



St. Mary's Catholic Primary School
Early Years Foundation Stage Policy

Mission statement

LET THE LIGHT OF JESUE SHINE THROUGH, IN ALL WE THINK AND SAY AND DO.

'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experience between birth and age five has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality learning together provide the foundation children need to make the most of their abilities and talents as they grow up.' (Statutory Framework for the Early Years Foundation stage 2017)

Inclusion

We value all of our children as individuals at St Mary's Catholic Primary School, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. In our school we believe that all our children matter. We give our children every opportunity to achieve the best. We do this by taking account of our children's range of life experiences when planning for their learning.

In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of difference ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- Using a wide range of teaching strategies based on children's learning needs;
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- Providing a safe and supportive learning environment in which the contribution of all children is valued;
- Using resources which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitoring children's progress and taking action to provide support as necessary.

Welfare

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.



Health and safety

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. Children are allowed to take risks but are taught to recognise and avoid hazards.

We understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2017. We ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet the needs by;

- Promoting the welfare and safeguarding of children
- Promote good health by providing nutritious snacks and preventing the spread of infection and taking appropriate action when children are ill
- Fresh drinking water is available at all times
- The children that are under five receive a small bottle of milk on a daily basis
- All infant children receive a healthy snack which can be any of the following – fruit, carrots, tomatoes, peas etc.
- Ensure that all adults who look after children or have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children
- Medicines (both prescription and non-prescription) are only administered to a child where written permission has been obtained from the child's parent/carer. Medical logs which record any medication that is given to a child are kept safely in a locked cabinet within the classroom.
- Asthma notes which indicate when an inhaler has been administered to a child will be placed in the child's bag to inform parents when this was given. This will indicate when a future dose would be able to be given.
- Children's dietary needs are recorded and acted upon when required
- A fully stocked first aid box is accessible at all times and a record of accidents and injuries is kept

Parents as partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make.

We recognise the role that parents have played, and their future role, in educating the children, we do this by;

- All parents/carers are invited to an induction meeting;
- A bespoke transition is in place for every child;
- Talking to parents about their child before their child starts our school in September;
- The class teacher is available to speak with parents at the end of the day however appointments may be necessary for longer periods of time.



- The children have the opportunity to spend time with their teacher before starting school during well prepared transition visits
- Offering regular opportunities to be included in the assessment process (via tapestry) and parents in partnership
- Encouraging parents to talk to the child's teacher if there are any concerns. There are two formal meetings for parents at which the teacher and the parent discuss the child's progress. Parents receive a report on their child's attainment and progress at the end of each school year;
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parent: class assemblies, whole school worship, open mornings etc.

All staff involved with EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them.

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within the Early Years setting.

A unique child

We recognise that every child is a competent learner, who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates.

Positive relationships

We recognise that children learn to be strong and independent through positive relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Enabling environments

We recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning. We respond to individual needs and there is a strong partnership between practitioners and parents/carers. We value learning and people.

Learning and development

The classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active and be quiet. The classroom is set up in learning areas where children are able to find and locate equipment and resources independently.

Planning

Organisation

We plan an exciting and challenging curriculum based on our observations of children's needs, interests, and stages of development across the seven areas of learning to enable the children to make progress within their learning. We encourage children to play an active role in shaping their learning experiences. We aim to provide an attractive, challenging learning environment that offers high quality opportunities for the children to learn through play, both indoors and outdoors. The EYFS framework provides a long term plan to follow by ensuring that all Early Learning Goals are covered



throughout the academic year. All the seven areas of learning and developing are important and inter-connected.

Three areas 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 areas are the **prime** areas:

Communication and Language

Physical Development

Personal, Social and Emotional Development

Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied.

The **specific** areas are:

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

Active learning through play

At St. Mary's Catholic Primary School we recognise the importance of children's play. It is an essential and rich part of their learning process, supporting them in all areas of development. Play 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 the child. It can provide multiple ways for children to learn a variety of different skills and concepts. We also provide children with the opportunity to explore life skills in our onsite forest school learning skills such as den building, caring for the environment and how to safely make a fire. In the EYFS setting at St. Mary's Catholic Primary School 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, develop their personal interests and areas of curiosity, and help 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, demonstrating their skills and level of understanding.

Agreed by

Chair of Governors

Date