

St Elizabeth Catholic Primary School

Early Years Foundation Stage Policy

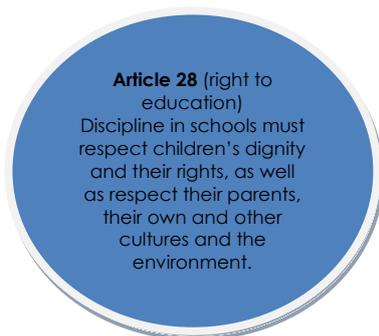


The Governing Body of St Elizabeth Catholic Primary School

Date of Policy	March 2021
Review Date	March 2023
Chair/Committee Chair of Governor's signature	
Headteacher's signature	

Mission Statement

'Inspiring and achieving lifelong learning in a welcoming Catholic community'



Safeguarding Statement

At St Elizabeth Catholic Primary School, we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at St Elizabeth Catholic Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Equality statement

As a school we are committed to ensuring that equality principles are embedded within all school policies and procedures, as we endeavour to:

- Eliminate discrimination, harassment and victimisation.
- Promote equality of access and opportunity within our school and within our wider community.
- Promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities, sexual orientation, and ethnic origins.

School Values

As a Catholic school with a strong Christian ethos we actively support and promote a value-based education. By living out our 4Rs – **Relationships, Resilience, Responsibility** and **Respect**, we encourage the whole school community to:

- Think about and reflect upon positive Christian, British and Universal values
- Experience how living out these values impacts on themselves and others, in school, in the wider community and in the world
- Instil a sense of belonging to the school, the local community, the country they live in and the wider global community
- Inspire individuals to choose their own positive personal, social, moral and spiritual values
- Promote an inclusive school ethos and a learning climate that will raise aspirations and achievement
- Raise self-esteem and encourage children to take more responsibility for their own behaviour and learning

British Values

At St Elizabeth, we recognise and promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Through this provision of SMSC, the school will:

- enable pupils to develop their self-knowledge, self-esteem and self-confidence
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England
- encourage pupils to accept responsibility for their behaviour, show initiative and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England; further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England

DATA PROTECTION POLICY

The General Data Protection Regulation (GDPR) ensures a balance between an individual's rights to privacy and the lawful processing of personal data undertaken by organisations in the course of their business. It aims to protect the rights of individuals about whom data is obtained, stored, processed or supplied and requires that organisations take appropriate security measures against unauthorised access, alteration, disclosure or destruction of personal data.

The School will protect and maintain a balance between data protection rights in accordance with the GDPR. This policy sets out how we handle the personal data of our pupils, parents, suppliers, employees, workers and other third parties. Changes to data protection legislation will be monitored and further amendments may be required to this policy in order to remain compliant with legal obligations.

Rights Respecting Schools

The school community is committed to the UNICEF UK Rights Respecting Schools award. We believe that all children have the right to be treated with dignity and fairness. Children's rights are at the forefront of our school policies, procedures and daily routines. The following articles from the UN convention on the rights of the child are of most significance to this behaviour statement.

Article 28 (right to education)

Discipline in schools must respect children's dignity and their rights, as well as respect their parents, their own and other cultures and the environment.

Article 29 (Goals of education): *Children's education should develop each child's personality, talents and abilities to the fullest.*

Article 31 (Leisure, play and culture): *Children have the right to relax and play.*

Aims

- To give each child a happy, positive and fun start to their school life in which they can establish solid foundations on which to expand and foster a deep love of learning;
- To offer each child a wide range of new and exciting experiences and give them the opportunity to consolidate, explore and test them out along with their own, individual experiences;
- To encourage children to develop independence within a loving, secure and friendly atmosphere;
- To offer a structure for learning that has a range of starting points and unlimited opportunity for development;
- To support children in building relationships through the development of social skills such as cooperation and sharing;
- To help each child to recognise their own strengths and achievements through experiencing success and developing the confidence to work towards personal goals.

The Early Years Foundation Stage (EYFS)

Introduction

At St Elizabeth the Early Years Foundation stage includes Nursery Caterpillar Class (2 year olds), Nursery Butterfly Class (3-4 Year olds) and two Reception classes (4-5 Year olds). The EYFS is led by a team of experienced teachers, nursery nurses and teaching assistants. Our practitioners are effective, trained and knowledgeable in promoting challenging and enjoyable play experiences for our pupils. We aim to provide a positive environment where pupils are listened to and valued.

At St Elizabeth we are proud to provide an anti-racist and inclusive approach to teaching and learning, ensuring our curriculum and learning environment promotes the cultural diversity reflected within our school community.

The EYFS curriculum

EYFS is short for the Early Years Foundation Stage. The EYFS curriculum is based around 7 areas of learning. **(The Early Years Foundation Stage Statutory Framework 2021)**
The areas of learning are split into **Prime** and **Specific** Areas.

Our planning aims to develop children's spiritual, emotional and physical wellbeing through a variety of learning styles. The EYFS curriculum is split into 7 areas of learning. The areas of learning are split into Prime and Specific Areas.

The prime areas are;

- **Communication and Language** – Listening, Attention and Understanding, Speaking
- **Physical Development** – Gross Motor Skills, Fine Motor Skills
- **Personal, Social and Emotional Development** – Self Regulation, Managing Self, Building Relationships

The Prime areas are fundamental, work together and move through to support development in all other areas.

The specific areas are;

- Literacy – Comprehension, Word Reading and Writing
- Mathematics – Number, Numerical Patterns
- Understanding the World – Past and Present, People Culture and communities, The Natural World
- Expressive Arts and Design –Creating with Materials and Being Imaginative and Expressive

The specific areas of learning develop essential skills and knowledge for children to participate successfully in society.

We also plan and assess the children's learning using the **Characteristics of Effective Learning (See Development Matters in the Early Years Foundation Stage Document)** which focus on the different ways children learn.

Playing and exploring –engagement

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

Active learning – motivation

- Being involved and concentrating

- Keeping trying
- Enjoying achieving what they set out to do

Creating and thinking critically – thinking

- Having their own ideas
- Making links
- Choosing ways to do things

Planning and Assessment in the EYFS

Planning

Our planning covers the 7 areas of learning by providing a range of adult led and child led activities. Teaching and learning at St Elizabeth EYFS is based on active learning, and play is valued as key to pupils' healthy development. Pupils' interests are taken into account and they are given many opportunities to choose activities and direct their own play.

Assessment is an essential part of the learning and development of pupils in the EYFS. It involves teachers observing pupils to understand their level of achievement, interests and learning styles.

Throughout the Early Years the Class Teacher submits end of term assessment data to the Executive Head Teacher showing each child's development across the seven areas of learning. At the end of Reception, the class teacher assesses each child against the 17 Early Learning Goals (ELG) and comments on whether their development within each ELG is either 'emerging', 'expected' or 'exceeding'. This information is also communicated to parents and carers in the Reception child's end of year report, it is a statutory requirement, and can be discussed in the final Parents' consultation of the term.

Reception Baseline Assessment

From September 2021 all Reception children will take part in the NFER Reception Baseline Assessment. All staff are trained in administering the assessment. Parents are also informed regarding the assessment and what it involves.

Learning Journals

To ensure we have good evidence of a child's progress in the EYFS we use a range of strategies all of which come together in their individual Learning Journal. We are very proud of our Learning Journals as these are collections of children's work, photos and observations which create a detailed picture of the child. Where appropriate, we include individual next steps for children's learning. These next steps are discussed by the EYFS team in informal meetings after school each day and in the weekly planning meetings. The next steps inform planning for the next day and week ahead. Parents have access to the Learning Journals which are stored in the classroom and are encouraged to contribute.

Planned and Unplanned Observations

The EYFS team use a variety of written observations such as, child says, key person says, parent says and teacher says stickers. (See Appendix 1) They also use the 5-day settling in observation format (See Appendix 2) and the learning story format (See Appendix 3) to observe children while they are learning through play.

Online Assessment Tapestry

From Autumn 2 2021 the EYFS team will use the online Tapestry Journal programme to carry out observations of the children. Tapestry is accessible to parents and they can access the children's learning via the app. All classes in the EYFS have the technology needed to complete the assessments and staff will be trained accordingly. In line with the whole school the EYFS will submit assessment data three times a year.

The Role of a key Person

The class teacher has overall responsibility for the class; however each child has a key person. The key person will be either a Nursery Nurse, Teaching Assistant or the Class Teacher.

The key person;

- develops a close relationship with the child and helps them settle into the class
- observes the child and find out his/her likes, dislikes and interests
- Speaks to parents/carers about significant events they have noticed

Learning through Play

Opportunities and experiences in St Elizabeth are based on active learning and play is valued as key to children's healthy development. Children's interests are taken into account and they are given opportunities to choose activities and direct their own play.

Outdoor play

The child's free choice of their own play is a critical factor in enriching their learning and contributing to their well-being and development. Children use play in the natural environment to learn about the world they inhabit with others.

The outdoor area is an important part of the EYFS with many children choosing to learn outside for much of the day. We try to ensure that the range of activities outside reflect the different curriculum areas, for example setting up quiet spaces for a maths game, reading areas and creating spaces for construction.

The role of the adults

Our practitioners are effective, trained and knowledgeable in promoting challenging and enjoyable play experiences for our pupils. We aim to provide a positive environment where pupils are talked to and listened to in order to improve their thinking and communication skills. Staff work best by demonstrating, modelling and scaffolding thinking. They use effective questioning strategies using children's ideas during play. Adults provide pupils with a set of carefully planned learning experiences in order to move them on in their learning in the most effective way.

Child initiated Play

Throughout the day children are given the opportunity to be the leaders of their learning. The classrooms are easily accessible with a variety of resources and activities readily available. Child-initiated play supports children in having ideas and being in control of their learning. It enables them to learn through first-hand experiences, allowing them to choose how to use the resources to do so.

Child-led activities may start out as an adult initiated activity, however, by allowing the child space and time the child may extend the resources and ideas given to create their own experiences.

The adult's role in child initiated play

Adults play an important role in child initiated play. They provide a safe environment for the child to explore and test out their ideas. Adults may use the child's interests or next steps to develop play through offering a breadth of opportunities or resources for the child to use in a variety of

ways (See learning stories). It is important for the adult to understand the needs of the child and work towards providing opportunities for child initiated play. This can be achieved through observations and building a solid relationship with the child, in order to learn about their likes and dislikes.

Teaching Strategies

Adult Led Activities

At St Elizabeth we include carefully planned, adult led experiences for children in the form of structured adult led teaching and adult led group activities. These are particularly important in helping children to learn specific skills and knowledge and it is often through children's play that we see how much of this learning children have understood and taken on.

Each day we follow a timetable with set routines in place. This will be different in the Nursery and Reception classes. We set aside times each day when the children come together to be taught in the more traditional sense, gathered together on the carpet as a class. In these slots we focus on our topic work, maths, literacy, phonics, and stories. These sessions help to develop vital habits of learning: learning as a group, listening to the teacher, taking turns to answer, sitting still etc.

Partnership with parents and carers

We believe that parents and carers are a child's first educators. We view parents and carers contributions as a vital part of our ongoing assessments of the children. We want parents to feel they can speak to us about their child at any time and feel comfortable in our setting. We have an open door policy where parents are able to speak to us whenever they need to. We hold parent consultation evenings each term in addition to play and learn sessions every half term. We also have a wide range of parent classes run on site by our family support worker and Tower Hamlets throughout the year. As well as the Nursery and Reception visit play and learn sessions each

Transition in the Early Years Foundation Stage

Home to Nursery transition

At St Elizabeth we endeavour to make the transition from home/playgroup to Nursery school as smooth as possible. We understand that this can be a stressful time for both parent and child so we are very flexible in our approach to the settling in process.

These are some of the transition activities that are currently in place:

- Welcome to Nursery parents meeting
- Home visits
- Stay and play sessions
- Settling in period, parents stay with child for one hour on the first day then take the child home. On the second day the child stays for one hour without parent (This is flexible and adapted for each child)
- 5 day settling in observations to record progress and interests
- Learning Journal 1-1 meetings with parents at the end of term to discuss progress.

Nursery to Reception transition

- Reception application question and answer session for parents
- 'A Day in Reception' parents meeting

- Home visits
- Stay and play morning and afternoon sessions
- Settling in period half days (children leave after lunch)
- 5 day settling in observations
- 'Learning through play' Reception curriculum meeting
- Learning Journal 1-1 meetings with parents at the end of term to discuss progress.

Reception to Year 1 transition

EYFS practitioners and Year 1 teachers work closely together to ensure that children's learning experiences in the final year of the EYFS are valuable and prepare the ground for their move to Year 1. It is important that the Year 1 teachers are clear about what the children need to learn next. The assessment outcomes for each child's stage of development are discussed in the Reception and Year 1 phase meetings to assist with the planning of activities in Year 1.

As mentioned previously, there is a statutory requirement to complete the EYFSP for each child at the end of the Reception year. This provides parents, carers, practitioners and teachers with a well-rounded picture of the child's knowledge, understanding and abilities, their progress against expected levels and their readiness for Year 1.

These are some of the transition activities that are currently in place;

- Summer term (2) Reception classes attend KS1 assembly
- Weekly visits to new classroom for story time/circle time
- Rec-Y1 teachers class profile hand over
- Curriculum meeting for parents
- CPD for Y1 teachers (Continuing the learning journey)
- Planning in Year 1 reflects the children's needs and interests
- Y1 Classroom is organised to encourage independence
- Observations and next step comments are used to support children's progress in Y1
- Y1 and Reception teachers meet together to discuss planning, provision and progress.
- Rec and Y1 teams lead a joint parent phonics workshop
- Our transition process is evaluated at the end of each year and we take into consideration parent/child/staff voice

Home Visits

All children starting Nursery or Reception will be given a home visit prior to starting at St Elizabeth. However, where that is not possible we will carry out a home visit shortly after the child has started. During the home visit the Nursery Nurse or Class Teacher will ask the parent/carer a variety of questions. (See appendix 4)

Safeguarding

Safeguarding

We follow whole school procedures for child protection (see separate policy). Angelina John (Headteacher) is the named Child Protection Officer alongside Tracy Jennings, Anna Hair and Naomi Sutherland.

(See Safeguarding Policy)

Health & Safety

Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. We follow the safeguarding and welfare requirements detailed in the Early Years Foundation Stage Statutory Guidance (2017).

All large climbing equipment outdoors is checked by our premises manager and fire alarms are held regularly in line with whole school policy. There is an annual external check of outdoor equipment. In addition to this our EYFS team carries out a daily risk assessment indoors and outdoors. (See appendix 5)

Healthy Eating

We are a healthy school and our children receive free fruit and milk from a Government scheme. We have a kitchen in the Nursery which no child is allowed to enter and is secured by a locked door. We provide Nursery children with a healthy variety of food in the Nursery breakfast club.

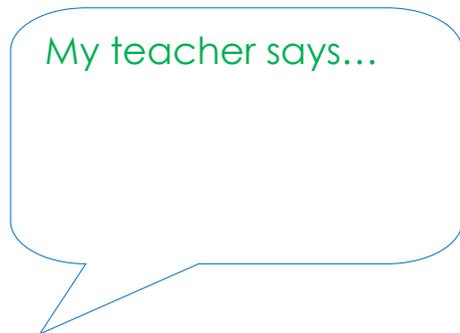
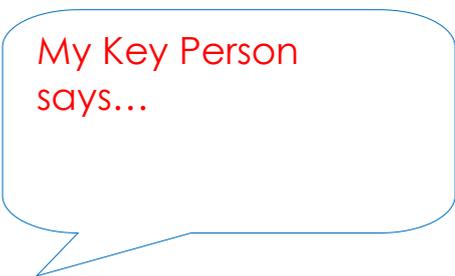
Health and Self Care

We encourage all children to start school without nappies but will support any children struggling with this. We acknowledge that young children often have 'accidents' (i.e. wet themselves!) and have stocks of spare clothes to change anyone who needs it. We follow strict guidelines for changing children and there are always two members of staff present. (See intimate care policy) We ask parents to help keep our stocks of clothes high by returning anything their child has borrowed.

If you would like more information regarding St Elizabeth EYFS please email the school school@st-elizabeth.uk arrange a meeting with the EYFS Phase leader Ms Naomi Sutherland.

Appendix 1

Learning Journal Stickers



St Elizabeth Catholic Primary School

Reception 5 Day Settling In Observations

Child's Name:

Key Person:

Date:

Things to look out for...

- How did they separate from parent/carer?
- What activities did they take part in?
- Did they join in during phonics/shared reading?
- Did they play with other children?
- Did they eat at lunchtime?

Day 1

Day 2

Day 3

Day 4

Day 5

Next Steps...

St Elizabeth Catholic Primary School
Reception Learning Story

Title:

My Key Person says...

Picture

Picture

Characteristics of Effective learning

Next steps

Picture

Parent says...

Appendix 4

Home Visit Information Sheet

Parent/carers first names: _____

Child's name: (check spelling and pronunciation) _____

Preferred name: _____

Date of birth: _____

Siblings: _____

Home language(s): _____

Religion: _____

Favourite toy/comforters: _____

Health and medicines: _____

Do you have information from their 2 Year Old health check _____

Plasters? Y/N

Speech therapy? Y/N

Previous Nursery/playgroup experience: (sessions per week) _____

Starter pack completed: Y/N

Who will be bringing/collecting the child from School/Nursery? _____

Other notes:

Appendix 5

EYFS Risk Assessment

	Mon	Tues	Wed	Thurs	Fri	Faults found
Sand and water tray is clean for use. Sand swept and water mopped regularly.						
Play equipment in the role play for use and dressing up clothes are clean and well presented.						
Book corner to be well presented, books to be in good condition, appropriate and changed regularly.						
Overall condition of room is clean and tidy.						
Chairs and tables are safe appropriate and clean.						
No hanging blind cords near windows.						
Fire exits clear, inside and outside.						
No broken toys or play equipment with sharp edges.						
First aid box is accessible and complete.						
Toilet area is clean and appropriate soap/towels/gloves etc. are in place. No dirty mops.						
Any staff cups/ water bottles to be brought back to the staff room or cleared away.						
Space in room is appropriate for children to move between activities (consider children with disabilities).						
Any electrical appliances, such as computers, tape						

recorders are secure and safe to use. No trailing wires. Sockets covered when not in use.						
Children have access to water during session if they require a drink.						
Paint pots and brushes clean and ready to use.						
Grass/play area is clear of excrement or debris.						
Sharp equipment e.g. scissors appropriately stored and supervised.						
Gates in Reception playground are closed						
EYFS gate is locked (9.15) am (12.45)						
Any comments:						

<p>Recommended by Teaching and Learning Committee</p> <p>Date of FGB Ratification:</p>	<p>Signed:</p> <p style="text-align: right;">Ms A John (HEAD TEACHER)</p> <p style="text-align: right;">Mr T O'Sullivan (CHAIR OF GOVERNORS)</p>
<p>Review date:</p>	<p>Signed:</p> <p style="text-align: right;">Ms A John (HEAD TEACHER)</p> <p style="text-align: right;">Mr T O'Sullivan (CHAIR OF GOVERNORS)</p>
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