



ST PIUS X
CATHOLIC PRIMARY SCHOOL

Part of the Nicholas Postgate Catholic Academy Trust

Early Years Foundation Stage Policy

Early Years Foundation Stage Policy

Principles and Aims of our Foundation Stage

- To provide a welcoming environment for children and their families
- To ensure that all children feel included, secure and valued
- To establish positive relationships with parents
- To keep parents well informed about the curriculum and their child's progress
- To build on what children already know and can do and to celebrate achievement
- To help children make links in their learning
- To stimulate positive attitudes and dispositions to learning
- To encourage independence
- To value children's interest, providing a balance of direct teaching and child-initiated activities
- To help children build friendships and learn to co-operate with each other
- To provide a solid foundation in the seven areas of learning through well planned, rich and stimulating experiences
- To make careful observations in order to support and extend children's learning and give appropriate support

Admission arrangements

- When places become available and children reach their 3rd birthday they are admitted into Lower Foundation (Nursery) - Ref: Admissions Policy
- Admission is staggered
- Parents/Carers are invited to a meeting in school with the teacher ahead of admission.
- When a child reaches compulsory school age the school admissions policy will come into effect
- We offer 30 hours of free childcare to eligible working parents of 3 and 4 year olds
- We offer 15 hours of free childcare to eligible parents of 2-year olds. This is dependant on available spaces and staffing ratios: priority will be given to 3 and 4 year olds.

Partnership with Parents

“Working in partnership with parents and/or carers, to promote the learning and development of all children in their care, and to ensure they are ready for Year 1” (Statutory Framework for EYFS - Sep 2021)

In St Pius X Primary School, we value our relationships with parents and carers and always endeavour to build strong respectful relationships through:

- Discussions with Head of School and Early Years staff prior to seeking admissions
- Information booklets on the Early Years Foundation Stage
- Curriculum mornings/stay and stay, play and learn sessions for parents where they can work alongside their child in the school setting
- Information sessions in which staff explain routines and philosophy
- Home school links for sharing information

- Photographic displays
- Newsletters
- Open door policy – good dialogue so that information is shared.
- 1 to 1 meeting
- Sharing children's progress with parents
- Home visits before children start Nursery

Liaison with other agencies

We endeavour to promote relationships by having

- Links with previous early years settings
- Links with health visitor
- Links with appropriate outreach support services
- Links with other specialist support providers.

Learning and Development

Teaching in the EYFS setting at St Pius X Primary School is delivered in accordance with the government's statutory document 'The Statutory Framework for the Early Years Foundation Stage' (Sep 2021). This document is a principled approach to Early Years education, bringing together children's welfare, learning and development requirements through four themes: 'A Unique Child', 'Positive Relationships', 'Enabling Environments' and 'Children Learn in Different Ways and at Different Rates.'

The curriculum is centred on 3 prime areas of learning:

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

We also support activities through four specific areas which strengthen the prime areas. These are:

1. Literacy
2. Mathematics
3. Understanding of the World
4. Expressive Arts and Design

These areas of learning and development address children's physical, cognitive, linguistic, social and emotional development. No one aspect of development stands in isolation from the others as all areas of learning and development are all closely interlinked. This ensures the delivery of a holistic, child-centred curriculum which allows children to make lots of links in their learning. All areas of learning and development are given equal weighting and value.

At St Pius X Primary School, we believe that early years education is important in its own right and should not be viewed simply as preparation for the next stage of children's education. We believe that the EYFS framework allows a natural progression into the National Curriculum at the beginning of Year 1.

The role of play in St Pius X Early Years Foundation Stage

In the EYFS practitioners provide both structured and unstructured play opportunities inside and outside. These activities are designed to engage children in practical, first-hand experiences which will support children to discover, explore, investigate and develop their personal interests and curiosity. They help children to make sense of the world around them as they begin to understand specific concepts. Play opportunities are also set up to provide children with opportunities to apply newly acquired knowledge and demonstrate their skills and level of understanding. This is essentially a play-based curriculum and pedagogy as the provision of play opportunities underpins its delivery within settings.

Equal Opportunities

All practitioners at St Pius X Primary School have a responsibility to maintain positive attitudes to diversity and difference, ensuring that inclusive practice is delivered in the EYFS setting. All children, irrespective of gender, ability, ethnicity, culture or religion, and social circumstances, have the opportunity to experience a challenging and enjoyable programme of learning and development within the EYFS setting.

Planning

All areas of learning and development are planned for and available to access within the setting. The learning opportunities provided include a range of adult focused and child-initiated activities. Educational visits within the local community and further afield are also planned to support children's learning.

We carefully plan for all children's learning through

- Long term planning: e.g. Annual overview
- Medium term planning: e.g. Half termly
- Short term planning: Weekly plans

Assessment

Over the course of the year, teachers will plan what it is they want children to learn, and build their knowledge of what each child knows and can do. They should draw on this knowledge and their own expert professional judgement to make an accurate summative assessment at the end of each year. Teachers are not expected to provide proof of the child's level of development using physical evidence but particularly noteworthy achievements in learning will be recorded on Tapestry. Teachers will complete an EYFS profile for each child, at the end of the academic year in which a child reaches age 5 years – for each academic year a deadline no later than the final week of June will be specified in the EYFS profile handbook. Each child will be assessed against the 17 Early Learning Goals (ELGs) and teachers will provide a commentary on the 3 characteristics of effective learning.

Welfare requirements

- All requirements will be met through existing school policies.