

St Osburg's Catholic Primary School and Nursery



Early Years Foundation Stage Policy

Policy approved by the Governing Body of St Osburg's Catholic Primary School on:

Date:

Signature:

Chair of Governors

Introduction

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year.

This policy outlines the provision St Osburg's Catholic Primary School and Nursery offer to all their pupils aged three to five years. Children within this age range are taught within the EYFS. It has its own framework and is therefore treated as a separate Key Stage. Early childhood education is essential to lay the foundations for future learning. At St Osburg's Catholic Primary School and Nursery we invest heavily in this stage of a child's development, to ensure that our children have a positive and productive start to their school life.

This policy is informed by the Early Years Foundation Stage Profile 2014.

"The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life."

(Statutory Framework for the Early Years Foundation Stage, Department for Education DFE 2014)

Our Aims

It is every child's right to have the best possible start in life. At St Osburg's we uphold that all our children feel secure, safe and happy whilst at school. We maintain that each child has the potential to make positive contributions to life and develop a sense of economic well-being. We believe each child should be valued as an individual and be treated with equal opportunities, encouragement and respect. At St Osburg's we will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to achieve their full potential.

At St Osburg's Catholic Primary School and Nursery, we aim to:

- Provide a rich, stimulating and challenging environment which is sensitive to the needs of all children, ensuring that they feel included, secure and valued.
- Provide a relevant and effective curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond.
- Recognise children's different starting points (including those with additional needs) and be responsive to their next steps in order to help each child make progress.
- Enable choice and decision making by fostering independence and self-confidence.
- Work in partnership with parents and carers and value their contributions towards their child's learning and development.

The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships with children and families

- Enabling Environments
- Learning and Development

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. We appreciate that all children must feel valued and confident in order to achieve their highest potential. At St Osburg's we celebrate and praise children's individual achievements to encourage a positive attitude towards learning.

Positive Relationships with children and families

We acknowledge that parents are children's first and most enduring educators. We strongly believe when parents and practitioner's work together in the Early Years the results have a positive impact on children's development and learning. We will develop this working relationship between the school and parents and carers as follows:

- Inviting both new nursery and reception parents to an induction meeting during the summer term before their child starts school.
- Ensuring the children have the opportunity to spend time with their teacher and visiting their new environment before starting school by inviting them to a 'stay and play' session.
- Arranging home visits for new nursery and reception children, prior to starting school.
- Talking to parents about their child before their child starts in our school and for parents to complete their child's 'All about me' booklet with them.
- Outlining the school's expectations in a Home/School Contract.
- Operating an 'open door' policy so that parents can discuss any worries or concerns.
- Presenting parents with a curriculum meeting to share with them the expectation for the year and providing them with a pack of resources to help their child at home.
- Planning parent consultations to establish how a child is settling into the school environment and progressing throughout the year.
- Encouraging parents to contribute to their child's 'Learning Journals' by completing 'Wow moments', speech bubbles and sending in photographs of the children's experiences out of school.
- Conducting workshops for parents and carers (family phonics, have you got the maths factor, EAL reading helpers) to enable them to be familiar with the teaching methods used in school to make it easier to emulate them at home (Reception).
- Providing parents with next steps, a mid-term (Reception) and end of year report (Nursery and Reception) to display on their child's progress over the year and how they can support their targets at home.

- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents, e.g. Christmas crafts afternoon, yummy mummy morning, daddy cool morning, local trips, Reception and KS1 masses, Sports Day, etc.
- Organising annual fundraising for resources to encourage the network between family and school.

Enabling Environments

We recognise that the environment plays a key role in supporting and extending the children's development. There should be opportunities for children to engage in activities planned by adults and those that they plan or initiate for themselves. Through observations we assess the children's interests, stages of experiences to extend their learning. Our intention is to provide children with well planned, play based, purposeful activities and appropriate interventions to engage children in the learning process.

Learning and Development

We follow the revised Early Years Framework 2014. The Early Years Framework has seven areas of learning and is divided into three prime areas and four specific areas. The prime areas are fundamental to support and develop the specific areas of learning. This provides an essential link to the Key Stage 1 National Curriculum.

The Seven Areas of Learning

PRIME AREA: Personal, Social and Emotional Development (PSED)

The area has three sub sections. These are Making Relationships, Self-confidence and Self-awareness and Managing Feelings and Behaviour. The outcomes focus on children learning how to work, play, co-operate, respond with others and function in a group. They cover important aspects of personal, social, moral and spiritual development including the development of personal values and an understanding of self and others.

PRIME AREA: Communication and Language (CL)

This is broken down into three sub sections. These cover Listening and Attention, Understanding and Speaking. These outcomes cover important aspects of language development and provide the foundations for Literacy. Children learn how to maintain attention, respond appropriately and speak coherently in a range of contexts. The Early Years Policy places a strong emphasis on children's competence in speaking and listening and understanding.

PRIME AREA: Physical Development (PD)

This is separated into two sub sections. These are Moving and Handling and Health and Self Care. The areas cover both fine and gross motor development, keeping healthy and how to look after yourself. Physical development is implicit in all areas of the EYFS framework. Teaching concentrates on children's developing physical control, mobility, awareness of space and manipulative skills in indoor and outdoor environments. A substantial part of a child's physical development is how they develop the strength to hold a pencil and use it effectively to form recognisable letters (this is therefore intrinsically linked to their writing ability). In Health and Self-Care, positive attitudes are encouraged towards a healthy and active way of life.

SPECIFIC AREA: Mathematics (M)

This is broken into two sub sections. These are Number and Shape, Space and Measures. These outcomes cover important aspects of mathematical understanding and provide the foundation of Mathematics. They focus on achievement through practical activities and are using and understanding language in the development of simple mathematical ideas.

SPECIFIC AREA: Literacy (L)

This area of learning has two sub sections of Reading and Writing. The objectives ensure success in early reading and writing skills. Initially the children learn about the structure of stories, and how to take an interest in text. From this they begin to recognise familiar signs and labels, including their name. Subsequently, phonics plays a big part in this area and the ability to blend for reading and segment for spelling are skills that are promoted daily in the Early Years Foundation Stage. In addition, to support children's development in Literacy, they learn to read and write Reception's high frequency words.

SPECIFIC AREA: Understanding the World (UW)

This covers topics including family celebrations, family backgrounds, recognising similarities and differences in different contexts and engaging in age appropriate ICT programmes.

This is a major area of learning and enquiry focusing on children's developing knowledge and understanding of their environment, other people and cultures and features of the natural and made world. It provides a foundation for historical, geographical, scientific and technological learning.

SPECIFIC AREA: Expressive Arts and Design (EAD)

This is split into two sub sections including Exploring Media and Materials and Being Imaginative. This area of learning involves supporting children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas, and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Characteristics of effective learning

The characteristics of effective learning describe factors which play a central role in a child's learning and in becoming 'an effective learner'. They are vital elements of support for the transition process from the EYFS to Year 1. The characteristics of learning run through and underpin all seven areas of learning and development, representing processes rather than outcomes. Information describing the child's characteristics of effective learning will provide Year 1 teachers with vital background and context when considering the child's next stage of development and future learning needs. Our curriculum is skill based and these characteristics are fundamental to ensure effective learners both indoors and outdoors:

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

Observation, Assessment and 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 already do. Our planning shows how the principles of the EYFS are 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 needs.

The planning within the EYFS is based around the children's interests. A mixture of directed and child initiated activities are planned and children's choices are carefully monitored to endure a balanced programme. A more structured approach is introduced as the children are age and stage ready. Religious Education planning follows the Birmingham Diocese Framework.

Ongoing formative assessment is at the heart of effective early years practice. At St Osburg's we:

- Observe children as they act and interact in their play, everyday activities and planned activities, and learn from parents about what the child does at home
- Examine the unique child and observe what they can do to help judge and inform what they have achieved in their learning and where their emerging next steps are.
- We consider ways to support the child, to strengthen and deepen their current learning and development, reflecting on our observations and assessment which in turn inform our planning.
- Where appropriate, use the development statements to identify possible areas in which to challenge and extend the child's learning and development.

At St Osburg's we review children's progress and share a summary with parents at key points within the child's EFYS journey. These takes on a variety of forms: written reports; face to face meetings; informal drop in sessions and sharing of work with their child.

Admissions

Nursery: Children enter nursery the September after their third birthday, we provide half a day's morning provision. There are 26 places in Nursery.

Reception: Children enter the September after their 4th birthday and we follow the Local Authorities admission procedures. There are 30 places in Reception.

Admission to Nursery and Reception is staggered to allow them to adjust to their new setting.

Home visits

Home visits take place for children in Nursery during the September they start school. For children who did not attend St Osburg's Nursery home visits will take place in early in September before their entry in to Reception.

Organisation of the day

	am start	am finish	pm start	pm finish
Nursery	8:45am	11:45am	-	-
Reception	8:45am	11:45am	1:00pm	3:00pm

Transition

Transition from Nursery to Reception for the children that attend St Osburg's Nursery takes place in the Summer Term. Children have the opportunities to spend time in their new setting and meet new members of staff. The children have the opportunity for a stay and play session in their new classroom too. We believe fully in the importance of ensuring our children feel safe, secure and happy in their environment.

We believe that the transition between Reception and Year 1 should be seamless. EYFS practitioners and our Year 1 work together to ensure that the children's learning experiences in the final year of the EYFS are valuable and make the children 'school ready' for their move into year 1.

Expectations by the end of Nursery

During the Nursery year the curriculum is weighted more towards the prime areas of learning in, the first instance. This is to ensure that all children are ready and able to access the learning opportunities provided for them.

By the time that children reach the end of the academic year in Nursery, we would expect that most children would be able to:

- Separate from their parent or carer.
- Follow the rules and routines within the setting.
- To share and take turns with support.
- To be able to express their feeling and be aware of others feelings.
- Demonstrate a good level of listening skills and be able to show interest and maintain attention to a subject or stimulus.
- Communicate freely about themselves and family life to familiar adults.
- Play, interact and respond to both adults and their peers.
- Select and use activities and resources
- Demonstrate curiosity and show an interest in their school life, including making observations and asking questions.
- Show good control in their gross motor skills and developing their control with fine motor activities.
- Put their own coat on and begin to dress themselves independently.
- Hold a book correctly and understand some forms of narrative
- Begin to recognise familiar signs and labels including their name.
- Begin to learn how to give meaning to marks and write their name.
- Begin to know the early foundations of number including counting out loud, counting objects, matching number and quantity, etc.
- Talk about and recognise simple shapes.

Expectations by the end of Reception

In Reception the children will experience increased expectations as the year progresses on. The structure of the year will become more formalised to meet the demands of the curriculum and the capabilities of the children.

By the time that children reach the end of the academic year in Reception, we would expect that most children would be able to:

- Initiate play.
- Be confident in talking to others, working as part of a group, trying new things and selecting resources.
- Take turns, share and negotiate situations.
- Adapt to change, such as different events and social situations and routines and continue to follow the boundaries and rules.
- Resolve problems with support.
- Take some responsibility with own personal care; using the toilet, hand washing, belongings, in changing for PE.
- Use complete sentences to explain or describe things.
- Listen carefully and maintain attention to what is being said and repeat this if needed.
- Know not to interrupt when someone else is saying something.
- Stand up in front of others and re-tell something that has happened to them.
- Use phonic knowledge to decode regular words.
- Be secure at Set 2 Read, Write, Inc phonics.
- Read all of Reception's high frequency words.
- Join in with rhyming patterns.
- Read and understand simple sentences.
- Demonstrate understanding when talking with others about what they have read.
- Identify the start and end of a sentence
- Know the alphabet and link letter names to sounds.
- Know the difference between a capital and lower case letter.
- Use their phonic knowledge to write simple sentences which can be read by themselves and others.
- Write their forename and surname
- Use finger spaces in their writing.
- Begin to use capital letters and full stops.
- Use a correct pencil grip and form all letters correctly
- Count reliably to 20.
- Count a number of objects by pointing to/moving each one as they count.
- Recognise and order numbers to 20.
- Say 1 more and 1 less than numbers to 20.
- Add and subtract two single digit numbers.
- Form all digits 0-9 correctly.
- Solve problems, including doubling, halving and sharing.
- Recognise and name some 3D shapes, e.g. cube, sphere, cylinder, cone, cuboid.

At St Osburg's we will create moments with your children that cherish a community of love, learning, growing in the image of Christ.