

EARLY YEARS FOUNDATION STAGE POLICY



Our Mission:

We live, love and learn together joyfully in Jesus' name.

WELCOME TO ST JUDE'S CATHOLIC PRIMARY SCHOOL

We appreciate that starting school is a big step for both you and your child and at St Jude's School we aim to make this a happy and positive event. We hope this booklet will explain all you need to know about the Early Years Foundation Stage Curriculum your child will be following.

The Foundation Stage Practitioners who will be supporting your child are:

In Nursery

Mrs S Eblett – Higher Level Teaching Assistant

Miss E Hicks – Play Leader

In Reception

Mrs J Cape – Class Teacher

Miss L Ward – Teaching Assistant

Mrs J Ryder – Teaching Assistant

PARENTS AS PARTNERS

Parents are children's first and most enduring educators. Therefore, we see parents as important partners in children's learning. Hence, we value parent's opinions and the information they give us and involve them wherever possible. When parents and practitioners work together the results have a positive impact on their child's development and learning. Some examples of partnership co-operation include;

- Offering home activities for parents and children to work together i.e. reading, language and number work.
- Children are given a reading book each week, which parents are encouraged to read with their children at home.
- Parents are encouraged to join in educational visits.

- Newsletters are circulated to parents on a regular basis and can be accessed on the school website.
- Parents are invited to the Welcome Ceremony, class Masses, Assemblies and Celebration Meetings.
- Parental Consultation meetings (Parent's Evening) in Autumn and Spring Term with an optional Summer Term appointment.
- Parents are invited to workshops that take place throughout the year.
- Nursery Parents are invited to attend welcome meetings at the beginning of the Autumn Term to discuss how their child has settled into school.

RELIGIOUS EDUCATION IN OUR SCHOOL

Religious Education in our school is a highly-valued core aspect of the curriculum. Religious Education lessons in all classes take up a minimum of 10% of the class timetable, in addition to daily prayer, the celebration of Mass and weekly assemblies. At St. Jude's, the primary aims of our Religious Education curriculum is to help our children to develop an understanding of the Catholic faith and to use the teachings of Christ to set an example in pupils' lives. . There are numerous cross-curricular activities that deepen the children's understanding that stem from Religious Education lessons, such as drama, writing, I.C.T, art and music. Thus our children have a diversity of experience that support their development and understating of their Catholic faith.

OUR AIMS IN TEACHING RELIGIOUS EDUCATION

To guide our pupils to grow in knowledge, understanding and love of God through:

- Nurturing pupils' faith when it is present and to facilitate its emergence when it is not
- Preparing and involving pupils in sacramental celebrations.
- Providing a relevant curriculum and ensuring that at least good standards in teaching and learning are evident.
- Encouraging pupils to be a part of the parish community.
- Teaching pupils how to pray.
- The patronage of St Jude.
- Promoting an awareness of other cultures and religions, developing respect and consideration for others so that all pupils are prepared to live in a multi-cultural society.

RELIGIOUS EDUCATION SCHEME OF WORK

Our current long term overviews and detailed medium and short term plans for Religious Education are based on the Archdiocese of Birmingham curriculum strategy for Religious Education 'Learning and Growing at the People of God'. This shows clear coverage of the four areas of study, namely Revelation, Church, Celebration, Life in Christ, from the Curriculum Directory for Catholic schools ensuring continuity and progression. It provides us with framework to ensure that pupils' understanding of the Catholic faith and traditions grow commensurately with other subjects.

The Religious Education long term overview and medium term planning for each year group, is collaboratively planned within each planning phase. The short term weekly plans are written by each

class teacher. A range of resources are available to support the delivery of Religious Education in the classroom. All learning outcomes for our children stem from the four areas of study: Revelation, Church, Celebration and Life in Christ as detailed in the Curriculum Directory for Catholic schools.

Within each term's planning opportunities are provided to develop specific skills and attitudes, and children are actively encouraged to investigate the faith with the same enthusiasm and rigour as other subjects. In the first three weeks of the children entering Nursery & Reception they will be assessed on their Religious knowledge. The children will be shown some Religious Artefacts like a Bible and a statue of Mary and asked some questions.

BASELINE

Upon entry to the EYFS at St Jude's all children are assessed to establish a baseline of their skills and knowledge. In Nursery this includes:

- observing children's social interactions
- assessing language skills using the Welcomm Screening tool
- assessing early maths skills (rote counting, counting items, comparing amounts)
- checking how effectively children handle pencils and simple tools like scissors
- observing how independent children are in toileting and managing dressing
- looking to see how they express and talk about emotions
- an RE baseline

In Reception class our baseline assessments are similar to those in Nursery but also include:

- a phonics assessment
- the statutory RBA (Reception Baseline Assessment). This booklet explains this assessment for parents and carers.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1004560/2021_Information_for_parents_reception_baseline_assessment.pdf

For all pupils with English as an Additional Language (E.A.L.) we undertake to observe and assess their English language abilities using the Birmingham EAL Assessment Profile.

EARLY YEARS FOUNDATION STAGE (EYFS)

Throughout the Foundation Stage your child will be taught with the Early Years Foundation Stage Framework, which helps to support children's learning, development and welfare from birth to the age of five. Effective practice in the Early Years Foundation Stage is built upon four guiding principles. They provide a context for the requirements and describe how practitioners should support the development, learning and care of young children. These principles are:

1. A Unique Child- every child is a competent learner from birth who can be resilient, capable, confident and self-assured.
2. Positive Relationships- children learn to be strong and independent from a base of loving and secure relationships with parents and/or key person.
3. Enabling Environments- the environment plays a key role in supporting and extending children's development and learning.

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

Planning in the Foundation Stage

All plans in the EYFS are informed by the Birth to 5/Development Matters (non-statutory guidance in the early year's foundation stage) September 2021 document and take account of the Early Learning Goals. We use Rocket Phonics, Read into Writing, Power Maths and White Rose Maths to inform our English and Maths curriculum in YR.

Our planning is not limited to these documents and schemes. Planning for our pupils will also consider their baseline skills assessed on entry to school, any additional needs they may have and our own teaching sequences created to develop key skills in all curriculum areas.

We plan for hands on, communication rich, real experiences for our pupils. All planning should be mindful of the Characteristics of Effective Teaching and Learning and seek to provide opportunities for children to develop as capable, resilient and independent learners. Above all we encourage children to adopt a 'can do' attitude. We plan for children recording and sharing their learning and ideas; providing space for many voices and an atmosphere of collaboration.

The Statutory Framework for the EYFS has 3 prime areas (Personal, Social and Emotional Development, Communication and Language and Physical Development) and 4 specific areas (Literacy, Mathematics, Understanding the World and Expressive Arts and Design). The prime areas each support children's development in all other areas. The specific areas include essential skills and knowledge for children to acquire. Both prime and specific areas have ELGs to be assessed and reported by the end of June of the Reception year of school.

Staff discuss observations they have made of children's learning and interests. This informs any planning changes needed and ensures that all staff are part of the planning process. Reference to skills progression is made in the moment to move children on in fine and gross motor skills.

The prime areas of learning:

Communication and Language

- Listening, Attention and Understanding
- Speaking

Personal, Social and Emotional Development

- Self-Regulation
- Managing Self
- Building Relationships

Physical Development

- Gross Motor Skills
- Fine Motor Skills

The specific areas of learning:

Literacy

- Comprehension
- Word Reading

- Writing

Mathematics

- Number
- Numerical Patterns

Understanding the world

- **Past and Present**
- People, Cultures and Communities
- The Natural World

Expressive Arts and Design

- Creating with Materials
- Being Imaginative and Expressive

PLAY

Play underpins the delivery of all the Early Years Foundation Stage and the development and learning for young children. Well-planned play, both indoors and outdoors, is key in which young children learn with enjoyment and learn many new skills from being involved in purposeful, structured play. Whilst in Nursery and Reception, your child will spend periods of time involved in activities planned by the practitioners, and periods of time doing child-initiated activities they have chosen themselves. This enables your child to build up important relationships with other children, and allows them to use their own initiative and problem solving skills, it is through these experiences that children learn and develop.

What do children gain from play?

Through play children:

- Develop independence.
- Experience success and failure without fear and therefore develop their confidence and self-esteem.
- Explore and investigate.
- Develop social skills.
- Practise, consolidate and revisit skills.
- Imitate and replay real life experiences.
- Develop emotional well-being through testing / acting out difficult or worrying situations and emotions in a safe environment.
- Develop social inclusion. It helps children understand the people and places in their lives learn about the environment and develop their sense of community.
- Acquire skills of problem solving and organisation.
- Develop language
- Develop imaginative skills
- Develop creativity.
- Keep healthy and active.
- Develop risk assessing skills

CHILD DEVELOPMENT OVERVIEW

All children are unique and to reflect the age ranges (from birth to the age of five) in the Early Years Foundation Stage broad development ranges have been created. These ranges emphasise that each child's progress is individual to them and that different children develop at different rates. A child does not suddenly move from one range to another, and they do not make progress in all areas at the same time.



We expect most children will enter Nursery at Range 3 and will achieve Range 4 by the time they enter Reception. We expect most children to achieve Range 6 by the time they start Year 1.

ASSESSMENT BY PRACTITIONERS

A completed EYFS Profile consists of 17 items of information: the attainment of each child is assessed in relation to each of the 17 Early Learning Goals descriptors, (ELGs). For each ELG, practitioners will judge whether a child is meeting the level of development expected at the end of the Reception Year or not yet reaching this level (emerging).

The primary purpose of the EYFS Profile is to provide a reliable, valid and accurate assessment of individual children at the end of the EYFS.

The primary uses of EYFS Profile data which have informed the development of the Profile are as follows.

- To inform parents about their child's development against the ELGs
- To support a smooth transition to Key Stage 1 by informing the professional dialogue between EYFS and Key Stage 1 teachers.
- To help Year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

In addition to this, at St Jude's, we will provide a short narrative describing the child's learning expressed in terms of the three Characteristics of Effective Teaching and Learning areas.

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations.

Each child in EYFS has a record of their learning and progress. In addition to individual records, class record sheets are completed by all staff carrying out focus tasks. Written notes may be kept for children during adult led activities.

Children's work can be recorded in a range of ways including books, photographs and practical recording.

At the end of each term, all children are assessed and these results are added to the school tracking system O Track.

Equal Opportunities

All people, irrespective of age, colour, creed, gender, disability are given equal opportunities within each key stage to develop their knowledge, skills and attributes the best they can. We promote the gospel values of love, peace and justice to all as reflected on our school mission statement.