

**Working, Learning, Caring together in God’s love**.

**St Anne's R.C. Primary School**

**Early Years Foundation Stage Policy**

**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 2017 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 unit. 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 30 places and admits children full 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 2017 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 early learning goals and educational programmes are distributed over the terms, to determine broad and balanced coverage. 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:

* + CL/LD – large group and Guided groups focus
	+ Guided Reading sessions
	+ Phonics sessions
	+ MD basic skills large group and Guided groups focus
	+ 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 phase 1 of letters and sounds and moving to phase 2 when children are ready
* 5 x Speaking and listening/ shared reading/ shared writing sessions in key workers groups
* 4 x Maths sessions
* 1 x PSE sessions to support relationship growth
* 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 Letters and Sounds 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 PSE large group session

* 1x Guided Reading
* 1x Guided Writing
* 1x Guided Maths
* 1 x Guided topic
* 1 x guided RE

See timetable for examples of setting times.

Story time

All children in the EYFS will have the opportunity to listen to three 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, 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 in the outdoor. 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 observe and extend their learning. Staff complete a variety of observation sheets. These are recorded on pupil trackers and placed in individual Learning Journeys. 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 and written 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.

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 EAZmag and is analysed by the EYFS lead to inform pupil progress and target narrowing the gap planning.

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

Expectations for Assessment

* Update EAZmag assessment for all areas - 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, exceeding expected levels, 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.

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.

Review

This policy will be reviewed on an annual basis.

Date: 3/12/19

Signed: EYFS coordinator ……………………………………………………………….

Signed: Headteacher ………………………………………………………………………..

Signed: Chair of governors: …………………………………………………………….

Review date: Dec 2020