



St Patrick's R.C. Primary School Early Years Foundation Stage Policy

**Head Teacher: Mr G Kelly
Deputy Headteacher: Mrs J F Mather**

Presented and agreed with Governors: October 2014
Reviewed: Nov 2015, Oct 2016, Oct 2018
Next Review: Oct 2019

Ryhope St. Patrick's Foundation Stage Policy Statement

Principles of Good Practice

"Each child has an equal right to a broad and balanced range of experiences and opportunities." (Tina Bruce)

"Each child is unique with individual interests and an individual way of learning."

"Every parent or carer has the right to be involved in his or her own child's learning."

"Children operate at their highest level when they are in a meaningful context." (Early childhood Education). Tina Bruce. 1987, Hodder and Stroughton.)

The aims and principles of the Reception Class are reflected in the statements outlined above.

The Reception Class aims to provide a safe and stimulating environment which enables children to develop their full potential by providing experiences and opportunities which accommodate the individual abilities and interests of each child.

The value of active learning is acknowledged and to accommodate this, children are given a range of practical and concrete experiences. Equally, child initiated learning and learning through play is also an integral aspect in both the acquisition of knowledge and the development of young children. To achieve these aims, the children participate in a wide range of structured and unstructured activities as part of their curriculum experiences.

This also incorporates encouraging the children to take some responsibility for their own learning by encouraging them to participate in first hand experiences which involve making choices, exploring and experiencing success.

Safeguarding

Staff are trained and regularly updated in relation to safeguarding (see Safeguarding Policy).

Provision of the Early Years Foundation Stage

The school aims to meet the diverse needs of all children. To achieve this:

- Assessment and individual profiling is adopted from entry into Reception class to enable each child's full learning potential to be achieved.
- Staff Promote positive attitudes towards all, enabling equal opportunities and respect for the diverse range of children and their families within the Foundation Stage classroom and beyond. Classroom resources are also selected to support these aims e.g. multicultural skin colour paints, pencils, role play resources/clothes, story books.
- Staff accommodate the needs of children with learning difficulties, disabilities and English as a second language. Special Educational Needs (SEN) Support plans and provision maps are implemented as required to support this).
- Planning and provision aims to challenge and develop the learning needs of all including gifted and talented children.

Early Years Foundation Stage Curriculum

Planning follows the guidance of Development Matters in the Early Years Foundation Stage (EYFS), DFE (2012). The characteristics of effective learning are considered across all areas of learning by incorporating these into planning and practice including opportunities for:

- Playing and exploring – engagement
 - Finding out and exploring
 - Playing with what they know
 - Being willing to 'have a go'
- Active learning - motivation
 - Being involved and concentrating
 - Keeping trying
 - Enjoying achieving what they set out to do
- Creating and thinking critically – thinking
 - Having their own ideas
 - Making links
 - Choosing ways to do things

Areas of Learning and Development

Planning incorporates all areas of learning and development including the **prime** and **specific** areas.

Prime Areas

“Prime areas are fundamental, work together, and move though to support development in all other areas.” (DFES, 2012). These include:

- **Personal, Social and Emotional Development:**
 - Making Relationships
 - Self-confidence and Self-awareness
 - Managing feelings and behaviour
- **Physical Development:**
 - Movement and handling
 - Health and self-care
- **Communication and Language:**
 - Listening and attention
 - Understanding
 - Speaking

Specific Areas

“Specific areas include essential skills and knowledge for children to participate successfully in society.” (DFES, 2012). These include:

- **Literacy:**
 - Reading
 - Writing
- **Mathematics:**
 - Numbers
 - Shape, Space and Measure
- **Understanding the World:**
 - People and communities.
 - The world
 - Technology
- **Expressive Arts and Design:**
 - Exploring and using media and Materials
 - Being Imaginative

Planning reflects the ability and progress of individual children and accommodates this through differentiated delivery of the curriculum. Consequently, some children may enter into National Curriculum work prior to entering Y1 and equally some children may continue to follow elements of the EYFS curriculum in Y1 if appropriate.

Practice

Learning through play underpins the curriculum delivery in all areas. To accommodate quality learning experiences, a range of learning opportunities are offered through play and structured activities, including a variety of areas such as:

- Sand,
- Water,
- Role play,
- Construction,
- Reading area,
- Listening,
- Writing area,
- Number area,
- Creative area/ Designing and making/ Music
- Play dough/malleable,
- Finding out area (understanding the world)
- Computer station.

Planning for Learning and development

Prime Areas

Personal, Social and Emotional Development:

This area of learning is the main focus when children enter Reception class. Visits in the summer term and a staggered entry help to settle children into their new environment and routine. Personal, social and emotional development is closely monitored for all children to ensure they are happy, secure and ready to learn in the other areas of learning.

To support and develop this during the year, the nature and organisation of the curriculum ensure that children are encouraged to explore different aspects of personal and social learning. For example: making choices, sharing, taking turns, working independently/in pairs/in a group.

Physical Development:

The childrens' physical skills are developed through a range of activities both indoor and outdoor. This also includes opportunities to develop gross and fine motor skills. With a range of large resources to promote gross motor skills in the outdoor area and a variety of tools including mark making resources to develop fine motor skills.

Health and self-care are incorporated as an integral part of the school day including basic hygiene (washing hands) and dressing/undressing. Physical exercise and a healthy diet are also incorporated into our topic activities and regular P.E. sessions.

Communication and Language:

Communication and language development are incorporated as an integral part of the curriculum. The children are given opportunities throughout the day to practice and develop their ability to listen and communicate their understanding. These opportunities are incorporated into whole class, small group and individual situations as part of planned discussions and child initiated activities.

Specific Areas

Literacy:

Daily phonics sessions include “Jolly Phonics” activities to deliver the “letters and sounds” approach to reading as it provides multi-sensory learning which supports a range of learning styles. This incorporates a combination of phonics and word recognition as a basis for the foundations in learning to read. The ability to demonstrate their understanding of text they have read is also developed through discussion and reading activities.

The children are introduced to the core reading scheme “Oxford Reading” together with a range of other schemes to support their learning as appropriate.

Children are encouraged to write words and simple sentences using their phonic knowledge through guided writing activities and as part of child initiated experiences.

Mathematical development

Mathematical learning is delivered through a range of practical activities linked to topic work and child initiated learning. Heinemann Number Zoo is used to develop number recognition, counting and writing numbers. Numicom resources support counting and exploring patterns in number.

A variety of resources both indoor and out are used to support the development of understanding and language relating to shape, space and measure e.g. large 3D construction toys, measuring jugs in the sand and water, printing shapes in the creative area.

Understanding the World

Understanding the world is taught through topic work and the childrens’ interests. This includes topics such as:

- All about Me**
- Fun with Toys**
- Animal Magic**
- How does your garden grow?**
- Fantasy Tales**
- Holidays and transport**

Technology is an integral part of learning across all areas of learning, including a variety of computer activities e.g. cameras and ipads.

Expressive Arts and Design

A range of media is provided for a variety of art activities relating to topic work. Directed activities provide opportunities to develop skills and understanding while the children also have access to the creative area and resources through child initiated activities to enable them to explore and develop their own learning.

Music activities incorporate playing musical instruments together with singing and listening to/appraising music. The “Music Express” scheme provides a range of music and practical experiences to develop their knowledge and understanding together with practical skills in music. Musical instruments are available as part of the continuous provision which enable children to explore and enhance their learning using a variety of instruments.

Special Educational Needs

Children with low baseline entry in September are monitored and given SEN Support Plans as appropriate. Practical activities and experiences in all areas of learning are used as a foundation for SEN children before embarking on any recorded activities by individual children.

Professionals from outside agencies are contacted through the SEN coordinator as appropriate e.g. speech and language, educational psychologist.

Key Person

Each child is assigned a key person. Their key person's role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with St Patrick's school, support the child in their relationships with staff and other pupils and build a relationship with their parents.

Assessment and EYFS Profile

Pupils are assessed during the first half of the Autumn Term to establish their learning and development, interests and learning styles as a baseline. This information provides a basis for planning that can shape their learning experiences towards the needs and interests of the child.

The assessment covers all Areas of Learning, including: Personal, Social and Emotional Development; Physical Development; Communication and Language; Literacy; Mathematics; Understanding the World; and Expressive Arts and Design.

Assessment observation information is also gathered as part of a continuous assessment process to monitor learning and progression and inform planning for future learning experiences. Each pupil has evidence of observations and assessment notes retained in a "Learning Journal", which is used to inform the statutory assessment completed at the end of Reception year (summer term).

Moderation of Foundation Profile evidence is carried out through: EYFS staff planning and assessment meetings; meetings with LEA moderators and moderation cluster meetings with other Foundation stage teachers.

Staffing and Resources

One full time Teacher and a Nursery Nurse are based in the classroom.

Planning incorporates topic based activities and provision of resources reflects this. Continuous provision of resources is also available to enable children to explore and develop their learning in relation to their interests.

Key resources include:

- A small class library. The books are changed regularly from the Infant library together with books received from the Topic library;
- Reading books;
- A range of writing resources including a variety of papers and media for drawing and writing;
- Computers (linked to the Internet), cameras and ipads;
- A variety of creative materials (paint, pastels, pencils, crayons, collage materials ...);
- A variety of musical instruments;
- A variety of resources relating to understanding the world topics, for example: small world figures and animals, jig-saws, life cycle models, feely bags and texture materials...;

- Design and Technology materials;
- Home corner and role-play resources which are rotated to provide a variety of role play experiences;
- A range of small construction toys stored in open storage boxes to allow easy access for children;
- Sand and water;
- Small world resources.
- Displays of the childrens' work decorate the classroom and porch areas and are changed regularly. They are used as a learning resource and to celebrate childrens' achievements.
- The Reception classroom consists of three main areas, a carpet area, wet area and table/activity area. The children are gathered together on the carpet area for whole class/group activities such as story, discussions, literacy, numeracy, interactive board activities and music.

Outdoor Area

The Foundation Stage outdoor area has access close to the classroom. Provision reflects the classroom with variance to provide different experiences and challenges. For example: large chalks, large paint brushes and water for mark making/creative; digging resources with soil and plants; mud kitchen; large scale construction; bikes and scooters; den building materials; climbing equipment...

Risk Assessment

Risk assessment of classroom and outdoor equipment is regularly reviewed. Also risk assessment procedures are completed prior and during any external visits.

Links with School, Nursery, Community

- Whole school assembly every Monday and Friday morning (Reception class attend when ready).
- Whole School Mass (usually twice a term).
- Christmas Nativity.
- Sports Day.
- The Class Teacher visits the local Nursery in the Summer Term prior to the children entering school. Visits are also arranged with other Nurseries as appropriate.

School Entry

Children enter St Patrick's with various pre-school experiences. These include Nursery, Play Group and Crèche facilities. The school maintains links with pre-school establishments through visits and liaison meetings as outlined above.

During the Summer Term parents of prospective Reception children are invited to a pre-entry meeting with the Reception Class Teacher and Head Teacher. A range of information is provided including

- Details of intake arrangements;
- Provision for SEN pupils;
- Outline of the Aims, Principles and Curriculum in Reception class;

- Information about home activities and how parents can support their child's learning journey;
- Introduction to assessment including learning journals and the foundation profile to be implemented during the year;
- School uniform details.

The meeting also gives parents the opportunity to meet the class teacher and discuss any queries or concerns they may have.

Visits for the children are also arranged in the Summer Term to enable them to become familiar with the people and surroundings of the Reception Class.

Entry in September consists of a staggered intake of children over the first two/three weeks. Following this the children attend full time.

Parent contact

Parents are welcomed and encouraged to participate in their child's learning journey. In addition to the entry meeting for parents they are welcome to speak to staff before and after school if they have any concerns or make an appointment. Equally, should staff have any concerns about individual children at any point during the year contact is made with the parents to discuss them.

Parent meetings are arranged towards the end of the autumn and spring term. These meetings provide opportunities for children's progress to be discussed together with any parental support or contributions which may enhance their child's learning. An end of year report is provided in the summer term and parents are again welcome to speak to the class teacher should they have any concerns regarding this.

Parents are also actively encouraged to become involved in supporting their child with learning to read. This entails an initial meeting with the parents to both provide an awareness of the approach to learning to read, schemes used and give some guidance on how to help and support their child when reading at home. A "Home Reading Record" is used by school and parents as a supporting record of achievement.

Parents are invited into school for maths activity sessions when they can observe staff teaching maths activities and participate in their child's learning.

Parent information letters are distributed throughout the year with information relating to a range of diary events. Such events enable parents to gain further insight into the activities and learning experiences their children have been involved in e.g. Nativity play, Buddy Assembly, Class Assembly, Sports Day.