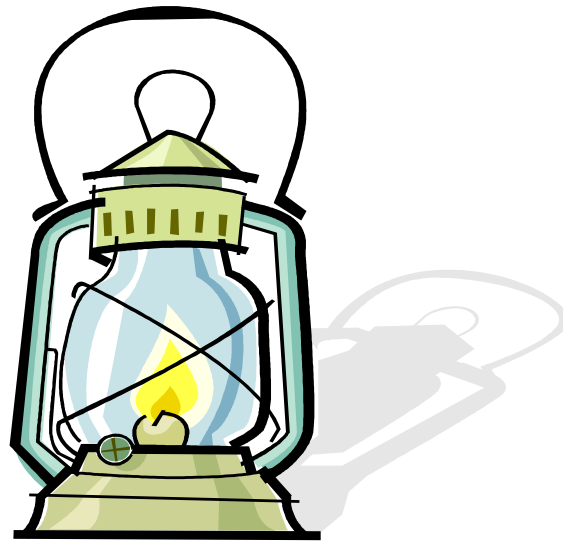




EARLY YEARS FOUNDATION STAGE POLICY



Summer 2024



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

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1. Our Vision

At St Bede's we aim to provide our children with the support that will enable them to fulfil their potential and become independent learners. We understand that each child is unique and will develop at an individual rate. Our priority is that our EYFS provision offers a high level of engagement, exploration, challenging and active learning, through a range of differentiated activities and child-initiated play. The EYFS team strive to meet every child's entitlement to develop a love for learning and enabling them to have the best possible future for life chances.

2. Aim and Objectives

We aim to support and provide a positive and enabling environment with a well-balanced curriculum. For this to happen the EYFS team will:

- To lay secure foundations for future learning and development by providing a happy, caring, safe, inclusive, stimulating and challenging learning environment.
- To provide the children with experiences that develops their social and emotional well-being along with teaching a child to take responsibility and care, for others and for the environment.
- To place emphasis on enabling decision-making, fostering independence and self-confidence.
- We will provide a curriculum that is stimulating and broadens their curiosity for learning. With an emphasis on the children's own interests.

3. Key Requirements

We use the following key documents to underpin our practice and guidance in the Early Years

- Early Adopters (DfE, 2021)
- Early Years Foundation Stage Profile handbook (DfE, 2016),
- Development Matters (Early Education, 2021) and

4. Curriculum

At St Bede's we follow the curriculum as outlined in the Development Matters (2021) along with the Early Adopters (2021). The child's learning will follow the curriculum requirements in both the indoor and outdoor learning environment. The EYFS framework includes seven areas of learning and development. They consist of three prime areas these are:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Along with the four specific areas which are:

- Literacy
- Mathematics
- Understanding of the world
- Expressive arts and design

All areas of learning and development are important and are taught through a variety of curriculum-based activities. We believe it is essential to have a balance between adult and child-led learning. Child led learning allows the child the opportunity to take ownership of their learning by applying it to different situations. Adult led activities are carefully planned to ensure

the children learn specific skills and knowledge. These activities are led daily as part of our scheduled timetable.

5. Learning through play

Learning through play and practical hands on experiences outlines our approach to teaching and learning in the Early Years. Through a child's play, they will develop and learn many skills such as communication, listening one to one another, sharing and taking turns. All skills that they learn will enable them to develop the skills needed throughout their life. We pride ourselves on all children's learning can be experienced through outdoor and indoor activities.

6. Planning

The early years team plan weekly to provide an engaging and accessible for all lesson plan these plans are to incorporate all areas of learning. The plans will include a project that will be delivered over a term. Of particular importance are 'hook' activities, which are linked to the topic. They are planned to capture a child's imagination and interest; these allow the children to develop many skills particularly in their writing and independent play.

Teachers will plan for short carpet sessions, which are either math's phonics, RE, music and UOW based sessions. The math's activities will be mainly hand-on experiences, as this will allow the children to take ownership to their learning. Children also learn best from activities that they have independently initiated or when working alongside their peers, where they enjoy sharing and talking about their own experiences with their peers.

A strong emphasis is placed on storytelling and sharing good quality literature with the children. Teachers identify on the weekly blog examples of fiction and non-fiction books that have been shared with the children. Story time and UOW is a key feature on the timetable for each class. Sharing books and power-points provides opportunities for discussions about social and emotional issues, such as friendships, along with learning about the world around them. Through these sessions, children are able to learn an array of vocabulary.

The daily timetable provides time for the children to engage in play-based learning, using carefully planned activities and resources that are set out by the adults. The classrooms have many resources that the children can access freely during discovery time. During a child's play, it is not for the adult to interfere, take over or judge. Adults have a key role during this time by showing genuine interest, offering encouragement and suggestions, building conversation; modeling different skills, clarifying ideas and asking open-ended questions.

Throughout the day, children will have access to an area where they can engage with physical activities for example; ride bikes, learning to balance, catch and throw a ball. They will have one main PE lesson which will take place either indoor in the hall or outside on the playground or field. Throughout the year the children will have the opportunity to partake in a lesson. Your child will be required to come into school in the PE kit on their allocated day for PE.

The children have access to IT equipment (inter-active whiteboards and other mechanical toys). They are encouraged to learn to log in to the system independently enabling them to access many curricula-based games.

7. The Learning Environment

The indoor environment is organised into different learning areas: writing area; math's area; reading area; creative area; sand and water area; role-play and construction. The same areas can be seen in the outdoor area where children are able to access them throughout the day. In the outside area the children can access the Mud kitchen and a digging area here they can use their imagination while exploring using different household and gardening tools. The children can engage with the physical area where they can make obstacle courses using different pieces of apparatus. Both inside and outside areas have equal importance to a child's learning and

development. Through a child's play, they will continue to develop their literacy and mathematical skills. This will enable them to use these skills through everyday life experiences.

8. Assessment

Assessment is an essential and important part for children's learning and development. Assessments are done through a variety of methods; this enables the practitioners to gain an understanding of each child's level of attainment. In reception, the children will partake in the Government's Baseline assessment, it is required to be completed within the first 6 weeks of them joining the school. Children who join the Nursery will also be assessed but this is not a government recommended assessment.

Reception children will also take part in a half termly phonics assessment. Assessments allow the practitioner to view a child's progression then during parents evening they will be able to share with the parent the child's targets for the next term. Ongoing assessments, allow the practitioner to form the basis for the end of year report for parents. It also allows the practitioner to decide if early interventions will be needed to support the child/children.

9. Homework

During the first half term, each child will receive their first reading book. Parents are expected to share and read the book with their child five at least twice a week. Parents are required to sign their child's reading record book every time they have read with their child. Children are also allocated a login for an online reading resource called Rhino readers (Twinkl). Rhino readers can also be used as part of your child's daily reading. In reception, parents will find suggestions on the weekly bog which are linked to that week's learning. These suggestions can be used to help consolidate your child's learning. Starting in the spring term reception children will be asked to take part in a project which will be linked to their learning that term. This can be either in the form of a model, picture or writing. Children will be rewarded for their efforts with a certificate.

After the settling in period children will then partake in daily phonics sessions. To support their phonic learning each child will be given a phonics workbook which they will bring home. The book will contain the new sounds for that week, we ask that the children practice writing the letters and using the letter cards to make CVC words.

10. Partnerships with Parents and Carers

The school understand the importance to building strong relationships between the staff and the parents. Parents play a key role in a child's development so by having a strong relationship between the school and parent will enable the child to develop and reach their full potential.

- Reception parents are invited to attend workshops the workshops are designed to help the parents to support their child's development at home.
- Parents will have access to a weekly blog which can be accessed on Fronter in either the Nursery or Reception room. The blog will inform the parents about events and dates to remember and an insight to what the children have participated in that week. Along with the blog there will be photos to view.
- Parents will have access to the school's weekly newsletter which is sent out to all parents via an email.
- Reception and nursery parents whom may wish to make an appointment to meet with the practitioners may do this via the office staff.
- Parents will be invited to attend parents evening, once in the autumn term and then again in the spring term.

11. Transition

At St Bede's we aim to make a child's transition into the setting a calm, safe and happy experience.

- New Nursery children and parents are invited to join the staff in a taster session. This will enable the parents to meet the staff and ask any questions that may arise.
- Reception children who did not attend the school's nursery will also have the opportunity to come into school for a stay and play session where they will get to meet the staff.
- Parents of the non-nursery children will be given an allocated date for a home visit. This will take place with the class teacher and TA. This will enable parents, child and teaching staff to talk about the child.

Parents for both reception and nursery are invited to an induction meeting. The meeting allows parents to find out who the staff will be for the following year and to learn about the early year's curriculum. There will be guidance on:

- School uniform and PE kit and where this can be accessed
- Introduction of the SENDCO lead
- Introduction from the Lead Governor
- To learn about the school dinners and the booking system that is used.
- Explain the arrangements for starting school in September
- To talk about the school and Government expectations at the end of the child's year in both nursery and reception.

Reception teachers will also contact settings that new children (non-nursery based) have attended and will arrange a visit to observe the child if appropriate. Teachers will also liaise with pre-school practitioners to gain any further information, which may be of some support.

All children will begin Reception in September on a short-staggered basis. The information for this can be found on the school's website. Parents will also be sent an email containing details and a link taking them straight to the information for new parents.

12. Safe Guarding and Welfare

The welfare of the child is the school's main priority. We believe that children learn best when they are happy, safe and feel secure.

- At St Bede's we provide an environment where the children can develop and build positive relationships with both adults and peers
- All staff take part on a safe guarding course and are aware of the procedures to follow if any concerns arise.
- All staff are informed on who are the lead safe guarding officers of the school.

St Bede's safe guarding policy can be obtained via the school office or accessed on the school's website. The policy follows the safeguarding and welfare requirements from the Early Years Foundation Stage Guidance.

13. Reward system

The school has in place a reward system, this helps to promote positive behaviour around the school. Procedures that are adhered to support positive behaviour are:

- Traffic light system – all children will start the day on green. If a child is unable to follow the class rules, the teacher will explain this to them that if they continue, they will be asked to move to amber. If the child continues, they are asked to remove their name from green and place it on to amber. A child will be asked to move their name to red if they continue

to be disruptive. If a child finds their name being placed on red, they will miss some of their play at lunchtime and spend time with the EYFS phase leader. The parents will also receive a letter explaining the reason behind the decision for the child to miss their play. The aim of the traffic light system is for the children to remain on green all day. Children who demonstrate excellent behaviour will be placed on Freddy Frog and at the end of the day will be rewarded with a sticker. If a child has been on Freddy frog three times that week, they will receive a special Freddy frog sticker.

- Children will be verbally praised for their work behaviour and for showing good manners.
- Lanterns, children will work towards to gaining ten lanterns, which result in them receiving a certificate.
- Both nursery and reception reward the children with Lantern of the week. The children will receive a certificate explaining why they are lantern of the week.
- Reception children will start to receive green cards during the summer term. The children are given a card for heavenly handwriting, fantastic reading or something special. If a child gains three cards, they will then be rewarded with the Head teacher's award.

Our aim in the early years is to guide children by teaching them the school rules along with the classroom rules. These rules are displayed around the classroom and are explained to the children on a weekly basis. The aim is to promote positive behaviour and foster good relationships and safety. You can find the schools Behaviour and Discipline policy either on the school's website or via the school office.

14. 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 four times a day. 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 visit St Bede's Church priest once a term, where they will discuss stories from the bible and talk about the 'Come and See' topic. 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.

In reception, children are introduced to the Jigsaw scheme. This scheme encourages children to talk about the world around them. They learn about love, understanding feelings, where people live, how we are all different and that is does not matter.

15. Other Faiths/Multicultural Education

Festivals, beliefs and customs relevant to other faiths and nationalities are taught throughout the academic year. Resources in school such as books, posters and artefacts related to these events are shared as appropriate amongst the EYFS classes.