

St Oswald's Catholic Primary School
Early Years Foundation Stage Policy
November 2019

Our Vision

At St Oswald's Catholic Primary School, we aim to give the children a love of learning that enables them to be confident and independent in an environment where they feel secure and happy. We provide experiences that enable them to reach their full potential and make good progress from their initial starting points. We support the children in developing an understanding and appreciation of their faith and the world they live in.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2017) 'Statutory framework for the early years foundation stage'
- DfE (2018) 'Keeping children safe in education'
- STA (2018) 'Early years foundation stage: Assessment and Reporting Arrangements (ARA)'
- Equality Act 2010
- Childcare (Provision of Information About Young Children) (England) Regulations 2009
- Data Protection Act 2018
- General Data Protection Regulation 2018

This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy
- Child Protection and Safeguarding Policy
- Health and Safety Policy
- Supporting Children with Medical Conditions Policy
- Data Protection Policy
- Fire Safety Policy
- Invacuation, Lockdown and Evacuation Policy
- Primary Transition Policy
- Assessment Policy

2. Roles and responsibilities

The Governing Board will be responsible for:

- Monitoring the implementation of this policy.
- Ensuring that this policy does not discriminate on any grounds
- Handling any complaints regarding this policy in accordance with our Complaints Procedures Policy.
- Reviewing this policy annually in liaison with the head teacher.

- Putting quality assurance processes in place to ensure that EYFS profile outcomes accurately reflect the attainment of children.
- Ensuring that arrangements are made to allow staff involved in completing the EYFS profiles to take part in moderation activities.
- Meeting reasonable requests during LA moderation visits.
- Ensuring that the LA can examine and take copies of documents in relation to EYFS profiles and assessments.
- Ensuring that the LA is provided with any requested information relating to EYFS profiles and assessments.
- Ensuring that staff involved in assessments are provided with sufficient opportunities to become familiar with effective methods for completing the EYFS profile, whether through training courses, visits by moderators, or moderation meetings held in-house or externally.

The EYFS link governor will be responsible for:

- Ensuring that EYFS provision remains high on our agenda and reporting on EYFS provision is equitable and consistent with other key stage provision.
- Ensuring the Early Years Policy is in place and that it is accessible to and understood by all members of staff. Contribute to the development of a review schedule for the EYFS policy and ensuring reviews are in line with statutory requirements.
- Monitoring the implementation of the assessment of the early learning goals (ELGs) and target setting procedures to ensure that all groups of children within the EYFS, including the most vulnerable, make good and expected progress.
- Effectively interpreting and analysing performance data and seeking solutions from the EYFS practitioner to address any patterns or issues that are identified.
- Monitoring how parents are kept up-to-date with their child's progress.
- Ensuring that effective partnerships for working with parents and other practitioners are established and that the impact of these partnerships is monitored.

The Head Teacher will be responsible for:

- The day-to-day implementation and management of this policy.
- Reviewing this policy annually in liaison with the governing board.
- Ensuring that staff have received the appropriate training in regard to EYFS assessments.
- Ensuring that an EYFS profile is completed for all eligible children, and that data is quality assured.
- Ensuring that the requirements of all children with SEND are met.
- Ensuring that teacher judgements are monitored.
- Ensuring that EYFS profile:
 - Outcomes are reliable and accurately reflect levels of attainment.
 - Data is returned to the LA.
 - Assessments are sent to the governing board.

- Ensuring that statutory requirements for the transfer of records between providers are fulfilled, including the completion of the common transfer file (CTF).

The EYFS practitioner will be responsible for:

- Ensuring they have a thorough working knowledge of the EYFS learning and development requirements.
- Accurately assessing children against the EYFS ELGs.
- Completing the EYFS profile for each child who will be five years of age, except where exemptions apply.

Staff, including teachers, support staff and volunteers, are responsible for following this policy.

3. Early Years Foundation Stage (EYFS)

The Early Years Foundation Stage (EYFS) sets standards for the learning, care and development of children from birth to five years old. It aims to help young children achieve the five 'Every Child Matters' outcomes of staying safe, being healthy, enjoying and achieving, making a positive contribution and eventually achieving economic wellbeing. The broad knowledge and skills gained in this key time in the lives of young children, provide the firm foundations needed for future progression.

There are four distinct but complementary principles that guide the effective work of all practitioners in the Foundation Stage. They are outlined below:

- **A Unique Child:**
Every child 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.
- **Learning and Development:**
Children *develop and learn* through three prime and four specific areas of learning and development.

We aim to provide the learning and development that each child requires to ensure they reach their full potential and are ready for future school learning.

There are seven interconnected areas of learning and development that are divided into three prime areas and four specific areas.

The three prime areas are important as they build the children's enthusiasm and curiosity for learning and, form positive relationships and prepares them for their future learning as they move through the Key Stages.

There are four specific areas which strengthen and apply the three prime areas, and include the knowledge and skills that the children need to make further progression.

The Prime Areas:

- **Communication and Language:**
Opportunities to experience a rich language environment, develop confidence and skills in expressing themselves, and speak and listen in a range of situations.
- **Physical Development:**
Opportunities to be active and interactive, develop their co-ordination, control, and movement. Help to understand the importance of physical activity, and to make healthy food choices.
- **Personal, Social and Emotional Development:**
Help to develop a positive sense of themselves and others, form positive relationships and develop respect for others, to develop social skills and learn how to manage their feelings, to understand appropriate behaviour in groups, and to have confidence in their own abilities.

The Specific Areas

- **Literacy:**
Encouragement to link sounds and letters, to begin to read and write, and give access to a wide range of reading materials to ignite their interest.
- **Mathematics:**
Opportunities to develop and improve skills in counting, understanding and using numbers, calculating simple addition and subtraction problems, and to describe shapes, spaces, and measures.
- **Understanding the World:**
Opportunities to explore, observe and find out about people, places, technology and the environment to make sense of their physical world and their community.
- **Expressive Arts and Design:**
Explore and play with a wide range of media and materials, opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

The Characteristics of Learning

In planning and guiding children's activities, the three characteristics of development are considered. These characteristics move through all areas of learning and enable practitioners to reflect upon the ways that individual children engage with other people and their environment, and be a motivated learner.

The Characteristics of Effective Learning are:

- **Playing and exploring** – Engagement of children, investigate and experience things, and 'have a go'.
- **Active learning** – Motivation of children, concentrate and keep on trying, and enjoy achievements.
- **Creating and thinking critically** – Thinking to develop their own ideas and develop strategies for doing things.

4. Learning and Development

The Reception staff are dedicated, professional and caring, and provide a quality curriculum for the children. The children are guided through set routines when they start to ensure that they feel confident in their learning environment. We value our links with parents/guardians and have an open door policy.

Learning and development is implemented through a mix of adult-led and child-initiated activity and play. We plan children's activities to reflect their interests, stage of learning development and the views of their parents. Assessment is conducted through observation and a detailed assessment schedule is found in section seven.

5. The Learning Environment

The learning environment is stimulating, inviting, colourful, interactive and challenging. The classroom will be organised so that children can independently explore and learn in a safe environment. All areas are resourced so that children are encouraged to use them and engage in purposeful activities with or without an adult. Children are responsible for tidying up and caring for these resources.

Enclosed outdoor spaces are secure and offer children the ability to explore a different learning environment, which will present them with different challenges and experiences. The children have access to the outdoor environment throughout the day and the number of children outside during each session is monitored by the adults. Activities will be planned throughout the indoor and outdoor learning environments to help the children develop in all areas of learning.

Safety is paramount and we have a robust and effective Child Protection and Safeguarding Policy in place to ensure the children in our care are protected.

The following general health and safety safeguards are in place:

- A supply of fresh drinking water is available on the premises at all times
- Dietary needs are acted upon
- Snacks are available during the morning session
- A first aider is accessible at all times
- Accidents and injuries are recorded on First Aid forms and are stored in a central filing system. Parents are given a copy of these forms
- A Fire Safety Policy, Lockdown and Evacuation Policy.

6. Transition

Nursery/Pre-School to Primary School

We encourage parents/guardians to visit the school to look around and talk with a member of staff prior to the completion of the Admission Forms.

The Reception teacher visits each child in their nursery/pre-school setting to observe them in their familiar environment. The child meets their new teacher and the teacher

spends time with the child's Key Worker, sharing the Learning Journey if it is made available.

To ensure that the transition is successful and smooth, the child and their parents are invited to two induction afternoons in the Summer term. The children are given the opportunity to spend time in the Reception classroom and outdoor area, and to meet other adults from the school. The parents meet the Headteacher and Reception teacher, and are able to sample the lunch menu and make contacts with after school provision e.g. WASPS.

Parents are given the opportunity to meet with the Reception teacher before their child starts school in September, to discuss their child's achievements, the things they enjoy and any issues that they feel the school needs to be aware of.

Reception to Year 1

The children take part in transition afternoons when they move up to Year 1 to get to know their new teacher and support staff. The Reception and Year 1 teachers meet to discuss the children's achievements and their next steps.

7. Assessment

Formative assessment (ongoing assessment) is an integral part of the learning and development process in Reception. It involves observing children to understand their level of achievement, interests, learning styles and to then shape learning experiences for each child reflecting those observations.

We achieve this by:

- Observing children in their play using 2simple software through daily activities and routines, child initiated activities, planned activities, and learning that happens at home, shared by parents/guardians.
- Using ongoing assessment to understand the child's stage of development, individual needs and interests, and learning styles.
- Reflecting on observations to shape learning experiences for each child by planning relevant and motivating learning experiences in all areas of learning and development.

In the first six weeks of school, a Baseline Assessment is carried out through observations of the child in the provision. This data is used as a starting point for them at the beginning of their school journey.

EYFSP

In the summer term of Reception, the **Early Years Foundation Stage Profile (EYFSP)** is completed for each child who is 5 years old in that academic year unless exemptions apply. Profile judgements will be made on the basis of cumulative observational evidence recorded over the course of the year, and will be completed by no later than 28 June.

The EYFS practitioner will complete the profile in accordance with the EYFS ARA. These summative assessments provide us with a clear picture of the child's development, knowledge, understanding and abilities, and their readiness for Year 1.

For the EYFS profile, the following assessment ratings for the seventeen Early Learning Goals will be used to indicate the relevant EYFS judgement:

- An assessment rating of '1' indicates that a child is at the 'emerging' level at the end of the EYFS
- An assessment rating of '2' indicates that a child is at the 'expected' level at the end of the EYFS
- An assessment rating of '3' indicates that a child is at the 'exceeding' level at the end of the EYFS
- An assessment rating of 'A' indicates a child who:
 - Has not been assessed due to long periods of absence.
 - Has attended the provision for an insufficient amount of time for the teacher to make an adequate assessment before the profile submission deadline.
 - Has an exemption.

Additional information alongside the profile judgements will be provided to ensure that conversations with KS1 staff are meaningful and to help the child make a successful transition.

We will ensure that provision has been made for those children with EAL and SEND and their requirements met.

The head teacher will monitor all teacher judgements. The EYFSP is shared with parents/guardians through an end of year report on their child and is discussed during an end of year Parents' Evening.

We will also use the information to assess:

- Levels of learning and development across each area of learning for individual children.
- The attainment of children born in different months of the year, e.g. the progress of Summer born children against their peers.
- The attainment of different groups of children, e.g. boys and girls.
- We will conduct further analysis by comparing our results against local and national results.

8. Equal Opportunities, Inclusion and Special Needs

The Early Years Foundation Stage is taught in accordance with the present policy for Equal Opportunities. Children are encouraged to develop a positive attitude towards people of different ethnic groups, cultures, beliefs, gender and ability. We support the belief that everyone is unique in their own right and act upon it.

We value the diversity of individuals and deliver a curriculum that respects a child's ethnic faith and cultural heritage, and the needs of each child. All children are treated fairly and we give every child the opportunity to achieve.

It is the responsibility of the school to ensure that we identify and help those children in our care with additional educational needs including gifted children.

A SENDco staff member supports EYFS staff to provide for the needs of children with SEND. IEPs and IBPs are implemented to support the learning of children and targeted intervention can take place.

9. Monitoring and review

This policy will be reviewed annually by the governing board and the Head Teacher. Any changes made to this policy will be communicated to all members of staff by the Head Teacher. All members of staff directly involved with the early years teaching are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.

The next scheduled review date for this policy is November 2020.

November 2019

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