



Mission Statement:

St Mary's is a welcoming school who: learn together; live out Catholic values; celebrate all achievement and believe all is possible in Christ's hands.

Intent

At Chorley St. Mary's Catholic Primary School and Nursery we greatly value the importance of the early years foundation stage (EYFS) in providing a secure foundation for future learning and development.

"The Early Years Foundation Stage (EYFS) sets the standards that all early years' providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life". (Dfe, 2000).

Children entering St. Mary's are broadly in line with age related expectations. Through rigorous baseline assessments including teacher observations, data from previous settings and BASE (Reception Class) we quickly identify the need of the children in each cohort. Baseline assessments have shown that Communication and Language and Physical development (particularly fine motor skills) areas in which children are performing lower than they in other areas.

We believe that for the children at St. Mary's that Knowledge and Understanding of the World needs to be at the centre of our curriculum in EYFS. Thus allowing children to draw on their own experiences and apply their learning across the curriculum. We are passionate about building excellent relationship with parents by involving them regularly through the year.

Chorley St Mary's provides:

- 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 between practitioners and parents and/or carers.
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

- A welcoming Christian community, which upholds the values of justice, respect and equality, and promotes enthusiasm for learning.
- Each child with a happy and positive start to their school life, in which they can establish a solid foundation for a love of learning.
- Opportunities to enable each child to develop socially, physically, intellectually and emotionally.
- Encouragement for children to develop independence within a secure and friendly atmosphere.
- Support for children in building relationships through the development of social skills such as cooperation and sharing.
- Partnership between parents to meet each child's individual needs to ensure they reach their full potential.

Implementation

At St. Mary's we have developed our curriculum in Nursery and Reception by:

- Ensuring that staff work collaboratively in planning, organising events, data collection, outdoor provision and day to day running of the classrooms.
- Reevaluating our current curriculum topics covered across Nursery and Reception class using the LPDS Planning Support Document to create a bespoke curriculum for our children. We have ensured a vast range of skills are being taught across our EYFS classes allowing progression of skills across the two years.
- Involving parents by holding a 'Stay and Play' each half term, providing parents the opportunity to make contribution on Tapestry and Class Dojo, inviting parents to reading and phonics workshops, inviting parents to watch lessons.
- Providing a detailed curriculum letter at the start of each half term.
- Involving the whole community in developing our outdoors such as our 'Bring a plant and paintbrush' afternoon.
- Tailoring continuous provision to target gaps in learning e.g. introducing a busy fingers area.
- Speech and Language needs are identified on Entry and all children in Nursey are screened using Wellcomm. Interventions are then put into place as needed.
- Supporting children to be independent learners though a mix of child initiated and adult led activities.
- Ensuring children's thinking is challenged by using 'Rainbow challenge' sticks.

Chorley St. Mary's Catholic Primary School and Nursery offers an EYFS curriculum based on an observation of children's needs, interests and stages of development.

In partnership with parents, the school promotes the learning and development of pupils to ensure they are ready for the next stage of education.

There are seven areas of learning and development that must shape education programmes in EYFS settings. These are split into two sections – prime and specific; however, all the sections are interconnected and important.

The 'prime' areas of learning and development are:

- **Communication and language**

-Listening and attention

-Understanding

-Speaking

- **Physical development**

-Moving and handling

-Health and self-care

- **Personal, social and emotional development**

-Self-confidence and self-awareness

-Managing feelings and behaviour

-Making relationships

The 'specific' areas of learning and development are:

- Literacy
- Reading
- Writing
- Mathematics
- Numbers
- Space, shape and measure
- Understanding the world
- People and communities
- The world
- Technology
- Expressive arts and design
- Exploring and using media and materials
- Being imaginative

Activities are planned with regard to three characteristics of effective teaching and learning in the EYFS:

- Playing and exploring – children investigate and experience things.
- Active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements.
- Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Nursery and Reception children have access to RE through the Come and See Scheme of work which constitutes 10% of teaching time and daily access to collective worship either in their own class or with the rest of the school in the hall.

Roles and responsibilities

Mrs Ainscough, Mrs Singleton and Mrs Cassidy (EYFS Class Teachers), in conjunction with the Mr Smyth (Head Teacher) have responsibility for the day-to-day implementation and management of this policy.

All members of Staff, including teachers, support staff and volunteers, are responsible for familiarising themselves with, and following, this policy.

Chorley St. Marys Catholic Primary School and Nursery will organise PFA training to be renewed every three years.

We provided a staffing ratio in line with the safeguarding and welfare requirements set out in the 'Statutory framework for the early years foundation stage'.

Each child is assigned a key person whose role it is to help ensure that every child's care is tailored to meet their individual needs. This key person in both Nursery and Reception class is the class teacher.

Staff in the Early Years

Nursery Teacher – Mrs Lisa Ainscough & Mrs Nicola Cassidy (Paediatric First Aid trained)

Nursery Teaching Assistants – Ms Donna Bowler (Paediatric First Aid trained), Mrs Eileen Grayken (Paediatric First Aid trained), and Mrs Magdalena Owsianska.

Nursery PPA cover – Ms Donna Bowler

Reception Teacher's – Mrs Rebecca Singleton (EYFS lead, SLT & SENDCO) (Paediatric First Aid trained)

Teaching Assistants – Mrs Karen Swarbrick and Mrs Magdalena Owsianska (Paediatric First Aid trained)

Reception PPA cover – Ms Donna Bowler

Early Years in this setting consists of:

A Nursery Class, which accommodates up to 52 part-time places and one Reception Class that has up to 30 children.

Organisation

Early Years provision at St. Mary's school is organised in a purpose built Nursery (for pupils aged 3-4) and Reception class (for 30 pupils aged 4-5). It has direct access from the classroom to the outside play space and adjoining toilet facilities. A wide range of indoor /outdoor equipment and resources are available to meet the needs of the children. The children also have access to other shared equipment and facilities throughout the school, e.g. computer suite, hall, library etc. The classroom houses the following areas for learning and development; a listening centre, reading/book area, mark making/writing/creative area, construction, malleable area, role play area, R.E. focus table. Also available are sand, water and painting areas.

The learning environment and outdoor spaces

The Nursery and Reception classrooms are organised in such a way that children can explore and learn in a safe environment.

Children have access to an enclosed outdoor play area, and daily outdoor activities are planned, unless circumstances, such as the weather, would make outdoor activity inappropriate and unsafe.

There are five-shared toilets available to the EYFS, and there is a supply of spare clothes and changing equipment such as wipes. There is also a changing table to allow staff to meet the needs of children who are in nappies.

Impact

At St. Mary's we are continuously developing our relationships between home and school. Parents really enjoy being involved using tapestry and we usually have high numbers of adults attending any sessions offered.

From parents involvement our next steps are to include parents in supporting their children learning by contributing to our half termly planning by providing topic ideas.

Assessment plays an important part in helping the school to recognise children's progress, understand their needs, plan activities, and assess the need for support.

Parents will be kept up-to-date with their child's progress and development, and the EYFS Class Teachers will address any learning and development need in partnership with parents.

Chorley St. Mary's Catholic Primary School and Nursery implements formative assessments to assess the learning and development of children in the EYFS. Staff members will observe children to understand their level of achievement, interests and learning styles. This information will then be used to shape learning experiences for each child.

Reasonable adjustments will be made to the assessment process for children with SEND, as appropriate.

On Entry Assessment

Information starts to be collected before the children begin Nursery/ school in the following way;

- Discussion with Nursery staff
- Observations made during the induction visits to school
- Parents complete an 'All About Me' booklet which includes background and family information plus any relevant information and about the child's likes and dislikes, medical issues etc.
- Observations in the first weeks of school/Nursery
- A baseline assessment is made by gathering and recording information of 'significant moments' in order to complete EYFS profile. This is done in both classes.

Formative Assessment

Each child has their own learning journey book and assessments are made in the following way:

- Observations noted on sticky labels
- Observations using Tapestry app on I Pads.
- Observation sheets for the whole group on a specific activity
- Individual long observation forms
- Annotated photographs
- Observations inform next steps for individuals or the group as a whole, e.g. skill to be developed, new learning to be introduced, opportunities to be facilitated
- Next steps noted on planning and continuous provision sheets.
- Observations to take the form of talking to and listening to children talking, observing children in child initiated play and in teacher led activities, discussion with parents and other professionals, photographs, samples of work

Summative Assessment

Statutory assessment for reception is the EYFSP (Early Years Foundation Stage Profile) which takes place at the end of the school year and is reported to the local authority.

Every term the Nursery and Reception class teachers and teaching assistants collate the assessment information and complete any relevant aspects of the EYFSP discussing the progress of individual children. Development Matters profile is highlighted with achievements. Each term the data is inputted onto the Lancashire online tracker and is closely analysed. Areas for development and coverage are identified. At the end of the year when the profile is completed the Head teacher discusses the judgements and looks at evidence to support the judgements.

External moderation is undertaken by the LA moderators, either as a cluster or an individual in house visit. Procedures are completed as requested.

Review:

The subject leader will review the policy annually. Policy produced September 2019.