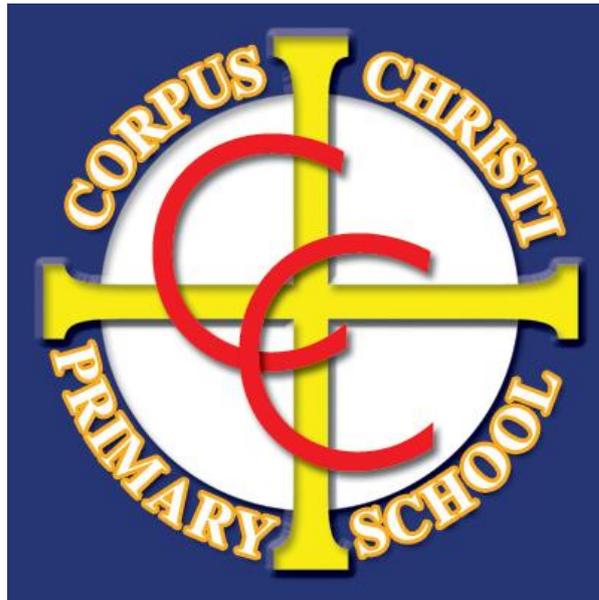


Corpus Christi Catholic Primary School

EYFS Policy



This policy will be checked and amended every 2 years.

Designation	Name	Date Approved	Date of Renewal
Headteacher	Mrs Samantha Birchall	Jan 2018	Jan 2019
Chair of Governors	Mrs Susan Florida James	Jan 2018	Jan 2019

Corpus Christi Primary School **EYFS Policy**

Introduction

This policy outlines the provision Rainford Community Nursery, at Corpus Christi Catholic Primary School, offers to all its pupils aged three to five years. Children within this age range are taught in the Early Years Foundation Stage (EYFS). The Foundation Stage has its own framework and is therefore treated as a separate key Stage. At Corpus Christi we operate a Foundation Stage Unit with both Nursery and Reception children.

Early childhood education is valued in itself and should not be seen merely as a preparation for the next stage in learning.

This policy has been informed by DFE documentation and St Helens local Authority.

Our Aims

Our school is a place where everyone is treated equally, encouraged and respected. We believe that all our children should be able to achieve their full potential academically, socially and emotionally. We are committed to our school being a safe and inclusive place where learning is nurtured and encouraged in a happy, caring and fun environment. We work for our school to be a happy place where good behaviour is expected and all children enjoy their educational journey. Our school mission statement is DREAM, which stands for Discover, Respect, Enthusiasm, Aspire, Make a Difference. All children in school are encouraged to learn and play with our mission statement central too all that happens in school.

The early Year Foundation Stage applies to children from birth to the end of the Reception year. The EYFS is based upon four principles

A unique child

Positive relationships

Enabling environments

Learning and Development

Effective Early Years Education

Effective education requires both a relevant curriculum and practitioners who understand and are able to implement the curriculum requirements. At Corpus Christi School, we believe that children develop rapidly during the early years – physically, intellectually, emotionally and socially. Therefore practitioners should ensure that all children feel included, secure and valued. Early years' experience should build on what the children already know and can do. No child should be disadvantaged. Parents and practitioners should work together in an atmosphere of mutual respect.

To be effective, the early years curriculum should be carefully structured, recognising different starting points; relevant to levels of need. There should be opportunities for children to engage in activities planned by adults and those that they plan or initiate for themselves. Practitioners must be able to observe and respond appropriately to children informed by knowledge of how children develop and learn. Well planned, purposeful activity and appropriate intervention by practitioners will engage children in the learning process. For children to have rich and stimulating experiences, the learning environment should be well planned and well organised. Above all, effective learning and development for young children requires high quality care and education by the practitioner.

The Early Years framework.

The Early Years Framework in its current form became statutory in September 2012. At Corpus Christi Primary School we adhere to this new framework. All children in the EYFS have access to a broad, rich topic based curriculum both indoors and outdoors. The seven areas of learning and experience, ages and stages, and the Early Learning Goals now provide a National Framework for individual schools and other pre-five settings in planning, teaching and assessing the Early Years Framework. They also provide an essential link between the pre statutory framework and the key Stage One programmes of study. We have adopted these areas of learning and experience and the national ages and stages, as the basis for our planning as they provide a framework which enables us to achieve our aims for under five provision.

The Seven Areas of Learning

The seven areas of learning covered by the framework are;

Prime area: Personal, Social and Emotional Development (PSED)

This area has three sub sections. These are Making Relationships, Self-Confidence and Self-Awareness, and Managing Feelings and Behaviour. The outcomes focus on children learning how to work, play, cooperate with others and function in a group beyond the family. They cover important aspects of personal, social, moral and spiritual development including the development of personal values and an understanding of self and others.

Prime area: Communication and Language (C&L).

This is broken down into three sub sections. These cover listening and attention, Understanding and speaking. These outcomes cover important aspects of language development and provide the foundations for literacy. The Early Years Policy places a strong emphasis on children's developing competence in speaking and listening and Understanding. Other areas of learning also make a vital contribution to the successful development of literacy.

Prime Area: Physical Development (PD)

This covers both fine and gross motor development and keeping healthy. Physical development is implicit in all areas of the EYFS framework. Teaching concentrates on children's developing physical control, mobility, awareness of space and manipulative skills in indoor and outdoor environments. Positive attitudes are encouraged towards a healthy and active way of life.

Specific area: Mathematics (M)

This is broken down into two sub sections. These are Number and Shape, Space and Measures. These outcomes cover important aspects of mathematical understanding and provide the foundation for mathematics. They focus on achievement through practical activities and are using and understanding language in the development of simple mathematical ideas.

Specific Area: Literacy (L)

This area of learning has two sub sections of Reading and Writing. The objectives ensure success in early reading and writing skills. Phonics plays a big part in this area and the ability to blend for reading and segment for spelling are skills that are promoted daily in the Foundation Stage at Corpus Christi.

Specific Area: Understanding the World (UtheW)

This covers the subjects Geography, Science, DT, History, RE and Computing. This is a major area of learning and enquiry focussing on children's developing knowledge and understanding of their environment, other people and features of the natural and made world. It provides a foundation for historical, geographical, scientific and technological learning.

Specific Area: Expressive Arts and Design (CD)

This covers art, music, and drama. This area of the EYFS framework focuses on the development of children's imagination and their ability to communicate and to express ideas and feelings in creative ways.

Characteristics of effective learning.

The characteristics of effective learning describe factors which play a central role in a child's learning and in becoming an effective learner. They are vital elements of support for the transition process from EYFS to Year 1. The characteristics of learning run through and underpin all seven areas of learning and development, representing processes rather than outcomes. Information describing the child's characteristics of effective learning will provide Year 1 teachers with vital background and context when considering the child's next stage of development and future learning needs.

Playing and Exploring – engagement

Finding out and exploring
Playing with what they know
Being willing to 'have a go'

Active learning – motivation

Being involved and concentrating
Keeping trying
Enjoying achieving what they set out to do

Creating and thinking critically

Having their own ideas
Making links
Choosing ways to do things

Planning

At Rainford Community Nursery, teachers and Teaching assistants plan activities on a weekly basis, which show specific activities based on children's interests, which are both adult and child initiated activities. Staff ensure that all children are encouraged to experience all areas of activity during the week, although they may not experience them each day.

A balance between adult directed and child initiated activities are planned and children's choices are carefully monitored to ensure a balanced programme. The children begin by having 'free choice' of activities for most of the session. The free programme is gradually directed by staff as children get older and more mature, so that as they approach transfer to Key Stage One, they are prepared for the Key Stage One Framework and National Curriculum work.

Admission Arrangements

Children are allowed to start attending the Unit from their third birthday onwards. Children will receive government funded places from the term after their third birthday. Children are entitled to receive 15 hours free sessions each week. These hours can be extended through our wrap around care option which is managed by qualified staff with whom the children are familiar. Children enter our reception class in the September of the school year in which they are five. Places in Reception are offered in accordance with the schools admissions policy and in accordance with St Helens LEA.

Organisation of classes

In the Nursery we offer a 52 part time place Nursery, with both morning and afternoon sessions available. Children receive 15 hours funded sessions each week. Children can also receive 30 Hours funded sessions each week if they meet the criteria. Parents can choose whether they would like morning or afternoon sessions, or a mixture of both. Children have the option of accessing our wrap around care provision too, which means a child could attend the school setting from 7.30am till 6pm. The Reception class has a maximum intake of thirty children. The school day begins at 8.50am and ends at 3.30pm. All children must be accompanied to and from school by a known adult.

Inclusion

We value the diversity of individuals within the school. All children at Corpus Christi catholic primary school are treated fairly whatever their race, gender, religion or abilities. All children and their families are valued within our school.

In our school we believe that all children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

In the foundation stage we set realistic and 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.

We meet the needs of all our children 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 children and to help them 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.

Special educational Needs

Continual informal and formal assessments undertaken by staff provide opportunities to identify any special educational needs a child may have. As children all develop differently it

is recognised that a significant lack in achievement after the initial settling in period represents initial concern and careful monitoring. Children identified with special educational needs are monitored and initial concerns are discussed with parents, the school SENCO, and any advice may be sought from other agencies eg Speech and language Therapy Service. In the Foundation Stage we give all the children the opportunity to achieve their best by taking account of their range of life experiences, and abilities when planning for their learning.

Equal Opportunities

All areas of provision will be made accessible to all children regardless of age, sex, gender, creed, race, ethnicity, or ability.

Safe Guarding

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 relevant members of staff and other agencies. The safety of the child is always of paramount importance. The full safeguarding Policy is available in school and on the school web site for parents and carers to read if they wish.

Parents as Partners

We value the involvement of parents in school. Parental involvement with school begins even before the child starts nursery with an invitation to visit the school, meet the teacher and other members of staff, and visit their classroom. Parent consultation meetings are held at regular intervals throughout the year 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. Reception children also receive a mid-term report in February, illustrating their child's progress so far. If parents have any concerns about their child or need to talk to a member of staff, staff members are available each morning before school starts and each evening after school. Parents can also ring school to speak to a member of staff or make an appointment if a longer time period is required. Parents are kept informed of all happenings in school through a weekly newsletter. The Foundation Unit also provide a weekly newsletter. Both newsletters can be accessed on the school's website. Other notices are placed in notice board at the entrance to the reception class. Parents are invited to various assemblies and functions throughout the year.

Observation, Assessment and Planning

The planning within the EYFS is based on the Development Matters statements from the Early Years Foundation Stage curriculum. These plans are flexible so that teachers can respond to the needs, achievements and interests of the children. This will be indicated on weekly planning. The fostering of children's interests develops a high level of motivation for the children's learning.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the

form of both formal and informal observations. These observations are recorded in a variety of ways and contribute to the child's individual profile. We are currently using the school pupil profile to record children's progress in the Foundation Stage. At the end of the Reception year in school, the child's progress is recorded on to the Early Years Foundation Stage profile. Each child's level of development is recorded against the 17 Early Learning Goals.

The Learning Environment

The Foundation Stage unit at Corpus Christi is organised to allow children to explore and learn securely and safely. There are areas where children can be active, quiet, creative etc. The unit has defined learning areas, where children are able to find and locate equipment and resources independently.

The foundation Stage unit has enclosed outdoor areas which children access on a daily basis. Being outdoor offers the children opportunities for doing things in different ways and on different scales than when indoors. They are able to explore, use their senses, develop their language skills and being physically active. We plan activities and resources both inside and outside enabling the children to develop in all areas of learning.

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.

Date: January 2018