



## ST. GEORGE & ST. MARTIN CATHOLIC ACADEMY

Part of the Newman Catholic Collegiate

**Early Years Foundation Stage Policy**

**St. George and St. Martin's Catholic Primary School Mission Statement:  
Growing, Learning, Loving; United in Play, Prayer and Peace.**



The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

### A Unique Child

At St. George & St. Martin we recognise that every child is a competent learner who can be resilient, capable, confident and self assured. We recognise that children develop in individual ways, at varying rates.

#### *Inclusion*

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at St. George & St Martin are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school.

In our school we believe that all our 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 EYFS 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 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.

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well being of all children. (see Safeguarding Policy)

### *Welfare*

"Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them."

At St. George & St. Martin Catholic Academy we understand that we are legally required to comply with certain welfare requirements as stated in the EYFS Statutory Framework of 2012. We understand that we are required to:

- promote the welfare of children.
- promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so. This includes the use of cameras and mobile phones in the setting. *See Safeguarding Policy for further details.*
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

We endeavour to meet all these requirements.

### Positive Relationships

At St. George & St. Martin we recognise that children learn to be strong, independent learners through secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

### *Parents as Partners*

We recognise that parents are children's first and most enduring educators and we value the contribution they make.

We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- Pre-Nursery children are invited to attend PALS sessions for two sessions a week for the two terms before they begin in the Nursery Class. The sessions are led by the Nursery staff and enable early friendships to be formed and relationships to be built with an EYFS practitioner
- Talking to parents about their child before their child starts in our school
- Induction meetings for children entering the Nursery
- Foundation Stage staff offer to visit all children in their pre-school or Nursery setting prior to their starting school
- The children have the opportunity to spend time with the Foundation Stage before starting school during 'Stay and Play' afternoons and Transfer mornings;
- Inviting all parents to an induction meeting during the term before their child starts school
- From September children initially attend Nursery on a part time basis (9.00-11.00 or 1.00- 3.00) gradually staying for lunch. Gradually their day is lengthened until both staff and parents agree that the child is ready to stay on a full time basis

- Encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents every term at which the teacher and the parent discuss the child's progress
- In addition, parents are invited to a meeting at the start of Nursery. Parents are invited to contribute to their child's Child Development Tool through Post it notes and evidence gathered at home. Parents are invited to read and sign their child's Child Development Tool at the start and end of Nursery and Reception.
- Parents receive a report on their child's attainment and progress at the end of each school year
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: Family days, Class Assemblies, Sports Day, Easter Bonnet parades, Mother's Day Service and Masses
- Providing space in the children's home/school diaries for parents to leave comments relating to the children's achievements
- Maintaining an 'open door policy' so that all staff and all families form positive working relationships
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All staff involved with the EYFS aim to develop good relationships with all children and parents, interacting positively with them and taking time to listen to them. In Nursery all staff have Key Worker Groups to develop these relationships further.

We recognise that children will arrive in our setting with varied experiences and we seek to liaise thoroughly with previous settings to ensure that the child's learning journey continues at the correct level.

### Enabling Environments

At St. George & St. Martin we recognise that the children learn best in an enabling environment which allows them to have experiences relevant to their individual needs. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

#### *Observation, Assessment and Planning*

The Planning within the EYFS follows the schools' Long Term Plan which is based around termly themes. Each theme is loosely planned through a Medium Term Plan. These plans are used by the EYFS teacher as a guide for weekly planning but is modified to reflect the children's interests and development.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as appropriate. These observations are recorded in children's individual profiles. They also contain information contributed by parents and other settings.

Within the final term of each year, we provide a written summary to parents, reporting their progress against the ELGs and Characteristics of Learning. There is opportunity in the summer term for the parents to discuss these judgements with the EYFS teachers. In addition, the Year 1 teacher is provided with these reports and their attainment against the ELGs, which details the child's progress and future learning needs at the end of Reception.

## *The Learning Environment*

The Nursery and Reception classrooms are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classrooms are set up in learning areas, where children are able to find and locate equipment and resources independently. The EYFS has its own enclosed outdoor area. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It enables the children to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all prime and specific areas. We have a free-flow system allowing children to access the outdoor environment at all times of the day, in all weathers.

### Learning and Development

At St. George & St. Martin we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter-connected. For children's learning and development to be successful the principles of the unique child, positive relationships and an enabling environment are followed as above. We follow the Characteristics of Effective Learning from Development Matters 2012:

- Playing and Exploring
- Active Learning
- Creating and thinking critically

through the following Areas of Learning and Development:

Prime areas:

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

Specific areas:

- Literacy
- Maths
- Understanding the World
- Expressive Arts and Design

### Transition to Year 1

The Y1 curriculum builds on and extends the experiences children have had during the Foundation Stage, and the Early Years Foundation Stage curriculum continues for the Autumn Term of Year 1. Before the children move from the Foundation Stage into KS1 the teaching staff meet to discuss the children's progress and agree which children are currently able to access the National Curriculum at level 1 and the areas of the EYFS still to be achieved for some children. There is a parents' evening at the end of the Reception year to discuss the transition and to enable parents to fully support their children at this time. In addition, early in the Autumn term there is another Parents Evening, giving the class teacher and parents the opportunity to discuss how children are settling into Key Stage 1.

**Monitoring and review**

It is the responsibility of the EYFS Leader and all EYFS practitioners to follow the principles stated in this policy.

There is a named Academy Committee Representative responsible for EYFS. This representative will discuss EYFS practice with the practitioners and provide feedback to the Academy Committee, raising any issues that require discussion.

The Head teacher and Early Years Leader will carry out monitoring on the EYFS as part of the whole school monitoring schedule.

Agreed by staff.....

Agreed by Governors.....