



Early Years Foundation Stage Policy

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UNCRC (United Nation Convention of the Rights of a Child) Articles included in this policy;	1, 2, 3, 4, 5, 6, 12, 15, 16, 17, 23, 24, 28, 34, 36 and 39

Our Mission Statement

At St Anne's RC Primary School, we work together, learn together, play and care together in God's love to enable each unique person to achieve their full potential.

We aim to meet the needs of every child through a challenging, enriched curriculum, where everyone feels valued and respected. Providing a safe, secure and stimulating learning environment through an inclusive partnership between children, parents, our school, our church and the wider community.

Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- Close partnership working between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

Legislation

This policy is based on requirements set out in the [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#)

Structure of the EYFS

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. The school currently has two age related intake in the EYFS, nursery and a reception. The children in each year group are taught separately. However, they do share the Outdoor Facilities.

Currently children join our Nursery Class in the September following their third birthday, in line with the School Admissions Policy. The Nursery is currently 35 places and admits children full time and part time on a gradual admissions basis.

Children enter Reception in the September following their fourth birthday. The current intake number to Reception is 60, again with children being admitted in line with the School Admissions Policy.

Principles

The EYFS is based upon four principles:

· A unique child

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 and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement as well as celebration and rewards to encourage and develop a positive attitude to learning

· Positive relationships

We recognise that children learn to be strong and independent from secure relationships and aim to develop caring, respectful and professional relationships with the children and their families

· Enabling environments

We recognise that the environment plays a key role in supporting and extending the children's development. Through observations, we assess the children's interests, stages of development and learning needs before planning challenging and achievable activities and experiences to extend their learning

· Learning and development

The Reception classroom is 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 classroom is set up in learning areas where children are able to find and locate equipment and resources independently.

Curriculum

Our early years setting follows the curriculum as outlined in the [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#) enhanced to cater for the needs of our pupils.

The EYFS framework includes seven areas of learning and development that are equally important and inter-connected. However, three areas, known as the prime areas, are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through four specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Achievement of these prime and specific areas of learning is by:

- Playing and exploring
- Active learning
- Focused support and challenge
- Creative and critical thinking

Planning, Observation, and Assessment

Planning

Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can do. Our planning shows how the principles of the EYFS will be put into practice and is always informed by observations we have made of the children, in order to understand and consider their current interests, development and learning.

There are three stages of planning the curriculum:

• Long Term Planning

We have created a framework, which gives structure and coherence to the curriculum. Topics are planned for each of the six terms and the educational programmes are distributed over the terms, to determine broad and balanced coverage. Our progression map is used alongside the long term plan to ensure children are being taught the required skills and knowledge. Hooks, parental involvement and books to be studied are included in the planning.

• Medium Term Planning

We address both prime and specific aspects of the curriculum in more detail for each term. Learning objectives, knowledge, vocabulary, and activities and experiences for each area of learning and development are identified.

- Short Term Planning

We identify specific learning objectives and plan activities, differentiation, deployment of adults and resources, to meet the learning needs of the children on a weekly and day-to-day basis. This includes:

- Communication language /Language development – large group and Guided groups focus
 - Guided Reading sessions
 - Phonics sessions (RWI)
 - Mathematics basic skills large group and Guided groups focus using NCTEM
 - Next Steps in learning
- Short term planning completed at least 2 during half term :
 - Enhancements of areas including evidence of enhancements being introduced
 - Outdoor planning

Teaching Expectations

Nursery

During the initial half term of nursery, children are given the time and opportunity to settle into the learning environment. After this time, children are expected to take part in daily lessons:

- 5 x Phonics sessions following a listening and language session focusing on 7 aspects of listening and moving to RWI introduction of pictures and set 1a sounds, when children are ready
- 5 x Speaking and listening/ shared reading/ shared writing sessions in key workers groups
- 4 x Maths sessions
- 1 x PSHE sessions to support relationship growth using 'think equal'
- RE sessions in line with the catholic curriculum (come and see)

In Reception

Once the children are settled, teaching will include:

- Daily fine motor skills / handwriting targeting
 - 5 x phonics large group sessions following RWI at own level
 - 5 x large group sessions of Communication and Language/literacy sessions
 - **4 x large group sessions of Basic skills maths**
 - **1 x large group sessions of RE in Key worker groups (Come and See)**
 - **5 x Story time sessions**
 - **1x collective worship large group session**
 - **1x PSHE large group session**
 - **5x talk through stories large group session**
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- **1x Guided Writing**
 - **1x Guided Maths**
 - **1 x Guided topic**

- **1 x guided RE**

Guided reading and writing will increase as children progress through the RWI scheme.

See timetable for examples of setting times.

Story time

All children in the EYFS will have the opportunity to listen to multiple stories a day as well as independently chosen stories. This exposes children to a wide range of literature during the year. Children choose a weekly library book for their family to read to them. They also receive a weekly decodable book based at their phonic level (when the child is ready), which is encouraged to be read each evening.

Outdoor planning

St Anne's tries to operate a continuous provision of outdoor and indoor play, throughout the day. We aim to allow children this free follow for a minimum of 2½ hours a day.

Planning for this provision is carried out by class teachers and reflects the umbrella topics (see long-term plan). This planning is completed at least twice per half term to allow children to consolidate learning outdoors. Through this provision, we try to extend the Prime areas of learning and focus on big plan activities.

Observations

Observations are the main sources of assessment used in the EYFS. Staff work closely with children to create meaningful play and extend children's learning. Significant learning is recorded via observations using Tapestry. The observations are available for parents and carers to see and comment on. Parents are also encouraged to make their own observations of the children's learning. These observations assess development across all areas of the curriculum and are designed to capture new and significant learning steps in each child. Observations can take the form of photographs, video and typed notes. These observations are used for summative assessment of pupils learning and to plan next steps in learning. The EYFS team holds fortnightly meeting to ensure all pupils are making progress and these conversations inform short term planning.

Assessment

On entry to school, teachers assess pupils' current levels in all areas to create a summative baseline assessment. Every child also completes the RBA (Reception Baseline Assessment).

At the end of each term, teachers assess all the information that has been gathered on children and make a best-fit judgement of their level. This is recorded on iTrack and is analysed by the EYFS lead to inform pupil progress and target narrowing the gap planning.

In addition, half-termly RWI phonics assessments are used to inform teacher judgments.

Expectations for Assessment

- Update iTrack assessment for all areas - Half termly
- Phonics tracking grids – half termly

Within the final term of the EYFS, we provide a written summary to parents, reporting their progress against the Early Learning Goals and indicating whether children are meeting expected levels of development or not yet reaching expected levels ('emerging'). This is the EYFS Profile. We give a reasonable opportunity for the parents to discuss these judgements with the teacher. The parents of nursery children receive a general report, which gives a comment about how the child is engaging with each provision area within nursery.

Transition Statement

Purpose

- ☼ To ensure that children experience a smooth transition from the EYFS to Key Stage One.
- ☼ To ensure that children experience a smooth transition from home or other settings to Nursery or Reception.
- ☼ To ensure that the quality and pace of learning are maintained and that children continue to make good progress.
- ☼ To ensure that children follow the appropriate curriculum as their needs define.
- ☼ To ensure that all staff see transition as a process rather than event.
- ☼ To inform parents and children about the transition process.

Principles that underpin this Policy

- ☼ Approaches to learning and teaching should be harmonised to ensure effective transition.
- ☼ Styles of learning and teaching should meet the needs of the children.
- ☼ The EYFS Profile should be valued as an effective assessment tool and used to inform planning during the Autumn Term of Year 1.
- ☼ Children should enjoy the new challenges and approaches to learning of Year 1.
- ☼ Transition should motivate and challenge children.
- ☼ Successful transition is the result of effective communication, a planned induction to either Nursery, Reception or Year 1 and the gradual implementation of a more formal KS1 curriculum in Year 1.
- ☼ Parents are fully involved in transition and feel secure and comfortable with the school arrangements.

Leadership and Management

The EYFS Lead will have overall responsibility of ensuring that the process of transition is a smooth, effective and happy process. They will report to the Headteacher and governors on the effectiveness of the transition, any changes made and/or new national initiatives on the process of transition.

Implementation

Nursery - Transition to Nursery builds upon and extends the experiences children have had either at home or in other settings.

At the end of the summer term, parents and children have the opportunity for a 'stay and play' session, to help relieve anxiety over the school holidays. Children who are transitioning from link settings will be invited in to familiarise themselves with their new environment and to help staff develop an understanding of the child.

In the Autumn Term, before entry to Nursery all children and parents or carers will have a home visit or parent/child meeting in school to enable the child to meet their Key Person. This also provides an opportunity for practitioners to give parents or carers the information they need about our Nursery and to discuss Parent Information Booklets. Parents and children again attend a 'Stay and Play' session, prior to admission and gradual intake policy ensures a smooth transition from home to Nursery. This policy takes into account the needs of each individual child, to avoid any distress to the child. Parents are informed of this policy prior to admission.

Reception

Transition to Reception from Nursery again builds upon the children's previous experiences. The Reception teacher and Teaching Assistant meet the children in the Nursery setting on several occasions during the Summer Term, in order for the children to get to know them in a familiar environment.

A transition meeting takes place towards the end of the Summer Term to ensure all information about each child is transferred. There is a clear structure for these transition meetings. A meeting is held during the second half of the Summer Term for parents of children in Nursery due to start Reception, to explain routines and the curriculum and offer parents an opportunity to 'meet the teacher.' Nursery children also have the opportunity to visit the Reception class for a morning during Summer Term, to enable them to become more familiar with the environment and adults in the environment.

If children are joining reception from other settings or childminders, contact will be made with the previous setting at the earliest opportunity and attempts will be made to arrange transition meetings. If this is not possible, the setting will be asked to pass on the child's Record of Achievement and any other transition information the setting can provide. Close links have been made with surrounding schools and day nurseries. This ensures that EYFS staff can visit children at their current setting and also the settings attend our school with the children. Giving the children multiple times to meet staff and their new learning environment.

Parents of new children starting at Reception will be invited to an introduction meeting and a tour of the EYFS area. Children attended a stay and play in the summer term to help them become familiar with their new class.

Currently all Reception children start school at the beginning of Autumn Term and there is no Gradual Admission. This is reviewed on a yearly basis and is adapted to suit the needs of the children.

Year 1

Transition to Year 1 builds upon and extends the experiences children have had in EYFS. During the second half of the summer term, a transition meeting takes place between the Reception and Year 1 teacher. This is a structured meeting in which all information about progress towards profile points,

missing significant profile points and unique child information is passed on. During the first half of the Autumn Term, the Year 1 teacher plans a curriculum adapted to the needs of the child, although Continuous Provision is not extended to Year 1. The amount of time that children in Year 1 spend sitting still and listening is gradually increased so that the children remain motivated, enthused and eager learners. Children visit their new class in summer term to meet the teacher and any Teaching Assistants they will have in Year 1.

Assessment, recording and reporting

Throughout EYFS children's learning and development is regularly observed with focussed planned observations, Learning Journeys and spontaneous observations. These assessments of children's learning are recorded in an electronic Learning Journey, which is shared with children, parents and staff. As part of the transition to KS1 these Learning Journeys are passed to the Year 1 team for their information.

To ensure that children continue to make good progress in their learning, and that appropriate learning opportunities and activities are planned for in the Autumn Term, information from the EYFS Profile is shared with Year 1 teachers at the end of the Summer Term. Teachers continue to share EYFS assessment with parents and children at regular parent/teacher meetings. The Year 1 teachers also attend EYFS Moderation Meetings to ensure of a consistent approach to assessment.

Monitoring and evaluation

The EYFS Lead monitors the transition from the EYFS curriculum to KS1 through the monitoring of planning, assessment records and through informal discussions with EYFS and Year 1 staff.

Resources

During the summer term, staff meeting time is given to EYFS and Year 1 staff to enable them to discuss transition, the EYFS Profile and the needs of the individual child.

Equal Opportunities

All children have equal opportunities to an effective transition in which there are no barriers based on race, sex, culture or ability. Children and parents are actively involved in the process of transition and their perceptions are explored and valued.

Special Educational Needs

The progress of all children at transition is monitored, to identify children vulnerable to underachievement. Children who are identified as underachieving and requiring additional needs are discussed and strategies to ensure their targets are achieved are shared with the SENCO, EYFS Lead, and EYFS and Year 1 team. Parents are kept fully informed on the progress their child is making and regular assessment and tracking ensures children's needs are monitored and acted upon.

Health and Safety

Refer to school policy.

Partnership with Parents

Parents are encouraged to be partners by contributing to their child's Learning Journey by completing their own observations at home. Parents are shown how to complete observations via an information booklet shared with them, video tutorials on the Tapestry app and a parent workshop.

Parents are invited to attend workshops in phonics, writing, maths and Creative Development throughout the course of the year. They are informed about the next steps for children as they move through Reception and into Year 1.

A parent teacher meeting in Autumn Term also provides opportunities for parents/ teachers to voice concerns regarding the process of transition to a more formal curriculum.

During the summer term parent meeting, parents or carers are informed about the process of transition and the changes to the structure of the school day their child will experience in Year 1. At this meeting, parents are consulted on their views, opinions and concerns about the transition to KS1.

Parents or carers are informed about who their child's teacher will be as they move into Year 1.

Monitoring and review

It is the responsibility of the EYFS team to follow the principles stated in this policy and the EYFS Lead and Head Teacher to monitor this.

There is a named Governor responsible for the EYFS. This governor will discuss EYFS practice with the practitioners regularly and provide feedback to the whole governing body, raising any issues that require discussion.

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