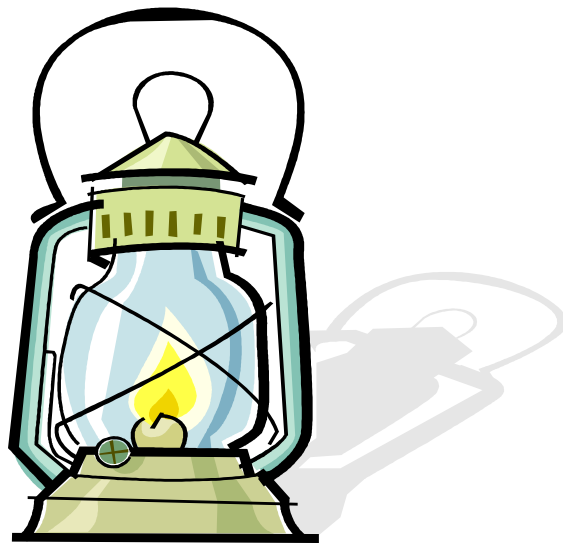




EARLY YEARS FOUNDATION STAGE POLICY



Spring 2017



“Shine like a lantern in the presence of the Lord.”

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INTRODUCTION

At St Bede's we believe that early years education should be one that is appropriate to the emotional, social, physical, intellectual and spiritual needs of all the children admitted to the school. It represents the first step in a continuous and progressive programme of education that is offered to the children in our care.

AIMS

To provide a warm, secure, happy Catholic atmosphere to foster the development of each child.

To support children at admission, enabling them to make an effective transition from home or pre-school to school and to work with parents and carers to support children's learning.

To provide a broad and balanced early years curriculum with a stimulating environment where children can explore and learn by direct experience, investigation and problem solving both inside and in the outside environment.

To foster independence by providing access to materials that are clearly labelled and available for children to use.

STAFFING

At St. Bede's there is a Nursery and two Reception classes. The Nursery is staffed by one teacher and appropriate level of support staff. The two Reception classes are each staffed by one Reception teacher and appropriate level of support staff.

THE ADMISSION ARRANGEMENTS

We have two groups of children in the Nursery. The groups are an even mixture of age and gender. All Nursery parents have to re-apply for a place for their child in Reception.

In the two parallel Reception classes the children are also divided equally by age and gender. They all become full time before the half term holiday of the Autumn term.

RESOURCES

The Nursery has a large stock of equipment for both the inside and outside classroom areas. The outside equipment is used to develop gross motor control and is set out in defined areas of learning. Topics are reflected inside and out.

Each reception class has the same equipment. The classes share a cupboard containing a variety of resources.

THE EARLY YEARS FOUNDATION STAGE

Since September 2008, it has been a legal requirement for all Early Years Providers to meet the requirements of the Early Years Foundation stage (EYFS). The documents set the standards for the learning, development and care for children from birth to five. The current EYFS Framework is in place until 31st August 2012. A new revised, simpler framework for the Early Years Foundation Stage (EYFS) has been implemented.

The EYFS seeks to provide:

- quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind;
- a secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly;
- partnership working between practitioners and with parents and/or carers;
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

The aim of the EYFS is to:

- **set Standards** for learning development and care that a child should experience when they are outside the family home

- **provide Equal Opportunities** so that no child is disadvantaged because of ethnicity, culture, religion, home language, family background, learning difficulties or disabilities, gender or ability
- **create Partnership** between professionals, parents and all settings attended by each child
- **improve quality and consistency** by providing a set of standards which apply to all settings which will be used as a basis for inspection
- **lay a secure foundation for future learning** through learning and development which is planned around individual needs and interests of children.

EARLY LEARNING GOALS

The Early Learning Goals emphasise early literacy, numeracy and the development of personal and social skills as they contribute to the children's knowledge and understanding and skills in other areas.

Prime Areas:

1. **Personal, Social and Emotional Development:** Making relationships, Self-confidence and self-awareness and Managing feelings and behaviour.
2. **Physical Development:** Moving and handling and Health and self-care.
3. **Communication and Language:** Listening and attention, Understanding and Speaking

Specific Areas:

4. **Literacy:** Reading and Writing
5. **Mathematics:** Numbers and Shape, space and measure
6. **Understanding the World:** People and communities, the world and Technology
7. **Expressive Arts and Design:** Exploring and using media and materials and Being imaginative.

These headings are the basis for our schemes of work and our weekly planning comes from this.

ASSESSMENT, RECORD KEEPING AND REPORTS

The children are assessed by an ongoing process of observation which is written in a variety of formats and eventually gives a complete picture of the child's achievements towards the Early Learning Goals.

The majority of assessments made are in the form of observations and are used to inform future learning experiences. Assessment is part of everyday practice and is not seen by the child as a test.

It is the policy of the school that all parents are invited to see the class teacher once a term during the Autumn and Spring terms to discuss the progress of their child. An appointment will be made to speak to the class teacher. In the summer term a written report is issued.

Parents are welcome to discuss reports with the class teacher if they wish to do so.

MONITORING AND EVALUATING UNDER 5's PROVISIONS

The responsibility for monitoring and evaluating under 5's provisions rest with the Early Years Foundation Stage Standards Leader.

In the Nursery the staff have indoor and outdoor focuses each week. The children's ability is also assessed in general as they say or do something that shows their stage of development. The children keep a scrapbook with annotated photographs and work. The children take these home as well as a written report at the end of the Nursery year.

The Nursery profile is sent up to Reception with the written report. In Reception all children are expected to complete certain directed tasks to the best of their ability, but their work is also child initiated within a structure which is child initiated. The teacher and teaching assistant works with groups and assesses their capability and also observe activities that the children choose to

do during their choosing time. Through a process of weekly observations teachers can note children who need extra help or encouragement to try new areas of the classroom.

RELIGIOUS EDUCATION

As a Roman Catholic School, St Bede's has a specific policy and guidelines for the teaching of Religious Education.

The framework for the lessons is set out in the "Come and See" Religious Education Programme. The Early Years Foundation Stage teachers plan their work together and follow the whole school plan. The programme links with the Curriculum Directory.

The children pray with their teacher at the beginning and end of the morning and afternoon.

The reception children attend weekly whole school assemblies from the end of the Autumn Term. They also have a weekly Early Years Foundation Stage assembly in the Nursery where they can build a better religious understanding and learn about their community in a more intimate way.

The nursery children perform in a nativity play. Reception children perform a Christmas assembly at the end of the Autumn term. Each reception class performs one class assembly on the "Come and See" theme before the end of the school year. They celebrate a liturgy with the parish priest each term. All children become familiar with prayers and hymns and are expected to show respect during prayer time and at Mass.

Children learn about some Saints' Days and Feast Days. They begin to understand the importance of playing an active part in their Catholic community.

OTHER FAITHS/MULTICULTURAL EDUCATION

Festivals, beliefs and customs relevant to other faiths and nationalities are referred to and shared throughout the year. Resources in school such as books, posters and artefacts related to these events are introduced as appropriate with role play and art activities to support their understanding. Children learn French through stories, playing games and singing songs, this is taught by a Language Instructor.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Children are encouraged to learn how to work, play, co-operate with others and function in a group beyond the family.

They are given opportunities to explore new learning and are encouraged to use their own ideas and solve simple problems. The classroom is structured to increase independence in selecting activities or resources. Although they are given support an emphasis is put on being able to dress themselves and being aware of personal hygiene.

Children are expected to be sensitive to others needs and feelings. They are taught to respect both people and property. Opportunities are given for them to develop sharing and turn taking.

Children are encouraged to talk about their feelings and develop an understanding of what is right or wrong and why.

They begin to build an awareness of the wonders of our environment through the seasons and other senses. This awareness is linked with our responsibility to look after the environment and the living things in it.

PHYSICAL DEVELOPMENT

We aim to develop the children's physical control, mobility, awareness of space and manipulative skills in indoor and outdoor environments.

In Nursery the children take part in a weekly Movement Session in the school hall. In Reception the children have 1 indoor and 1 outdoor PE lesson each week which is now being phased into the outdoor area in Reception as small group focuses.

The children use a range of small and large equipment which is slowly introduced once the children have achieved reasonable control. The safe handling of all equipment is extremely important and is, therefore, taught carefully at this stage.

Children are taught how to hold and care for and use a range of tools such as scissors, pencils, paint brushes and split pins. They use constructional and malleable materials either to achieve a given task or to develop their own ideas of space and shape.

Children become familiar with the changes that happen to their bodies when they are active and begin to develop an understanding of what it means to be healthy.

COMMUNICATION AND LANGUAGE AND LITERACY

The children are encouraged to develop competence in speaking and listening and in becoming readers and writers.

The children have opportunities to listen and talk in both large and small groups about their knowledge and experience. They are offered a rich diet of stories, songs, rhymes and poems and make up class and group stories. Role play is an important part of language development and the scene is changed from home corner to a clinic; flower shop; garden centre; hospital; church; building site; school; Santa's Grotto; pet shop; vets and café etc. In the Nursery the parents can borrow library books, which they choose with their child. We particularly want them to enjoy stories and understand that print carries meaning. In Nursery the children choose a library book to take home every week.

A big emphasis is put on learning and using phonics. We teach words by flashcards and once the children seem competent we send a list of the Reception sight words home. The core reading scheme is Oxford Reading Tree. We also use other schemes to support the development of reading skills. At the same time the children are learning initial sounds each week and beginning to use strategies like picture clues or sounds to help them identify words. We use the Letters and Sounds scheme to teach phonics and this is supported by Jolly Phonics. We use a variety of game based strategies to help children learn to recognise words by sight.

In the Nursery children are encouraged to recognise and write their name and to make marks to represent writing ie a shopping list. They make class and group books, and retell stories using pictures. There is a big emphasis on language development. They have the opportunity to learn and differentiate between sounds and concentrate their activities on Phase 1 "Letters and Sounds". In the Summer Term they begin to learn Phase 2.

In Reception children are encouraged to do emergent writing which develops by using phonics and their sight vocabulary from the news sheet. They have access to sound cards and word cards which aid them in their writing.

The Reception teachers have a Literacy focus every day and work towards teaching a literacy session by the end of the Summer Term although this may be in strips.

MATHEMATICS

The aim of the teachers in the Early Years Foundation Stage settings is to provide a firm foundation for Mathematics. The classroom is structured so opportunities for counting, matching and sorting work are part of the daily routine. The focus is on achievement through practical activities and on using and understanding language in the development of simple concepts.

Children learn the language of shape, position, measurement and capacity. They recognise and create patterns. They learn rhymes, songs and games. They compare, sort, match, order sequence and count using everyday objects. Our aim is that they will enjoy experimenting with numbers, including numbers larger than 10.

They will begin to solve problems and relate addition to combining two groups of objects, and subtraction to 'taking away'.

In the Reception classes appropriate sections of the new Primary Strategy maths framework are used.

UNDERSTANDING THE WORLD

We provide a foundation for children's learning in history, geography, science and technology and ICT so they can better understand the environment, other people and both natural and manmade things.

We encourage the children to talk about their own lives, the environment in which we live and past and present events in the natural and manmade world.

We use visual aids and local walks to give opportunities for observing similarities, differences, pattern and change. We consider the purposes of the things in the area where we live.

Children have opportunities to observe materials in different ways and are encouraged to make observations and sometimes record the results of their work. They also explore and select materials and tools to use skills such as cutting, joining, folding and building.

In the Early Years Foundation Stage the class computer is always available and children learn to use the mouse, keys and space bar. The programme is selected to support the children's learning. They will learn how to change programs and print work. The interactive whiteboard is used daily as part of the children's play and as a teaching tool for the teacher.

EXPRESSIVE ARTS AND DESIGN

We aim to give the children opportunities to develop their imagination, their ability to communicate, express ideas and feelings in a creative way using a widening range of materials and suitable tools.

They are given opportunities to explore sound, colour, texture, shape, form and space in two and three dimensions. They listen to different types of music and some of this is used as a basis for imaginative dance and play. They listen to stories and join in with parts or act out the whole scenario.

The role play area changes from one imaginative focus to another so that the children can act out a variety of different roles. The children learn to sing simple songs from memory, and they learn to recognise repeated sounds and sound patterns in new songs.

INCLUSION

We are an inclusive school therefore we address the needs of all learners throughout the curriculum. This includes addressing the needs of SEND, G&T, FSM, Summer born and other vulnerable groups.

It is important for all children to experience a range of activities, irrespective of difference in race, gender, cultural background or physical disability. Appropriate attention is given to both boys and girls.

We promote racial equality and encourage, support and enable all children to reach their potential regardless of race or culture.

Our commitment to equal opportunities is reflected in the aims of our school. We offer equal access for every child to all subject areas in line with the new Primary Curriculum. Our planning and teaching must actively reflect an awareness of age, gender, ethnicity and ability across the year groups.

We foster an ethos of mutual respect and self-esteem for everyone in our community. As a whole staff, we strive to provide positive role models for the children in our care.