

Bury
Catholic
Preparatory
School

EYFS Policy



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Bury Catholic Preparatory School

Early Years Foundation Stage Policy

Mission Statement

*'BCPS is a happy and caring school community.
We follow Jesus' example to respect, value and nurture every unique individual
to develop their God given talents and potential.
We are a school where faith and future flourish.'*

Introduction

We believe that every child deserves the best possible start in life in order for them to fulfil their potential. Children develop quickly in the Early Years and a child's experiences between birth and the age five has a major impact on their future life. A strong parent partnership will provide the foundation children need to make the most of their abilities and talents as they grow up. It is not just a preparation for the next stage but is vitally important in itself, and is also seen as an integral part of the life of our school. The Foundation Stage extends from the age of three to the end of the FS2 Year. As children commence their journey at school, we begin to develop and nurture strong, positive attitudes where they become proud and respectful of themselves, others and their environment.

Learning for young children is a rewarding and enjoyable experience in which they explore, investigate, discover, create, practice, rehearse, repeat, revise and consolidate their developing knowledge, skills, understanding and attitudes. During the Foundation Stage, many of these aspects of learning are brought together effectively through playing and talking.

Aims of the Early Years Foundation Stage (EYFS)

To develop each child personally, socially and emotionally by:

- Offering a safe and secure environment
- Making each child feel valued and helping the child form stable relationships
- Encouraging a sense of responsibility and consideration for others
- Developing a positive self-image increasing confidence, independence and control
- Developing an awareness that there are similarities and differences among all groups of people
- Providing resources that reflect different types of multicultural and gender backgrounds
- Developing a curriculum that includes different religions, cultures and languages.

To develop the child intellectually:

- Provide a stimulating environment in which each child can learn through first-hand experience.
- Promoting the use of language.
- Stimulating the child's curiosity and encouraging active learning.
- Giving opportunities for children to make their own decisions.
- Encouraging self-evaluation.

To develop the child physically, improving coordination, control, manipulation and movement by:

- Enabling children to use their bodies effectively by providing space for learning experiences both indoor and outdoor.
- Developing fine and gross motor skills through activities such as modelling, painting and construction.
- Developing an awareness of their physical ability.

To develop the child aesthetically by:

- Providing a stimulating environment in which creativity, imagination and expressiveness are valued
- Providing opportunities to experiment with a variety of materials
- Providing opportunities for children to use and explore their senses.
- Encouraging children to express themselves through various music, dance, role-play and art activities.

To establish a smooth transition from home to school by:

- Starting from the child, taking into account previous pre-school experiences
- Adopting an admissions procedure that eases transition from home to school (taster session)
- Involving parents with their own child's learning by informing them that they can see the profiles, having opportunities for sharing parents' expertise and experiences. Parents are the most important support for children's development and high quality early learning in settings is most effective in partnership with parents.

The Early Years Foundation Stage

At Bury Catholic Preparatory School everyone is treated equally, encouraged and respected. We aim to support each child's welfare, learning and developmental needs by:

- Recognising that all children are unique and special
- Understanding that children develop in individual ways and at varying rates – physically, cognitively, linguistically, socially and emotionally.
- Providing a safe, secure and caring environment where children feel happy and know that they are valued and loved.
- Teaching children to express and communicate their needs and feelings in appropriate ways.
- Encouraging children's independence and decision-making, supporting them to learn through their mistakes.
- Providing experiences which build on children's existing knowledge and understanding in order to challenge, stimulate and extend their learning and development.
- Providing effective learning opportunities in partnership with parents in a range of environments.

Teaching in the EYFS is delivered in accordance with the Government's statutory document 'The Statutory Framework for the Early Years Foundation Stage' (March 2017) and the Independent Schools Inspectorate (ISI).

The Statutory Framework for the Early Years Foundation Stage' (March 2017) document is a principled approach to Early Years education, bringing together children's welfare, learning and development requirements through the four themes:

1. A unique child
2. Positive relationships
3. Enabling environments
4. Learning and Development

Each theme is linked to an important principle:

A unique child - Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

Positive relationships - Children learn to be strong and independent through positive relationships.

Enabling environments - Children learn and develop well in enabling environments in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents/carers.

Learning and Development - Children develop and learn in different ways and at different rates - the framework covers the education and care of all children in early years provision including children with special educational needs and disabilities.

The EYFS learning and development requirements comprise:

- The seven areas of learning and development
- The early learning goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the FS2 Year
- The assessment requirements, e.g. when and how practitioners must assess children's achievements, and how and when they should discuss children's progress with parents/carers.

There are seven areas of learning and development that must shape educational programmes in the Early Years. There are specific areas that are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three prime areas are:

1. Personal, Social and Emotional Development
2. Communication and Language
3. Physical Development

These are then supported by specific areas that strengthen the prime areas. The specific areas are:

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

The prime areas are time sensitive and need to be in place between 3 and 5 years; these areas are universal and dependent of specific areas. Children cannot master the skills within the specific areas without developing the prime areas. Staff working with the youngest children are expected to focus 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 Year One.

It is expected that the balance will shift towards a more equal focus on all areas as children grow in confidence and ability within the three prime areas. But throughout the Early Years, if a child progresses in any prime area gives cause for concern, staff will discuss this with the child's parents/carers and agree how to support the child. Staff will consider whether the child may have a special educational need or disability that requires specialist support.

In planning and guiding children's activities, staff reflect on different ways that children learn and reflect these in practice. The characteristics of effective learning in the prime and specific areas of learning and development are interconnected. Three characteristics of effective learning are:

1. Playing and exploring
2. Active Learning
3. Creating and thinking critically

1. Active learning through Play

As the EYFS Framework is essentially a play based curriculum and pedagogy at Bury Catholic Preparatory School each area of learning and development is implemented through planned purposeful play. The day is organised to provide a balance between adult led and child initiated activities. We recognise that young children learn best when they are active and we understand that active learning involves other people, objects, ideas and events that engage and involve children for sustained periods. Therefore our Foundation Stage activities are as practical as possible and we have an ethos of 'learning through play'.

2. Playing and Exploring

Play is an essential and rich part of a child's learning process, supporting them in all areas of development. It is a powerful motivator encouraging children to be creative and to develop their ideas, understanding and

language. Play is also flexible and able to suit the preferred learning style of a child. It can provide multiple ways for children to learn a variety of different skills and concepts.

3. Creating and thinking critically

At Bury Catholic Preparatory School children are given opportunities to be creative through all areas of learning, not just through the arts. Adults are able to support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

Planning and Resources.

At Bury Catholic Preparatory School planning is divided into long term, medium term and short term. Long term plans state the topics to be covered during the year. Medium term plans illustrate the objectives/skills being taught during a half term period. Short term plans show specific activities/tasks planned to achieve the objectives/skills. The observations made on each child are used on a weekly basis to plan activities for the following week, taking objectives/skills into consideration and under a main theme but also taking into account the individual child's learning and development needs.

Our Early Years area is a well-organised, resourced based environment and provides plenty of opportunity for discovery in all areas of the curriculum. We plan a learning environment, both indoors and outdoors that encourages a positive attitude to learning. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning.

The children have easy access (limited only by weather) to two well-resourced outdoor areas - one with a safety surface. We aim to provide children with an environment in which they feel secure and that is safe, stimulating and reflects the cultural backgrounds and interests of our children. The resources are used to create an environment in which interests can be pursued and skills can be practiced. When planning and ordering new resources practitioners try to promote new challenges and experiences

Key Person

Each child is assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with the parents and family.

Parents as Partners

We recognise the importance of establishing positive relationships with parents/carers and we understand that an effective partnership between school and home will have a positive impact on children's learning and development. So, practitioners endeavour to encourage the regular sharing of information about the children with their parents/carers.

We value the role of parents as children's primary educators and encourage parents/carers to share their unique knowledge of their child. Providing further insight into the child as an individual (e.g. characteristics, interests, experiences, likes and dislikes) This also supports practitioners in establishing interesting and stimulating learning experiences that respond to children's needs and interests.

Parents/carers are kept informed of what is happening in the Foundation Stage through regular newsletters, emails, letters, reading records, home learning journal, Tapestry online learning journals and informal chatting at the beginning and end of the day. This also gives suggestions of how parents can support their children's learning at home: consolidating and building on what has been covered in school.

Parents/carers are invited to attend parents' evenings during the course of the academic year. The first of these takes place during the start of the Autumn Term to allow the class teacher and parent to discuss how a child has settled into the class and their development. The second parents' evening takes place during the Spring Term where the class teacher will feedback on their child's learning and development progress.

Other opportunities for practitioners to share children's learning, development and well-being with parents/carers include the online sharing of individual learning journeys and the Christmas and Summer reports where children's achievements are recognised.

Parents are also invited to get involved with school life. There are opportunities for them to help with activities such as educational trips, reading, 'Stay and Play' mornings as well as offering their particular skills and knowledge to support children's learning. Parents are also invited into school to share class assemblies, performances, exhibitions of art work, open days and special events such as Mass and other celebrations.

Our school has a friendly, open doors ethos and teachers/practitioners are available to talk to parents at the beginning and end of the day in addition to contact via direct email. Parents are always welcomed into school and encouraged to discuss any achievements or concerns relating to their child they may have.

Assessment and Record Keeping

Please refer to Marking and Feedback Policy and Assessment Policy

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the Early Years Foundation Stage is ongoing and is an integral part of the learning and development process.

Teachers and Practitioners make systematic observations and assessments of each child's achievements, interests and learning styles. The observations and assessments are used to identify learning priorities and plan next stages in the learning experiences for the child. The observations are matched to the Early Years Outcomes and the Early Learning Goals and are recorded as part of the Early Years Foundation Stage profile, this may take the form of photographs, examples of work or a formal written observation.

Each teacher/practitioner collates the evidence using the Tapestry programme and keeps an Early Years Foundation Stage Profile folder to record examples of each child's work / assessments. The Early Years Foundation Stage profile contains a wide range of evidence that we share with parents/carers at parents online and during meetings and inform our judgment in the end of year EYFS reports.

The Tapestry software is also used to track the progress made by each child on a half term basis. This allows practitioners to analyse progress data within a variety of cohorts of children in order to sustain high standards of achievement and quickly identify early intervention needs.

Baseline assessment is carried out using the Centre for Evaluation and Monitoring (CEM) online assessments during the first six weeks upon entering the class and within the latter period of the Summer Term to track progress during a whole school year. Parents/carers will be invited in to discuss their child's progress.

Progress Checks at Age Two

The progress checks are a statutory requirement and offer staff, professionals and parents a clear picture of individual children's stage of development. When a child is aged between two and three, staff must review their progress and provide parents/carers with a short written summary of their child's development in the prime areas. If a child moves to BCPS as a rising three, it is expected that the progress check would usually have been undertaken by the setting where the child has spent most time (normally the previous nursery). If

this is not the case, the school will review his/her progress and provide parents/carers with a short summary of their child's development in the prime areas. These are given to the parents at the end of the appropriate term.

Information Provided to the Local Authority

The school must provide EYFS Profile results to the Local Authority, which is under a duty to return this data to the relevant Government department. The school must take part in all reasonable moderation activities specified by the local authority, and provide them with such information relating to the EYFS Profile and assessment as they may reasonably request.

Inclusion

Please refer to our SEND and Inclusion Policy for more detail

We value all our children as individuals at Bury Catholic Preparatory School, irrespective of the ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meets the needs of the individual child and support them at their own pace so that most of our children achieve and even exceed the Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the support that they need and in doing so work closely with parents and outside agencies. We comply with the 0-25 SEND Code of Practice and the principles that underpin this code. These include:

- taking into account the views of children, young people and their families
- enabling children, young people and their parents to participate in decision-making
- collaborating with partners in education, health and social care to provide support
- identifying the needs of children and young people
- making high quality provision to meet the needs of children and young people
- focusing on inclusive practices and removing barriers to learning
- helping children and young people to prepare for adulthood

Transfer and Transition

Transition from the Foundation Stage to Key Stage One (National Curriculum) is handled in a sensitive manner and is carefully planned as a series of small steps so that children experience continuity and consistency of provision.

Our children benefit from taking an integral part in the life of the school from an early stage. They take part in whole school and infant assemblies, school Mass, study weeks, concerts, sports days, fund raising and charity events and many have siblings in other classes. Older children are encouraged to take part in some aspect of the life of the Foundation Stage by helping with assemblies, reading stories to the younger children and assisting them at lunch times. This all helps with familiarising the younger children with the routine of the whole school and with older members of the school.

The transition from FS1 to FS2 is smoothed by regular contact between the two classes, the fact that the staff work closely as a team and have first-hand knowledge of all the children in the Foundation Stage.

In the Summer Term, explanatory booklets, which parents can share with their children, are given to the parents of children moving into Year 1.

- Children are given opportunities to visit their future classroom, play in their designated playground and provide staff with an opportunity to make some useful observations.
- Time is set aside for discussion between the teachers and children from all classes concerned so that any misunderstanding or worries can be settled.
- Time is allocated for discussion between the FS1, FS2 and Years 1 teachers about records and profiles and to discuss the children's needs/personalities.
- Parents are invited to a 'Transition to Year 1' evening in the summer term before the children move up into Year 1.
- Nursery and Reception parents are invited to a 'welcome' meeting in September to discuss routines and the format of the Nursery and Reception classes.
- Other teachers (from outside settings) make appointments to visit the FS1 / FS2 class to observe and discuss with class teacher children's learning and development needs if transferring to a different school.

Safeguarding & Child Protection

BCPS has a rigorous safer recruitment and safeguarding policies in place. A copy of the Safeguarding and Child Protection Policy, which includes an explanation of the action to be taken in the event of an allegation being made against a member of staff and covers use of mobile phones and cameras, is available to download from the website.

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)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

The school takes its child protection responsibilities very seriously. Any concerns, which the school has will be noted and if deemed necessary will be reported to the relevant agency. The designated Safeguarding Lead is Mr B Morton, who has attended the relevant training. Mrs R Lester, our Reception Teacher, is our deputy designated safeguarding lead.

We follow procedures set out by Bury Safeguarding Children's Board (BSCB) and take account of all guidance, with referrals being made to BSCB

<http://www.safeguardingburychildren.org>

Since 2013 the BSCB has adopted the Greater Manchester procedures

<http://greatermanchesterscb.proceduresonline.com>

The safety of the children is always of paramount importance. All Early Years staff have received Safeguarding including awareness of the statutory guidance 'Working Together to Safeguard Children 2015', 'Keeping Children Safe in Education 2016' and have received 'Prevent' training and have Chanel Panel awareness. The full Safeguarding Policy and associated policies are available in school and online via our website for parents to read if they wish.

It is important to note that staff members and parents are not permitted to use their mobile phones or personal handset devices in the classroom and are prohibited from taking photographs with their personal handsets. Parents are reminded at school performances that images taken by themselves are for private family use only and not to be shared online. Staff members use school tablets to take photographs as evidence to support the regular observation assessment cycle in the EYFS. These photographs are used in children's profiles, in class displays and on the school website. All parents are asked to state if they give permission for their child's image to be used on the school website through the paperwork in their initial starter packs.

Employees, Parents/Carers and other voluntary helpers are covered by the schools' employers liability and public insurance. The school uses the Disclosure and Barring Service (DBS) to check with barred list information where the person is engaging in regulated activity.

Monitoring and Review

This policy should be read in conjunction with whole school policies such as H&S, Safeguarding, SEND, Inclusion, etc. This policy is monitored by the Headteacher, the Early Years coordinator and the Governing Body and will be reviewed at the beginning of every academic year, or earlier if necessary.