

'With Jesus we can achieve what we dream and believe'

School Mission



Early Years Foundation Stage Policy

Our Vision

We aim to inspire and nurture every child to become independent, confident lifelong learners within a safe and happy environment.

We want our children to:

- Feel valued as an individual
- Be happy, healthy, enthusiastic and confident with high self-esteem and self-worth
- Be independent, curious, creative and resilient learners
- Be courageous and take risks, challenging themselves and each other
- Know they have a voice, feel heard and that they can make a difference
- Be able to identify and communicate their own needs and feelings
- Be empowered to meet their own needs
- Respect themselves, each other, their communities and environment
- Feel safe and secure and have a sense of belonging
- Establish effective and supportive relationships and be able to work collaboratively
- Be lifelong learners with a love of learning
- Have high aspirations, build on their previous best and excel in whatever they choose to do

Overview

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year and is guided by the Early Years Foundation Stage Statutory Framework.

At St. Michael's the children join our nursery at age three and move through to Reception in the school year in which they turn five.

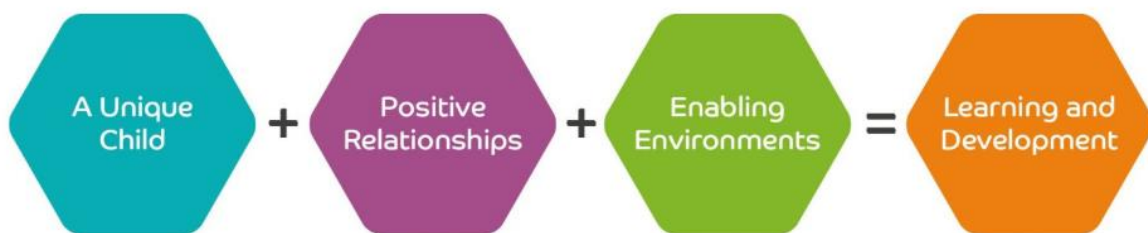
The EYFS at St. Michael's is led by an Early Years Lead Practitioner and consists of three qualified teachers, two Higher Level Teaching Assistants and two Learning Support Assistants.

Our maintained Nursery offers funded 15 hour provision which can be accessed through either morning or afternoon sessions. We also offer 30 hours Nursery places for up to 8 children.

We have two Reception classes within a quality purpose built environment.

We aim for the transition from Nursery through to Reception to be seamless for our children and parents.

The EYFS is based on four overarching principles:



A Unique Child

Every child is a unique child, who is constantly learning and who can be resilient, capable, confident and self-assured. (EYFS Statutory Framework)

At St. Michael's Catholic Primary School, we recognise that children develop in their own unique way. We aim to develop positive attitudes to learning through a challenging and stimulating curriculum which is ambitious for all. We focus on developing communication and language by creating a language-rich environment that places emphasis on quality interactions between adults and children.

At St. Michael's we are dedicated to ensuring equality and equity for all of our children and families regardless of background, language, gender, special educational needs, disabilities, race, ethnicity, faith or cultures. We want every child to feel that they belong within our school family.

We give our children every opportunity to succeed and achieve their best. We set realistic and challenging expectations that meet the needs of all of our children. The school ensures that children's needs are identified early and appropriate support is given. Parents are consulted regularly about their child's progress.

It is important to us that all of the children at St. Michael's are safe. We provide a safe and stimulating environment where children are encouraged to take measured risks whilst developing an understanding of managing their own safety.

We take the necessary steps to safeguard and promote the welfare of children and the full Safeguarding Policy is available in school for parents to read.

Positive Relationships

Children learn to be strong and independent through positive relationships.
(EYFS Statutory Framework)

At St. Michael's, staff develop caring, respectful, professional relationships with the children and their families. Teachers are sensitive and responsive to children's individual needs and interests, carefully planning a stimulating curriculum which set achievable yet challenging targets. Adults in EYFS tune in to children's interests and interact with them to support and extend their learning and development, jointly engaging in problem-solving and sustained shared thinking.

We view parents as a child's first educator and highly value the contribution they make.

We develop parent partnership through:

- Informal meetings with parents before their child starts school.
- Giving children and their families opportunities to visit their new classroom and meet the teachers prior to starting school.
- Offering parents, the opportunities to discuss their child's progress both informally and at planned parent meetings.
- Home learning activities
- Daily updates on Class Dojo
- Family events throughout the year including phonics workshops, craft afternoons, family fun nights, stay and play and many other events.

Children in EYFS are assigned by a Key Person. The key person has special responsibilities for supporting a specific group of children and building relationships with them and their

families. In Nursery this will be either the Nursery teacher or one of the Learning Support Assistants. In our Reception classes the teacher acts as key person, supported by the Learning Support Assistants.

All of the EYFS team members are valued and a culture of mutual support is fostered through discussions and respect for individual contributions.

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 and carers. (EYFS Statutory Framework)

At St. Michael's we recognise that the environment plays a key role in supporting and extending children's development. We have created a warm and welcoming environment that allows space for children to play and explore both indoors and outdoors whilst also providing areas for quiet time and reflection. Children are encouraged to build independence and executive function through providing opportunities for them to plan, collaborate and use resources independently whilst adults carefully support children to develop their skills and knowledge.

The learning environment is carefully planned so that there is a clear progression from Nursery to Reception where children can build on prior learning.

Children take part in activities to build their emotional resilience and social skills.

Learning and Development

Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development. (EYFS Statutory Framework)

Our curriculum is coherently planned to help children to work towards the Early Learning Goals and to prepare their readiness for Year One and is built around the Characteristics of Effective Learning and the Prime and Specific Areas of Learning and Development.

Characteristics of Effective Learning

Characteristics of Effective Learning
<p>Playing and exploring – engagement</p> <p>Finding out and exploring Playing with what they know Being willing to 'have a go'</p>
<p>Active learning – motivation</p> <p>Being involved and concentrating Keeping trying Enjoying achieving what they set out to do</p>
<p>Creating and thinking critically – thinking</p> <p>Having their own ideas Making links Choosing ways to do things</p>

These characteristics of effective learning underpin learning and development across all areas and support the child to remain an effective and motivated learner.

Playing and exploring: Adults working with children in EYFS skillfully support them to develop these characteristics through the positive relationships they have with the children and through the enabling environment that encouraging them to explore, and show an interest in discovering new things and to judge risks for themselves and talk to them about how you get better at things through effort and practice, and what we all can learn when things go wrong.

Children have access to a visually calm environment and stimulating resources which are accessible and open-ended so they can be used, moved and combined in a variety of ways. Children can move freely between indoor and outdoor provision during their play and have time for purposeful and sustained play.

Active learning: Adults support children to make independent choices about what they want to do, how they want to do it and to review their own progress and successes. We encourage children to learn together and from each other through talk, praise and encouragement.

Adults provide rich opportunities and resources that spark children's curiosity and involvement in learning. We help children to build on their ideas by providing resources that remain constant and by giving them time to develop their ideas and work on them over extended periods of time.

Creative and thinking critically: Adults model being a thinker, being curious and finding out new things alongside the children. We respect all children's efforts and ideas, so they feel safe to take a risk with a new idea. We give children time to talk and think. We use sustained shared thinking to help children to explore ideas and make links.

Staff are trained to make the best use of research into cognitive science, in relation to how children learn and to connect this research to its practical implications for teaching and learning.

Areas of Learning and Development

Area of Learning and Development	Aspect
Prime Areas	
Personal, Social and Emotional Development	Making relationships
	Self-confidence and self-awareness
	Managing feelings and behaviour
Physical Development	Moving and handling
	Health and self-care
Communication and Language	Listening and attention
	Understanding
	Speaking
Specific areas	
Literacy	Reading
	Writing
Mathematics	Numbers
	Shape, space and measure
Understanding the World	People and communities
	The world
	Technology
Expressive Arts and Design	Exploring and using media and materials
	Being imaginative

The **prime** areas begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas. The prime areas continue to be fundamental throughout the EYFS.

The **specific** areas include essential skills and knowledge. They grow out of the prime areas, and provide important contexts for learning.

In each area of learning and development there are Early Learning Goals that define the expectations for most children to reach by the end of the EYFS. Planning includes opportunities for child led, adult directed and adult led activities.

The Read Write Inc. scheme and the Ready Steady Write scheme are introduced in Nursery and Reception to support reading and writing and build the foundations for Key Stage One. The home reading scheme is RWI book bag books.

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are implicitly embedded in the Early Years Foundation Stage curriculum.

Assessment

During the children's first term in the Foundation Stage, the staff assess the children through formal and informal assessments and a baseline assessment is carried out during a child's first six weeks in Reception. Teachers and practitioners use observations and notes as well as pupil progress discussion to help to build up a picture of each child's learning and form an important part of the future curriculum planning for each child. Data meetings are held with SLT to discuss attainment and progress for individuals and groups and to plan ahead. The Foundation Stage Profile is used to assess children's progress during their year in Reception.

Roles within the Early Years Foundation Stage

The role of the Early Years Lead is to:

- Provide a strategic lead and direction for the EYFS.
- Monitor and evaluate the EYFS and report to the head teacher and the governing body.
- Monitor and review pupil progress across the EYFS.
- Support colleagues with planning and teaching, ensuring an efficient and cohesive team.

- Keep up to date with recent developments and informing other team members of these developments.
- Purchasing and organisation of resources and the learning spaces.
- Lead regular EYFS team meetings.
- Act as a point of contact for parents and carers, providing close home school links.

The role of the class teachers with support from H.L.T.A's is to:

- Monitor and review progress of the pupils in their class.
- Be responsible for their methods of teaching and learning.
- Plan and evaluate the EYFS curriculum.
- Be responsible for their teaching space, including displays and resources.
- Facilitate communication with parents.

Monitoring and Review

The Early Years Lead prepares a detailed report, reviewing the EYFS, for the governing body and head teacher who are responsible for the overall monitoring of the Early Years Foundation Stage. Governors review the EYFS in accordance with the policy review timetable and meet with the Early Years Lead to discuss the findings of the review.

30 Hours Funded Childcare

We offer up to 8 places in Nursery for the additional 15 hours' free early education a week. Eligibility criteria for the new entitlement has been set out by HMRC and includes the following:

- Both parents are working (or the sole parent is working in a lone parent family), each expect to earn at least £183 a week or work more than 16 hours at the National Living Wage (unless you became self-employed less than 12 months ago), £137 a week if you are aged 18- 20 or £102 a week if you are an apprentice (either under 19 or in the first year of your apprenticeship), or
- Both parents are employed or one or both parents is temporarily away from the workplace on paternal, maternity or paternity leave, adoptive leave or receiving statutory sick pay, or
- One parent is employed and the other parent has substantial caring responsibilities based on specific benefits received for caring, or one parent is employed and

one parent is disabled or incapacitated based on receipt of specific benefits.

- You and your partner must both live in England and neither parent must have an income of more than £100,000 per year.

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To be eligible for free childcare for working parents, you (and your partner if you have one) must have a National Insurance number. The person who applies must also have at least one of the following:

- British or Irish citizenship
- settled or pre-settled status, or you have applied and you're waiting for a decision
- permission to access public funds - your UK residence card will tell you if you cannot do this

Applying for 30 hours' free childcare

You can apply for 30 hours' free childcare in a single online childcare service application at <https://www.gov.uk/apply-free-childcare-if-youre-working>

We will offer:

Children will only be able to access the 30 hours based on a school term time schedule. Children who access a place will be able to have either a packed lunch or pay for a hot school dinner. They will be supervised to eat dinner in the hall and will receive a bespoke curriculum in the afternoon ensuring that their individual needs are met.