

Our Lady of Peace Catholic Primary and Nursery School

'With Christ in our hearts, together we grow'



Early Years Foundation Stage Policy

By order of the Governing Body of Our Lady of Peace Catholic Primary and Nursery School

This policy was implemented April 2016

This policy has been adopted from CEFM in accordance with their guidance.

Statutory Policy - Date implemented: April 2016 To be reviewed:

Determined at FGB Meeting ...17th March 2016

The school has a commitment to safeguarding and promoting the welfare of children.

Early Years Foundation Stage

EARLY YEARS FOUNDATION STAGE POLICY

Introduction

The Governors and Staff of Our Lady of Peace Catholic Primary & Nursery School endorse the belief that "Every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up." - "Early Years Foundation Stage Profile" Department for Children, Schools and Families 2012

Our basic principles

As children commence their learning journey at Our Lady of Peace Catholic Primary and Nursery School, we aim to develop and nurture strong positive attitudes where children become proud and respectful of themselves, others and their environment. We will support all pupils at Our Lady of Peace Catholic Primary & Nursery School to achieve their full potential based upon the Early Years Foundation principles which guide the effective work of all teachers and staff.

The Four distinct but complimentary themes.

A unique child - every child is constantly learning and can be resilient, capable, confident and self-assured.

Positive relationships - children learn to be strong and independent through positive relationships.

Enabling environments - children learn and develop well in enabling environments in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents/carers.

Learning and development - children develop and learn in different ways and at different rates.

The statutory requirements - the law under which we operate

Our practice at this school is based on the statutory framework for the Early Years Foundation Stage (EYFS) which sets the standards for learning, development and care for children from birth to five, including children with special educational needs. The framework was published in March 2012, became effective in September 2012 and was further amended in 2013 in response to a number of consultations.

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Its main provisions are:

We follow the statutory areas of learning and development (educational programmes) - there are seven areas which shape activities and experiences for all children under five in all early years' settings. There are three prime areas and four specific areas. We work towards the early learning goals - these are goals that all providers must help children work towards, that is, the knowledge, skills and understanding which young children should have acquired by the end of the academic year in which they reach the age of five. There are now 17 early learning goals.

We carry out the statutory assessments at the end of a child's Reception Year - these arrangements are for measuring progress, development, achievement and requirements against the 17 goals, which we report to parents/carers and the Local Authority.

We monitor carefully the balance between play and teaching - all providers are responsible by law for making ongoing judgments about the balance between play and teaching and between adult-led and child-led activities.

We make provision when a child has English as an additional language - the revised framework explains more clearly the reasonable steps providers must make when English is a child's additional language. It specifies how a child's skills in English should be assessed.

We follow the provisions in the framework about children who also have wrap-around and holiday care - the framework now makes clear that the EYFS requirements do not need to be delivered in full when children spend limited amounts of time in a setting.

There are also within the framework statutory safeguarding and welfare requirements, covering child protection, the suitability of EYFS managers, staff qualifications, staff to child ratios and the safety or suitability of premises. All of these are adhered to by this school.

School practice - how we apply the law and look after our children

Our aims

As an integral part of following the EYFS framework, we also recognise that:

- In addition to a relevant curriculum, effective education requires practitioners who understand and are able to implement the educational programme requirements.
- Effective education requires understanding that children develop rapidly during the early years - physically, intellectually, emotionally and socially.
- Children feel included, secure and valued by addressing and meeting their individual needs.
- Early years experiences build on what children already know and can do.

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At our school, we aim to ensure that:

- By working closely with parents/carers, no child feels excluded or disadvantaged.
- Our early years' curriculum is carefully structured.
- We provide opportunities for children to engage in activities planned by adults and those that they plan or initiate themselves.
- Our practitioners observe and respond appropriately to the children.
- We provide well-planned, purposeful activities and appropriate intervention to engage the children in the learning process.
- The learning environment is well-planned and well-organised in order that children have rich, stimulating experiences.
- Our practitioners provide high quality care and education to ensure effective learning and development for young children.

How we work

The foundation stage is led by our Foundation Stage Leader with a team of teachers, assistants and nursery nurses. Information about all these practitioners is displayed in the school entrance. The foundation Stage in our school, covers the development of children between the ages of three and five years.

Children enter our Nursery in the year they are 3 years old (their birthday must be before 31st August). The children will then move to the Reception year at age 4. It is at this time, children from outside our Nursery will also begin in our Reception classes, bringing our total numbers to 90 for the year group. The reception year is the final year of the Foundation Stage and throughout the foundation stage each child's teacher is their primary key person.

The Foundation Stage Curriculum

Learning and development within our curriculum is structured towards the early learning goals. These are divided into the seven areas of development, which are:

The Prime Areas

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.

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- Managing feelings and behaviour.
- Making relationships.

Specific areas

Literacy

- Reading.
- Writing.

Mathematics

- Numbers.
Shape, space and measures.

Understanding the world

People and communities.
The world.
Technology.

Expressive Arts and Design

- Exploring and using media and materials.
- Being imaginative.

We value each area of development and appreciate the importance of learning through play in achieving the early learning goals relating to each area. Our planning is structured to reflect the different ways in which children learn and develop through the Characteristics of Effective learning

- Playing and exploring.
- Active learning.
- Creating and thinking critically.

We provide a balance of activities that children can initiate themselves and those that are teacher directed. We provide opportunities for teaching and learning both indoors and outdoors. We are aware of the rich experiences that children come into school with and are prepared to extend these appropriately.

Assessment and Reporting Arrangements

Progress check at age two

On arrival at school it would assist staff to plan for your child's future development by sharing with us previous developmental checks.

As part of the Governments requirements we will carry out a 'Baseline Assessment' provided by a Government approved provider.

As part of the teaching and learning process, staff members assess each child's development in relation to the phases of development and early learning goals, as documented in the EYFS framework. Assessments are made throughout the Early Year Foundation Stage by means of observations and accumulated knowledge of the whole child by staff and through discussion with parents and carers. All seven areas of development plus Religious Education, are included in the assessment.

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We provide 2 informal meetings throughout the year and parents are provided with a written report of the child's achievements against the early learning goals, at the end of the year. We provide an opportunity to discuss the report with staff if required. Throughout the year, if we are concerned at any stage that a child is not progressing as they should, the key person will contact parents and suggest a meeting to discuss these concerns.

End of Key Stage Assessment

In the final term of the year in which the child reaches five, **and no later than Thursday 4 July (for 2013)**, we will complete the Foundation Stage Profile for each child. We use the methodology outlined in the DFE document entitled 'Assessment and Reporting Arrangements (ARA) 2016' which contains details on assessing and reporting the EYFS profile.

The profile provides a way of summarising children's achievements and provides important information for parents and Year 1 teachers. It ensures that each child leaves the Foundation Stage with their strengths acknowledged and next steps for learning identified.

We will assess each child's level of development against the early learning goals and indicate whether the child is meeting expected level or exceeding expected levels. If a child has not yet reached expected levels (known as the emerging level), we will highlight those areas where further progress is needed. We will use the recommended form of assessment ratings, which are clearly explained on the report received by parents or carers.

Assessment ratings

- 1 Child who is at the emerging level at the end of the EYFS.
 - 2 Child who is at the expected level at the end of the EYFS
 - 3 Child who is at the exceeding level at the end of the EYFS
- A Child who has had prolonged absences due to illness or who has only recently arrived at the setting. ?????????????? Not sure why this is here?**

Parents can request a full copy of the EYFS Profile on their child's progress, free of charge, if they so wish. There are no national achievement or attainment tables for the EYFS.

Additional assessments are made of children with special educational needs.

Ofsted

We are subject to regular Ofsted inspections of our delivery of the EYFS and reports of those inspections are publicly available. Our most recent inspection was **in 2008** and can be accessed on-line or hard copies are available.

Other requirements

As we stated above, the early year's foundation framework also contains requirements of the standard of provision and facilities for the children. These are also subject to Ofsted scrutiny and inspection. We fully comply with these requirements, as outlined below.

Staff

All our staff are fully qualified to carry out the role assigned to them. We are especially careful to ensure that we have sufficient staff with the appropriate qualifications to meet the statutory child to staff ratios for each age group.

Each child has a named key person whose role is to ensure that every child's care is tailored to meet their individual needs and to offer a settled relationship for the child as well as keeping regular contact with parents /carers.

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Premises

Our premises and equipment are organised in a way that meet the needs of pupils and in particular provide maximum possible access for children with disabilities. We offer statutory levels of provision for both outdoor and indoor play.

Records and information to parents

We keep careful records of progress as indicated in the assessment section of this policy. There are also confidential medical records which are held in such a way that the privacy of each child is properly protected.

We ensure that there is a two-way flow of information about each child between us and their parents/carers. We report on:

- Progress (see the section above on assessment).

- The range and type of activities provided for the children.

- How we support children with special needs or disabilities.

- The kinds of food and drink we offer to children.

- The name of the child's Teacher and how to contact us in an emergency.

We hold meetings when parents/carers can come to meet their child's Teacher and other members of staff who are involved with that child. We also hold information meetings when a key professional will conduct question and answer sessions on subjects of interest.

Links to whole school policies

Whole school policies apply to the Foundation and Primary sections of this school.

The Foundation Stage Policy operates in line with other whole school policies, which address the important issues of:

- Behaviour.

- Special educational needs.

- Academically more able children.

- Health and safety.

- Child protection.

- Equal opportunities.

- Transition into school and from Year R to Year 1, etc.

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