

# St. Josephs R.C.V.A Primary School, Coundon

## Statement of policy for Early Years Foundation Stage



## **St Josephs RCVA Primary School, Coundon** **Early Years Foundation Stage Policy**

### ***Introduction***

At St Josephs RCVA Primary School, Coundon we recognise the need to provide a broad, balanced and relevant curriculum, with clearly defined objectives indicating how these aims will be met; and how this process will lead into the requirements as set down in the Early Years Foundation Stage (EYFS) guidance.

### ***Entitlement***

EYFS applies from children birth to the end of reception year. In our school all children join us at the beginning of the school year in which they turn five.

Many children beginning their education at St Josephs Primary have already learned a great deal, many have been to local pre-school settings. We base our early years education on the principle that we can build on what our children already know, recognising the fact that all children are different and learn at different rates.

### ***Aims of the EYFS***

In order to implement our philosophy of foundation stage education we aim to provide an appropriate environment in which there can be:

- ◆ Equality for opportunity ensuring every child is included.
- ◆ The development of the intellectual, emotional, social, physical and spiritual potential of every child. The nurturing of the independent growth of the individual characteristics of each child.
- ◆ The establishment of a partnership with all parents for the mutual benefit of children, parents and staff.
- ◆ The discovery of a positive attitude and disposition towards learning.
- ◆ A secure foundation for future learning.
- ◆ Liaison with appropriate professionals to ensure an understanding of these aims and also an ease of transfer for each child to the next stage at the appropriate time.

### ***Teaching and learning style***

We offer a variety of teaching and learning styles in EYFS, with a focus on 'play based learning'. We believe that all children learn at different rates and in many different ways. It is the responsibility of the class teacher to plan a varied and inclusive curriculum, personalising and meeting the individual needs of all children in their class. This is done by ensuring that there is planned differentiation for all children and opportunities relating to children's individual interests and requirements.

### ***Inclusion***

In our school we believe that all children are special. We give each child the opportunity to do their best. We use quality first teaching, plan an inclusive curriculum, meeting the needs of all children.

### ***The EYFS curriculum***

The Early Years Foundation Stage curriculum is built upon 4 guiding themes these are

- A Unique child
- Positive relationships
- Enabling environments
- Learning and development

*"Children are born ready, able and eager to learn. They actively reach out to interact with other people, and in the world around them. Development is not an automatic process, however. It depends on each unique child having opportunities to interact in positive relationships and enabling environment. The 4 themes of the EYFS underpin all the guidance."* (p.2 Development matters)

There are 7 Areas of Learning in the Early Years Foundation Stage Curriculum;

3 Prime Area;

- Personal, social and emotional development
- Physical development
- Communication and language

4 specific areas;

- Mathematics
- Understanding of the world.
- Literacy

*Written by: K Stevenson*

*Date: December 2016*

- Expressive arts and design

The Statutory Framework for the Early Years Foundation Stage states;

*"Practitioners must consider the individual needs, interests, and stage of development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development. Practitioners working with the youngest children are expected to focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school. It is expected that the balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas." (p.7 statutory guidance)*

### ***Assessment***

During the Foundation Stage we assess children's progress and learning through a variety of means. We primarily use an online observation system, 2 build a profile. There are regular planned observations of children during child initiated play and adult directed opportunities. These provide information on a child's interests, ability and future learning opportunities. Providing staff in the Foundation Stage the opportunity to plan and access a personalised curriculum. EYFS staff also take every opportunity to note incidental observations when children are working in the areas in class. This evidence all builds up a portfolio of evidence and a bank of examples of children's current work and progress.

We use Early Years Foundation Stage Profile to assess children. This is a statutory document. This is updated termly throughout the year and the judgements are based upon child initiated evidence which may be photos, observations or incidental recordings.

### ***Parents as partners***

Parents are children's primary and ongoing educators and therefore have an extremely important role in their child's education. Parents' understanding of their child is vital to EYFS staff and we believe it is very important to build up a shared partnership with parents based on respect and mutual understanding.

*Written by: K Stevenson  
Date: December 2016*

This partnership begins with a structured induction plan which aims to establish and build relationships with both parents and the children.

### Induction Procedures

- Home visits made by the class teacher Mrs K Stevenson and another member of staff. This is an opportunity for parents to meet staff in their home environment. It is also an opportunity for private discussions and questions where parents may feel more inclined to ask.
- A visit to nursery is made by the class teacher to meet the child in their previous school setting.
- A choice of 2 induction days in July, where parents have the option of 1 or 2 days, and staying for lunch or going home. Children are all collected by 12.30. This timing is nearer to the model many children are used to at nursery.
- A parents meeting at school to enable familiarity for both children and parents. This is an opportunity to gain information about the EYFS class and information about St Josephs RVCA Primary School. There are also opportunities for follow up visits during the Autumn term where Phonics is discussed along side other elements of the curriculum and school life.
- Finally, the first week of school is 9.15-12.30. The following weeks are tailored to suit individuals, however by week 3 / 4 we aim to have all children in full time.

We also offer many opportunities for parents to visit the classroom on a weekly basis. Every Monday morning parents are welcomed into EYFS class to read with their child. Parents are also welcome to join the class on visits around Coundon and other educational visits. They are also welcome to become voluntary helpers on a regular basis. We also invite parents into school/ class regularly for open afternoons, stay and play, creative afternoons which are linked to the curriculum. Parents are invaluable assets in the EYFS classroom, as they provide a vital link

between home and school, often between different cultures and languages as well as providing an extra pair of hands for practical activities.

Parents evenings are held every term. These provide an opportunity for parents to discuss their child's social and academic progress with their class teacher, look at any observations taken and any work. They are also an important opportunity for parents and staff to discuss any concerns they may have.

Parents are also invited to attend events such as Sports Day, Family assemblies and fundraising events.

### ***Transition into KS1***

EYFS and KS1 work closely together throughout the school year. EYFS and Year 1 partake in various educational visits together, produce a Christmas production, spend time in each others classrooms and often work together in other areas of the curriculum. During the summer term the EYFS and Year 1 teacher may swap classes for short sessions enabling the children in early years to become accustomed to their new teacher before the move into KS1.

During the Autumn term in Year 1 children's education and learning mirrors in many ways the curriculum they have become accustomed with in EYFS.

This all enables a smooth transition into KS1 and more formal learning style.