

OUR LADY OF THE ROSARY PRIMARY SCHOOL



EARLY YEARS FOUNDATION STAGE POLICY 2021 - 2022

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Introduction

The first year of School is a unique and extraordinary time in every child's life and at our School it is valued as such. This policy has been written to reflect Our Lady of the Rosary Catholic Primary School's philosophy in relation to the education and wellbeing of all children in EYFS. It provides a framework within which both teaching and non-teaching staff can operate and gives guidance on all aspects of practice and principles within our Early Years Foundation Stage Department.

Principles and Aims of our EYFS

The aims below set out the rationale behind the teaching and learning in our School's EYFS Department:

A Unique Child Every child is a competent learner from birth who can be resilient, capable, confident and self-assured. Our aim is:
To keep all children safe.
To ensure that all children feel included, secure and valued.
To promote good health and wellbeing; both emotional and physical.
To identify where children with SEN may need early intervention and support.

Positive Relationships Children learn to be strong and independent from a base of loving and secure relationships with parents and a key person. Our aim is:
To provide a welcoming environment for children and their families.
To establish and maintain positive relationships with parents.
To keep parents well informed about the curriculum and their child's progress.

Enabling Environments The environment plays a key role in supporting and extending children's development and learning. Our aim is:
To start with the child To encourage independence and self-regulation.
To help children build friendships and learn to co-operate with each other.
To encourage reciprocal relationships.
To provide well planned, rich and stimulating resources and experiences.
To make careful observations in order to support and extend children's learning appropriately.

Learning and Development Children develop and learn in different ways and at different rates and all areas of learning and development are equally important and inter-connected. Our aim is:

To stimulate positive attitudes and dispositions to learning.

To build on what children already know and can do, and to celebrate achievement.

To encourage play and exploration; where children learn through first hand experiences within relevant, meaningful, real-life contexts.

To encourage active learning; where children are mentally and physically involved in decision making in a personal way.

To encourage creativity and critical thinking; where children make connections and links in their learning.

Admission and Transition Arrangements

At Our Lady of the Rosary Catholic Primary School, we believe that a positive, sensitive start to Nursery and School where each child and their family feels supported is vital. We aim to provide effective transition and continuity for our School's youngest children.

From September 2016 we have been admitting eligible 2 year old children for up to 15 hours 'Play and Learn' sessions within Nursery. We name them our 'Early Learners'.

Children then begin Nursery Education after their second or third birthday.

From September 2018 we will be admitting children eligible for 30 hours provision.

From September 2019 we started paid sessions, these are at a cost of £15 per session.

Early Years Induction arrangements - Nursery

Prior to starting Nursery All parents/carers are invited to attend a 'Meet the Teacher' parents' information session at school, and a 'taster' session for children.

Home visits arranged where possible giving parents/carers the opportunity to ask any questions they may have.

Starting Nursery: Parents/carers are encouraged to stay with their child until they are settled in and then leave them for a shorter period of time. We build up at the child's pace to them completing full sessions. We work closely with parents/carers to plan the transition into nursery as they know the child best.

Admission Numbers: The planned admission number (PAN) for Nursery Education children (aged 3-4) is 26 children on the morning session and 26 on the afternoon session. Staff ratio is 1 adult: 13 children to include a teacher.

The planned admission number (PAN) for Early Learners (aged 2) is to be kept in line with adult: child ratios. Staff ratio is 1 adult: 4 children, we currently have space for 8 children in a morning session and 8 in an afternoon session.

Early Years Induction arrangements – Reception

Prior to September start

Home visits arranged where possible. Option of staff to visit child at their Nursery or preschool setting.

Parent & child school lunch tasting arranged.

All parents/carers are invited to attend a 'Meet the Teacher' parents' information session at school, and children attend Reception for a morning.
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Starting in September

Day 1: Parents to stay in setting with child until child is settled. Parents may not leave premises without filling in all necessary paperwork.

Week 1: All children attend school for a slightly reduced day, with reduced session in morning and afternoon & lunch time included.

Children attend full school days from week 2.

The maximum admission number for Reception is 45 children. Depending on adult: child ratios, staffing will include 1 or 2 teachers with 1 or more support staff.

Partnerships with Parents and Carers

At Our Lady of the Rosary school we see parents as partners in their child's learning journey. We aim to encourage and nurture this partnership in several ways:

- Discussions with Head teacher and EYFS staff prior to seeking admission
- Information booklets on our EYFS
- Home visits
- 'Meet the Teacher info session' - informal event for parents where staff explain routines and philosophy
- Information Notice Board – Copies of newsletters and suggestions for how parents can become involved in their child's learning etc.
- Online information – school website, tapestry and Facebook
- Open door policy – good dialogue – share concerns early
- Parents' evenings
- PTA
- Facebook

Curriculum

Our curriculum content comes from the children; the things they are interested in; the things they are good at; the things we know they need to make good progress and the things we hope they will really enjoy. We send home 'Topic light bulbs' for parents and children to record their interests on termly so that we can plan our topics around these.

Curriculum Principles:
Start from the children, ask them what they enjoy and what they want to learn next, talk to their parents, observe them playing and learning
Practical, first hand experiences, initiated by children's interests, lend themselves to the richest learning opportunities
Enabling environments with quality resources and sensitive adult support responsive to children's needs help children to become independent learners
Learning through play is most meaningful to young children and leads to deeper learning
Curriculum provision reflects the rich and varied cultures in our local community and beyond

Curriculum Foundations:
Environmental education – learning through the seasons
Basic skills teaching, practice and application
RE through 'Come and See'
Local, national and international links
Personalisation from class topics to individual research projects

Curriculum Enrichment:
Trips, visits and visitors
Partnerships
Focus weeks

Curriculum Areas

The Early Years Foundation Stage (EYFS) is the statutory framework published and effective from 2014 by the Department for Education that sets the standards for the development, learning and care of children from birth to five. It is based on ongoing observation and assessment in the three prime and four specific areas of learning, and the three learning characteristics, set out below:

PRIME AREAS:
Personal, Social and Emotional Development
Communication and Language
Physical Development

SPECIFIC AREAS:
Literacy
Mathematics
Understanding the World
Expressive Arts and Design

CHARACTERISTICS OF LEARNING:
Playing and Exploring
Active Learning
Creating and Thinking Critically

Curriculum - Communication and Language

Listening and attention; Understanding and Speaking. Communication and language development involves giving children opportunities to speak and listen in a range of situations and to develop their confidence and skills in expressing themselves.

We do this in various ways including:

- valuing children's talk
- providing opportunities for children to communicate their thoughts ideas and feelings, and to develop conversation with children and adults
- incorporating communication, language and literacy development in planned activities in each area of learning
- encouraging careful listening through games, stories, circle time, music etc.,
- using open ended questioning to stimulate thought and encourage the children to express their own thoughts
- encouraging children to recall significant details from stories and rhymes
- encouraging children to understand and respond to a series of simple steps in order to complete a familiar or unfamiliar activity
- encouraging children to answer questions about their own child-initiated activities or experiences
- supporting children as they attempt to answer questions including 'how' and 'why' about stories and events
- valuing children's attempts to use speech to recreate, rehearse and reflect on his/her experiences
- developing and extending children's vocabulary
- using Makaton and visual aids to support communication

Curriculum - Physical Development

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

We do this in various ways including:

- developing and improving co-ordination, control, manipulation and movement ☑ helping children gain confidence in what they can do
- supporting children to use a range of equipment and tools in an appropriate and confident manner offering appropriate physical challenges, enough space and time, and a range of resources both inside and outside to develop skills such as climbing, balancing, throwing, catching, manoeuvring wheeled toys

- encouraging a variety of movement through dance
- developing fine motor skills and hand-eye co-ordination through drawing, cutting, painting, manipulating clay and dough, pouring sand and water, threading beads, construction kits, tools
- helping children to understand the factors that contribute to keeping healthy, such as physical exercise and a balanced diet

Curriculum - Personal, Social and Emotional Development

PSED 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.

We promote this through:

- establishing warm, caring relationships
- nurturing self esteem and confidence
- promoting self respect and respect for others
- promoting awareness and appreciation of different cultures
- encouraging self-discipline
- encouraging independent learning

For example through:

- praising achievement
- circle time
- resources promoting positive images of differences
- multicultural resources
- providing positive role models
- secure routines and a safe environment
- labelling resources clearly and making them accessible
- self registration
- ensuring there is time and space for children to focus on activities and experiences that develop their own interests
- planning for children to work independently, and also in collaborative groups where they need to share and co-operate

Curriculum - Literacy

Literacy development involves encouraging children to read and write, both through listening to others reading, and being encouraged to begin to read and write themselves. Children must be given access to a wider range of reading materials – books, poems, and other written materials, to ignite their interest.

We do this in various ways including:

- Providing a literacy rich learning environment
- Giving opportunities to share and enjoy a wide range of rhymes, music, songs, poetry, stories and non-fiction books
- Planned literacy sessions
- Providing an environment which promotes the written language: signs, labels, notices, book corner, rhyme on laminated card, environmental print (telephone directory, magazines, catalogues)
- Promoting children's emergent writing through role play and in the writing area by using a variety of writing materials and stimuli
- Providing opportunities for children to see adults writing for a purpose
- Encouraging children to retell stories, by using story sacks, small world play, puppets
- Encouraging children's imaginative story telling through role play, small world play, sand and water play
- Talking about the features of books
- Encouraging children to use a variety of cues when reading – manual, contextual, phonological
- Encouraging a good grasp of phonics through visual aids, active games, daily phonics sessions
- Encouraging handwriting skills by supporting fine motor control and eye-hand coordination through activities such as malleable play, bead threading, jigsaws, pegs and pegboards, finger paints, drawing in sand
- Supporting children to value and share books with each other
- Linking language with physical movement:- action songs and rhymes, cookery, gardening

Curriculum - Mathematics

Mathematics development involves providing children with opportunities to practise and improve their skills in counting numbers, calculating simple additions and subtraction problems, and to describe shapes, space and measures.

We do this in various ways including:

- giving children a variety of experiences to count, sort, match and order real objects
- developing mathematical understanding through practical activities and first hand experiences
- planned mathematical sessions
- providing a meaningful context for maths e.g. stories, role play, real problems such as planning a party, cooking
- providing Numicon resources to support mathematical learning
- making regular use of number rhymes and songs
- developing children's use and understanding of mathematical language
- providing opportunities to explore volume and capacity, for example, in sand and water play
- providing opportunities to investigate shape and size, for example, in building and construction
- looking for numbers, patterns, shapes in the environment

- using and experimenting with numbers, including numbers larger than 10
- talking about numbers, and using open ended questions to encourage children's, mathematical thinking
- developing a sense of time through daily routines
- developing positional language through small world play, e.g. positioning furniture in the dolls house or animals on the farm

Curriculum - Understanding the World

Understanding of the world involves guiding the 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.

We do this in various ways including:

- providing first hand experiences that encourage children to explore, observe, predict, compare, solve problems, question, make decisions, discuss, think, use all their senses
- providing a wide range of activities indoors and outdoors that stimulate children's interest and curiosity
- promoting children's thought and investigation by asking open ended questions
- encouraging the children to explore the immediate environment
- developing geographical concepts, features and language through small world play e.g. road mats, model villages, making landscapes in the sand tray
- introducing children to different environments through visits
- encouraging children to communicate about events involving them and family members, now and in the past
- encouraging children to listen, comment, and show sensitivity towards other children's experiences, communities and traditions, which may be the same or different to their own
- recreating and exploring different aspects of their environment and the wider world through role play e.g. shops, hospitals, the post office, the travel agent
- using water play to investigate floating and sinking, absorption, water power bubbles, ice, etc.
- using sand play to compare the qualities of dry and wet sand
- using paints, malleable materials and cooking to explore materials and observe changes
- using construction kits, blocks and 'found' resources to develop design and technology skills
- using tape recorders, programmable toys and computers to develop Computing skills
- through discussion, play and practical application providing children opportunities to demonstrate that he/she knows about technology and its use in their life and local environment
- discussing the weather
- developing an understanding of a sense of time through daily routines
- developing a sense of the past, present and future through discussion about events e.g. today we are doing this ..., yesterday we..., tomorrow we will ...,
- using photographs to compare, contrast, notice changes and sequence in chronological order e.g. photos of the children now, as toddlers, and as babies
- using stories and role play to recreate life in a different time e.g. Cinderella's kitchen, castle

- using artefacts e.g. traditional toys, their baby toys, their parents' toys to get a sense of the past, to compare and contrast ☐ listening to older people's memories of their school days

Curriculum - Expressive Arts and Design

Expressive arts and design involves supporting 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 & technology.

We do this in various ways including:

- Providing a stimulating environment
- Valuing children's creativity and original ideas
- Valuing the process more than the finished product
- Acknowledging that music is any generation of sound with intent to represent an idea or feeling
- Recognising that dance is any form of movement by which children express themselves, emotions or responses
- Encouraging children to express themselves through art, music, dance, role play and imaginative play
- Encouraging imaginative play in a range of contexts e.g. role play, small world play, construction, malleable materials, sand and water play, puppets, storytelling
- Providing a balance of adult initiated and child-initiated activities ☐ Providing multi-sensory experiences
- Providing opportunities for children to explore, colour, shape, texture and space ☐ Providing opportunities for children to enjoy and respond to music
- Providing a wide range of good quality materials with which children can explore and experiment
- Allowing sufficient time for children to explore and experiment, develop and refine ideas
- Helping children develop confidence in their own ideas and abilities
- Helping children become more independent in making choices, selecting resources and techniques, responding to stimuli.

Outdoor Play

Free flow access to Nursery and Reception Garden is part of continuous provision. On bad weather days we will continue to provide access, using a "wet day plan" that staff develop together.

The range of opportunities that are provided are:

- Role play
- Writing kits to support observational drawing and emergent writing
- Story telling area/quiet area's for looking at books
- Stage and musical instruments

- Maths trails
- Mud/sand kitchen
- Growing plants, investigating minibeasts, observing the weather
- Sand and water play
- Large construction
- Large scale art work
- wheeled toys, climbing/balancing equipment
- Small apparatus such as bean bags, hoops, skittles
- Conservation areas for environmental education
- Opportunities to follow maps or plans

Planning



Staff in the EYFS plan as a team, in nursery all the planning is done based on the topics that have either been provided by the children or on current interests in the learning environment. We use a mixture of both child lead and adult lead activities. In Reception class we follow a long term plan of overarching themes and topics but follow children's interests incorporating them into the planning. Throughout the year the amount of adult lead literacy and mathematics activities increases.

Assessment and Observation

Teachers and practitioners are constantly observing and asking questions to find out what children know and understand so they can adapt their teaching and the activities they provide to support next step learning for each child. In Nursery and Reception, teachers make summative assessment judgements on children's all round progress at the end of each term. Wherever children are not making good progress, we plan additional support for individuals or groups of children. We make sure parents and carers are informed if their children are receiving additional support. At the end of Reception, children's achievement is reported to parents against the Early Learning Goals in the Early Years Foundation Stage Profile.

We achieve effective formative assessment through:

- Careful observations that are carried out while children engaged in normal classroom activities, in order to gain an insight into children's interests and what they can do
- Careful observations carried out during focused group work/whole class teaching in order to assess children's level of understanding related to specific skills and concepts
- Discussions with children about their interests and their learning
- On entry assessments to support staff understand each child's level of achievement, interests and learning styles.
- All observations, assessments and recording are an integral part of teaching, as they inform future planning for children's needs
- Moderation Meetings
- Exchange of information with parents
- Parents' evenings throughout the year
- Annual Report for parents

Where possible we receive records and profiles from feeder nurseries to ensure continuity and progression from Nursery to Reception.

Role of the EYFS Leader

The role of the Early Years Foundation Stage Team Leader is to:

- Take the lead in the policy development and the production of the scheme of work designed to ensure that all child development stages leading up to the Early Learning Goals are being met
- Support colleagues in their development of plans and implementation of the scheme of work
- Monitor progress and standards in EYFS

- Monitor and maintain condition and availability of resources within the school's budget restrictions and making recommendations for future funding
- Keep up to date with developments within EYFS and share information with colleagues ☑
Plan for INSET where necessary.

The EYFS Leader's professional development will include

- Attending relevant courses and cascading information to staff
- Acting as a link to outside specialists and advisory teachers
- Personal reading and keeping up to date with new developments

Inset Provision

Needs are identified by individuals, by curriculum review and by school development planning. Needs are recorded and prioritised by the Senior Management Team. Individual needs are considered as part of the Staff Development Policy. School needs are considered and planned for by the EYFS Leader.

Inclusion

It is the responsibility of all teachers to ensure that all pupils irrespective of gender, ability, ethnicity and social circumstances have access to the whole curriculum and make the greatest possible progress.

We ensure this in various ways including:

- Valuing every child
- Treating each child as an individual
- Providing an environment which is free from stereotypical images
- Using resources that positively reflect diversity
- Using a wide range of teaching strategies, based on children's learning needs
- Planning challenging opportunities for more able children
- Facilitating equal access to activities by all children
- Supporting children with special educational needs as appropriate e.g.
 - providing additional support from adults
 - adopting activities or environments
 - using specialist aids and equipment
 - using multi-sensory materials and experiences
 - adapting
- Supporting children with English as an additional language as appropriate e.g.
 - valuing child's home language(s)
 - providing books, notices, tapes in child's home language(s)
 - providing a range of opportunities for child to engage in speaking and listening activities in English with peers and adults

Rights Respecting

As a Rights Respecting School, we ensure that the key principles: inclusion, nurture and respect are embedded in the Early Years Foundation Stage.

Evaluation

This policy for the Foundation Stage will be reviewed every year or otherwise as necessary.

Policy Date: September 2021 **Review Date:** September 2022