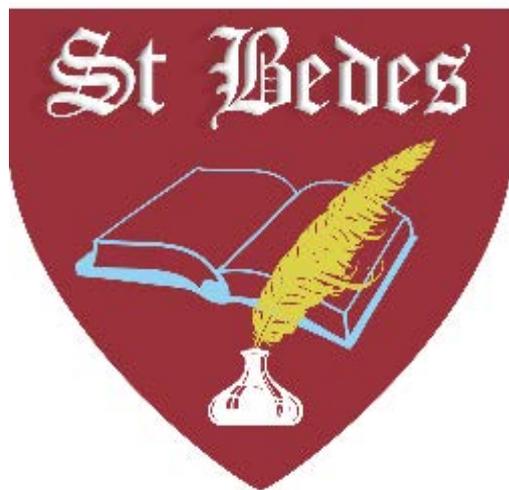


St Bede's Catholic Primary School

Early Years Foundation Stage Policy



Updated: September 2018

Approved by Governors:

To be reviewed: September 2019

Early Years Foundation Stage Policy

Introduction

Within this document, the term Early Years Foundation Stage (*Early Years/EYFS*) is used to describe children who are in our Nursery and Reception classes.

Our Aim

At St Bede's Catholic Primary School we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential.

As outlined in the Early Years curriculum - '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 experiences between birth and age five have a major impact on their future life chances.'

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

1. Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
2. Children learn to be strong and independent through positive relationships.
3. Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.
4. Children develop and learn in different ways and at different rates.

Principles into practice

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning.
- Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support.
- Work in partnership with parents and within the wider context.
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment.

- Provide opportunities for children to engage in activities that are adult-initiated and child-initiated, supported by the adult.
- Have a key person approach to develop close relationships with individual children.
- Provide a secure and safe learning environment indoors and out.

A Unique Child

At St Bede's Catholic Primary School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We know that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by their school and home environments and we begin to build links with the families. We observe how each child learns to gain an understanding of the characteristics they develop to become effective learners. We use questioning, praise and encouragement to develop a positive attitude to learning and high self-esteem. During their first year at school, the children are introduced to the learning habits. They are taught to be observant, investigative, curious, determined, imaginative, adventurous, co-operative and to use reasoning.

Foundation Stage Curriculum

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve and exceed the early learning goals. All the seven areas of learning and development 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:

1. **Communication and Language**
2. **Physical Development**
3. **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:

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

Children are provided with a range of rich, meaningful first-hand experiences in which children explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

When children first enter the setting there is a strong focus on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school. The balance will shift towards a more equal focus on all areas of learning as the children move through the Early Years at St Bede's and grow in confidence and ability within the three prime areas.

Children have whole group and small group times which increase as they progress through the EYFS with times for a daily phonics session using Read Write Inc, teaching aspects of Mathematics and Literacy, including Guided Reading and Writing.

The curriculum is delivered using a play-based approach as outlined by the EYFS. 'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities'.

- We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During children's play, early years practitioners interact to stretch and challenge children further.
- In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and reflect these in our practice.
- We create a stimulating environment to encourage children to learn inside and out.

See appendix 1 for a detailed overview of the prime and specific areas of learning

Observation and Assessment

As part of our daily practice at St Bede's we observe and assess children's development and learning to inform our future plans. We record our observations in a variety of ways. Everyone is encouraged to contribute and discussions take place. Significant observations of children's achievements are collated in their own personal, electronic learning journey using iPads and Tapestry. Parents are invited to attend a parents evening in Autumn Term and Spring Term. In the final term of Reception we provide the parent's with a report based on their child's development against each of the Early Learning Goals and the characteristics of their learning. The parents are then given the opportunity to discuss these judgements with staff in preparation for Year 1.

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 safe choices and assess risks. We have stringent policies, procedures and documents in place to ensure children's safety.

We promote the good health of the children in our care in numerous ways and follow set procedures when children become ill or have an accident.

Please see our separate policies and procedures on Health and Safety, Safeguarding and Child Protection, Acceptable Use and Mobile Phones, Illness and Injury.

Inclusion

We value all our children as individuals at St Bede's Catholic Primary School, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meets the needs of the individual child and support them at their own pace so that most of our children achieve and even exceed the Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies. See our separate policies on Equality of Opportunity.

Parents as Partners and the wider context

We recognise the important role parents play in educating the children. We do this by:

- talking to parents about their child before their child starts our school;
- inviting the children to spend time with their teacher in the classroom before starting at school
- inviting all parents to an induction meeting during the term before their child starts school
- encouraging parents to attend consultation meetings in the first two terms to discuss their child's progress
- providing parents with a written report on their child's attainment and progress at the end of each school year
- encouraging parents to contribute observations in the home/school book
- sharing our approach to reading
- inviting parents to a curriculum meeting where the topic is explained

Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times we may need to share information with other professionals to provide the best support possible.

We draw on our links with the community to enrich children's experiences by taking them on outings and we invite members of the community into our setting.

Transitions

From home and other settings:

Transitions are carefully planned for and time given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings, including nurseries and childminders. Children and their parents/carers are invited to visit the setting to develop familiarity with the setting and practitioners.

Nursery to Reception:

Children are given opportunities to visit and learn within the Reception classrooms many times during the summer term, before they begin Reception.

Reception to KS1:

In the final term in Reception, the Year 1 teacher will meet with the Early Years staff and discuss each child's development against the Early Learning Goals in order to support a smooth transition to Year 1. This discussion helps the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

MONITORING and REVIEW

It is the responsibility of the EYFS staff to follow this policy. The Senior Leadership Team will carry out monitoring on the EYFS as part of the whole school monitoring system.

This policy will be reviewed before the start of each academic year and will evolve to incorporate the views of all staff concerned.

EYFS Leader updated September 2018 - Mrs Emily Millward

Senior member of staff responsible: Doreen King (Head teacher)

(Appendix 1)

Mathematics Curriculum Overview in the Early Years

The EYFS curriculum that is delivered at St Bede’s Primary School ensures that mathematical skills are developed from an early age. Opportunities to work with numbers and shapes are woven through the curriculum. The vibrant learning environment allows opportunities for children to develop their skills both through targeted activities and at a distance from the teacher / key worker. The staff use approaches and resources which incorporate maths into play and help to make the abstract concrete aiming to develop early number sense and an understanding of the meaning of numbers.

Mathematics – Specific Areas of Learning

	Number	Shape Space and Measure
Birth – 11 months	<ul style="list-style-type: none"> • Notices changes in number of objects/images or sounds in group of up to 3. 	<ul style="list-style-type: none"> • Babies’ early awareness of shape, space and measure grows from their sensory awareness and opportunities to observe objects and their movements, and to play and explore.
8-20 month	<ul style="list-style-type: none"> • Develops an awareness of number names through their enjoyment of action rhymes and songs that relate to their experience of numbers. • Has some understanding that things exist, even when out of sight. 	<ul style="list-style-type: none"> • Recognises big things and small things in meaningful contexts. • Gets to know and enjoy daily routines, such as getting-up time, mealtimes, nappy time, and bedtime.
16-26 months	<ul style="list-style-type: none"> • Knows that things exist, even when out of sight. • Beginning to organise and categorise objects, e.g. putting all the teddy bears together or teddies and cars in separate piles. • Says some counting words randomly. 	<ul style="list-style-type: none"> • Attempts, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles. • Uses blocks to create their own simple structures and arrangements. • Enjoys filling and emptying containers. • Associates a sequence of actions with daily routines. • Beginning to understand that things might happen ‘now’.
22-36 months	<ul style="list-style-type: none"> • Selects a small number of objects from a group when asked, for example, ‘please give me one’, ‘please give me two’. • Recites some number names in sequence. • Creates and experiments with symbols and marks representing ideas of number. • Begins to make comparisons between quantities. • Uses some language of quantities, such as ‘more’ and ‘a lot’. • Knows that a group of things changes in quantity when something is added or taken away 	<ul style="list-style-type: none"> • Notices simple shapes and patterns in pictures. • Beginning to categorise objects according to properties such as shape or size. • Begins to use the language of size. • Understands some talk about immediate past and future, e.g. ‘before’, ‘later’ or ‘soon’. • Anticipates specific time-based events such as mealtimes or home time.

30-50 months	<ul style="list-style-type: none"> •Uses some number names and number language spontaneously. •Uses some number names accurately in play. •Recites numbers in order to 10. •Knows that numbers identify how many objects are in a set. •Beginning to represent numbers using fingers, marks on paper or pictures. •Sometimes matches numeral and quantity correctly. •Shows curiosity about numbers by offering comments or asking questions. •Compares two groups of objects, saying when they have the same number. •Shows an interest in number problems. •Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. •Shows an interest in numerals in the environment. •Shows an interest in representing numbers. •Realises not only objects, but anything can be counted, including steps, claps or jumps. 	<ul style="list-style-type: none"> •Shows an interest in shape and space by playing with shapes or making arrangements with objects. •Shows awareness of similarities of shapes in the environment. •Uses positional language. •Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. •Shows interest in shapes in the environment. •Uses shapes appropriately for tasks. •Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.
40-60 +	<ul style="list-style-type: none"> •Recognise some numerals of personal significance. •Recognises numerals 1 to 5. •Counts up to three or four objects by saying one number name for each item. •Counts actions or objects which cannot be moved. •Counts objects to 10, and beginning to count beyond 10. •Counts out up to six objects from a larger group. •Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. •Counts an irregular arrangement of up to ten objects. •Estimates how many objects they can see and checks by counting them. •Uses the language of 'more' and 'fewer' to compare two sets of objects. •Finds the total number of items in two groups by counting all of them. •Says the number that is one more than a given number. •Finds one more or one less from a group of up to five objects, then ten objects. • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. •Records, using marks that they can interpret and explain. •Begins to identify own mathematical problems based on own interests and fascinations. 	<ul style="list-style-type: none"> •Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. •Selects a particular named shape. •Can describe their relative position such as 'behind' or 'next to'. •Orders two or three items by length or height. •Orders two items by weight or capacity. •Uses familiar objects and common shapes to create and recreate patterns and build models. •Uses everyday language related to time. •Beginning to use everyday language related to money. •Orders and sequences familiar events. •Measures short periods of time in simple ways
Early Learning Goal	<p>Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p>	<p>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes</p>

		and use mathematical language to describe them.
Exceeding	Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.	Children estimate a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.

English Curriculum Overview in the Early Years

The rich EYFS curriculum that has been developed at St Bede’s Primary School has literacy skills at its heart. Opportunities for developing both spoken and written language are woven through the curriculum in its entirety. The vibrant learning environment allows opportunities for children to develop their reading skills both through targeted activities and at a distance from the class teacher/key worker. Children’s interests and hobbies drive much of the curriculum to ensure that learning is exciting and relevant for all pupils. A cross curricular approach means that English skills are fully embedded across all subjects.

Communication and Language – Prime Area of Learning

	Listening and Attention	Understanding	Speaking
Birth- 11 months	<ul style="list-style-type: none"> • Turns toward a familiar sound then locates range of sounds with accuracy. • Listens to, distinguishes and responds to intonations and sounds of voices. • Reacts in interaction with others by smiling, looking and moving. • Quietens or alerts to the sound of speech. • Looks intently at a person talking, but stops responding if speaker turns away. • Listens to familiar sounds, words, or finger plays. • Fleeting Attention – not under child’s control, new stimuli takes whole attention. 	<ul style="list-style-type: none"> • Stops and looks when hears own name. • Starts to understand contextual clues, e.g. familiar gestures, words and sounds. 	<ul style="list-style-type: none"> • Communicates needs and feelings in a variety of ways including crying, gurgling, babbling and squealing. • Makes own sounds in response when talked to by familiar adults. • Lifts arms in anticipation of being picked up. • Practises and gradually develops speech sounds (babbling) to communicate with adults; says sounds like ‘baba, nono, gogo’.
8-20 months	<ul style="list-style-type: none"> • Moves whole bodies to follow • Developing the ability to follow • Uses sounds in play, e.g. sounds they enjoy, such as music or a regular beat. • Has a strong exploratory impulse. • Concentrates intently on 	<ul style="list-style-type: none"> • Responds to the different things said when in a familiar context with a special person (e.g. ‘Where’s Mummy?’, ‘Where’s your nose?’). • Understanding of single words in context is 	<ul style="list-style-type: none"> • Uses single words. • Frequently imitates words and sounds. • Enjoys babbling and increasingly experiments with using sounds and words to communicate for a

	<p>an object or activity of own choosing for short periods.</p> <ul style="list-style-type: none"> • Pays attention to dominant stimulus – easily distracted by noises or other people talking. others’ body language, including pointing and gesture. 	<p>developing, e.g. ‘cup’, ‘milk’, ‘daddy’. ‘brrrm’ for toy car.</p>	<p>range of purposes (e.g. teddy, more, no, bye-bye.)</p> <ul style="list-style-type: none"> • Uses pointing with eye gaze to make requests, and to share an interest. • Creates personal words as they begin to develop language.
16-26 months	<ul style="list-style-type: none"> • Listens to and enjoys rhythmic patterns in rhymes and stories. • Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. • Rigid attention – may appear not to hear. 	<ul style="list-style-type: none"> • Selects familiar objects by name and will go and find objects when asked, or identify objects from a group. • Understands simple sentences (e.g. ‘Throw the ball.’) 	<ul style="list-style-type: none"> • Copies familiar expressions, e.g. ‘Oh dear’, ‘All gone’. • Beginning to put two words together (e.g. ‘want ball’, ‘more juice’). • Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot). • Beginning to ask simple questions. • Beginning to talk about people and things that are not present.
22-36 months	<ul style="list-style-type: none"> • Listens with interest to the noises adults make when they read stories. • Recognises and identifies action words by pointing to the right picture, e.g., “Who’s jumping?” • Uses language as a powerful means of widening contacts, sharing feelings, experiences responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. • Shows interest in play with sounds, songs and rhymes. • Single channelled attention. Can shift to a different task if attention fully obtained – using child’s name helps focus. 	<ul style="list-style-type: none"> • Understands more complex sentences, e.g. ‘Put your toys away and then we’ll read a book.’ • Understands ‘who’, ‘what’, ‘where’ in simple questions (e.g. Who’s that/can? What’s that? Where is?.). • Developing understanding of simple concepts (e.g. big/little). and thoughts. 	<ul style="list-style-type: none"> • Holds a conversation, jumping from topic to topic. • Learns new words very rapidly and is able to use them in communicating. • Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying ‘I have it’. • Uses a variety of questions (e.g. what, where, who). • Uses simple sentences (e.g. ‘Mummy gonna work.’) • Beginning to use word endings (e.g. going, cats)
30-50 months	<ul style="list-style-type: none"> • Listens to others one to one or in small groups, when conversation interests them. • Listens to 	<ul style="list-style-type: none"> • Understands use of objects (e.g. “What do we use to cut things?”) • Shows understanding of 	<ul style="list-style-type: none"> • Beginning to use more complex sentences to link thoughts (e.g. using and, because). • Can

	<p>stories with increasing attention and recall. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Focusing attention – still listen or do, but can shift own attention. • Is able to follow directions (if not intently focused on own choice of activity).</p>	<p>prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture. • Responds to simple instructions, e.g. to get or put away an object. • Beginning to understand ‘why’ and ‘how’ questions.</p>	<p>retell a simple past event in correct order (e.g. went down slide, hurt finger). • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. • Questions why things happen and gives explanations. Asks e.g. who, what, when, how. • Uses a range of tenses (e.g. play, playing, will play, played). • Uses intonation, rhythm and phrasing to make the meaning clear to others. • Uses vocabulary focused on objects and people that are of particular importance to them.</p>
40-60 + months	<ul style="list-style-type: none"> • Maintains attention, concentrates and sits quietly during appropriate activity. • Two-channelled attention – can listen and do for short span. 	<ul style="list-style-type: none"> • Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. • Able to follow a story without pictures or props. • Listens and responds to ideas expressed by others in conversation or discussion. 	<ul style="list-style-type: none"> • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Uses language to imagine and recreate roles and experiences in play situations. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • Introduces a storyline or narrative into their play.
Early Learning Goal	<p>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what</p>	<p>Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.</p>	<p>Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to</p>

	others say and respond appropriately, while engaged in another activity.		happen in the future. They develop their own narratives and explanations by connecting ideas or events.
Exceeding	Children listen to instructions and follow them accurately, asking for clarification if necessary. They listen attentively with sustained concentration to follow a story without pictures or props. They can listen in a larger group, for example, at assembly.	Understanding After listening to stories children can express views about events or characters in the story and answer questions about why things happened. They can carry out instructions which contain several parts in a sequence.	Children show some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often connecting ideas. They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.

Literacy – Specific Areas of Learning

	Reading	Writing
Birth – 20 months	<ul style="list-style-type: none"> Enjoys looking at books and other printed material with familiar people. 8-20 months Handles books and printed material with interest. 	
16- 26 months	<ul style="list-style-type: none"> Interested in books and rhymes and may have favourites. 	
22-36 months	<ul style="list-style-type: none"> Has some favourite stories, rhymes, songs, poems or jingles. Repeats words or phrases from familiar stories. Fills in the missing word or phrase in a 	<ul style="list-style-type: none"> Distinguishes between the different marks they make. known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.
30-50 months	<ul style="list-style-type: none"> Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. Listens to and joins in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured. Suggests how the story might end. Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters. Shows interest in illustrations and print in books and print in the environment. Recognises familiar words and 	<ul style="list-style-type: none"> Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places.

	<p>signs such as own name and advertising logos.</p> <ul style="list-style-type: none"> • Looks at books independently. • Handles books carefully. • Knows information can be relayed in the form of print. • Holds books the correct way up and turns pages. • Knows that print carries meaning and, in English, is read from left to right and top to bottom. 	
40-60 months +	<ul style="list-style-type: none"> • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet. • Begins to read words and simple sentences. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an increasing range of books. • Knows that information can be retrieved from books and computers. 	<ul style="list-style-type: none"> • Gives meaning to marks they make as they draw, write and paint. • Begins to break the flow of speech into words. • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together. • Links sounds to letters, naming and sounding the letters of the alphabet. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Writes own name and other things such as labels, captions. • Attempts to write short sentences in meaningful contexts.
Early Learning Goal	<p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>	<p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible</p>
Exceeding	<p>Children can read phonically regular words of more than 1 syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in the simple stories they have read.</p>	<p>Children can spell phonically regular words of more than 1 syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing.</p>