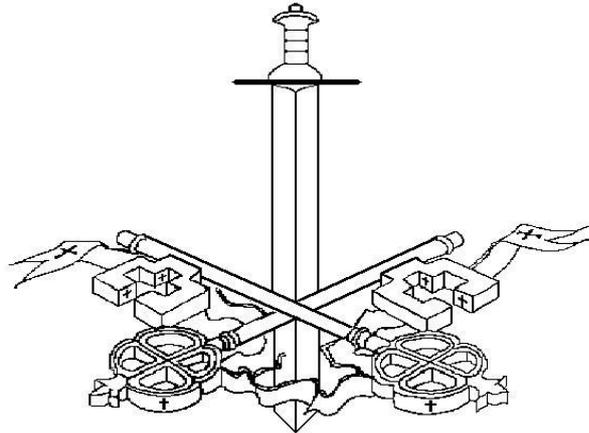


Ss. Peter and Paul Catholic Primary School



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EARLY YEARS POLICY DOCUMENT FOUNDATION STAGE TWO

March 2017

**This policy was approved by the Governing Body of Ss. Peter & Paul Primary School at
their
meeting on.....**

Signed..... Chair of Governors

Introduction

'Every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up.'

Early Years Foundation Stage Profile - Department for Children, Schools and Families 2012

The Early Years Foundation Stage applies to children from birth to the end of the reception year. At Ss. Peter & Paul Primary School children are admitted to reception in the September following their fourth birthday.

Early childhood is the foundation on which children build the rest of their lives. At Dove Bank Primary School we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development.

However, we also believe that early childhood is valid in itself as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

Aims & Objectives

We aim to support all children to become independent and collaborative learners. We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential.

At Ss. Peter & Paul Primary School, we will:

- ② Provide a happy, safe, stimulating and challenging programme of learning and development for the children to experience as they begin their journey through school.
- ② Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond and enable choice and decision making, fostering independence and self-confidence.
- ② Use and value what each child can do, assessing their individual needs and helping each child to progress.
- ② Develop excellent relationships with parents and carers to build a strong partnership in supporting their children.
- ② Provide a caring and inclusive learning environment which is sensitive to the requirements of the individual child including those who have additional needs.

The early-years education we offer our children is based on the following principles:

- ② It builds on what our children already know and can do;
- ② It ensures that no child is excluded or disadvantaged;
- ② It offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors;
- ② It provides a rich and stimulating environment;
- ② It acknowledges the importance of a full working partnership with parents and carers.

The Early Years Foundation Stage is based on four themes:

- ② A Unique Child
- ② Positive Relationships
- ② Enabling Environments
- ② Learning and Development

A Unique Child

At Ss. Peter & Paul Primary School 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. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

Inclusion - We value the diversity of individuals within the school and believe that every child matters. All children at Ss. Peter & Paul Primary School are treated fairly regardless of race, gender, religion or abilities. All families are valued within our school.

We give our children every opportunity to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. We do this by taking account of our children's range of life experiences when we are planning for their learning.

At the Foundation Stage we set realistic and challenging expectations keyed to the needs of our children, so that most achieve the Early Learning Goals by the end of the stage. We do this through:

- ② Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- ② Using a wide range of teaching strategies based on children's learning needs;
- ② Providing a wide range of opportunities to motivate and support children and to help them learn effectively;
- ② Offering a safe and supportive learning environment in which the contribution of all children is valued;
- ② Employing resources which reflect diversity and are free from discrimination and stereotyping;
- ② Planning challenging activities to meet the needs of both boys and girls, of children with special educational needs, of children who are more able, of children with disabilities, of children from all social and cultural backgrounds, of children from different ethnic groups, and of those from diverse linguistic backgrounds;
- ② Monitoring children's progress and taking action to provide support as necessary (such as referrals to speech therapy) as necessary.
- ② Working closely with parents, carers and other outside agencies to ensure all children's needs are met and we enable them to access the curriculum and make good progress.

Positive Relationships

At Ss. Peter & Paul Primary School we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners - We recognise that parents/carers are children's first and most enduring educators and we value being partners with them in their child's education through:

- ② Talking to parents/carers before their child starts school at our induction meetings. Providing an opportunity to meet with staff to discuss school routines, expectations and to answer any questions parents/carers may have
- ② Liaising, wherever possible, with practitioners in the pre-school settings that children attend.
- ② Providing a handbook of information about commencing Reception at Ss. Peter & Paul School.
- ② Outlining the school's expectations in the Home-School agreement.
- ② Giving children the opportunity to spend time in Reception Class for an induction visit before starting school and to make regular visits to take part in a book pack change in the last half term before they start school..

- ② Holding a parent consultation early in the academic year to establish how a child is settling into the school environment.
- ② Operating an open door policy for parents/carers with any queries or concerns. Conversely, if Foundation staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss them.
- ② Written contact through the Home-School Reading Diary and school newsletters..
- ② Publishing a termly overview of the curriculum.
- ② Inviting parents to attend informal meetings about areas of the curriculum, such as phonics or reading..
- ② Offering three parent/teacher consultation meetings per year at which their child's progress is discussed.
- ② Sending a written report on their child's attainment and progress at the end of their time in reception.
- ② Asking parents to sign a generic permission form for visits, food tasting and photographs etc.
- ② Parents are invited to a range of activities throughout the school year such as assemblies, workshops, Christmas productions and sports day etc.
- ② Offering opportunities for parents and carers to visit the school on a volunteer basis to assist with the children's learning e.g. accompanying trips..

Enabling Environments

At St. Peter & Paul Primary School we recognise that the environment plays a key role in supporting and extending the children's development, where the children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision.

Play-based learning is paramount and children have opportunities to direct their own learning with planned opportunities provided by staff.

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning and reflects the individual's interests, passions and abilities. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning. We ensure that resources and spaces are safe to use and checked regularly.

Learning and Developing

The EYFS Curriculum – Our curriculum for the Foundation Stage reflects the areas of learning identified in the Early Learning Goals.

There are seven areas of learning and development that must shape educational provision in early years settings. All areas of learning and development are important and inter-connected. None of the areas of learning can be delivered in isolation from the others. Our children's learning experiences enable them to develop competency and skill across a number of learning areas.

They require a balance of adult led and child initiated activities in order for most children to reach the levels required at the end of EYFS. 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.

The three Prime areas are:

❖ **Personal, Social and Emotional Development**

Within a nurturing environment, children are individually supported in developing confidence, autonomy and self-respect. They are encouraged to work and concentrate independently and also to take part in the life of the class, sharing and co-operating with other children and adults. Through activities, conversation and practical example, they learn acceptable ways to express their own feelings and to have respect for the

feelings of others. All the children are given the opportunity, as appropriate, to take responsibility for themselves and also for the class. From their induction period the children follow 'the pattern of my day' routine and learn our class rules, which are communicated to parents at the welcome meeting and accessed via the F2 website.

❖ Communication and Language

*It is essential that the speech, language and communication needs of all children are considered. In educational settings, **children** **and** **young** **people** need to:*

- *listen to and understand information they are given*
 - *make sense of concepts and ideas they are learning*
 - *learn a whole range of new words and use them well*
 - *share their ideas with others and answer questions*
 - *use language to solve problems ask for help or explanations*
 - *read, write and learn to spell interact with others, play and socialise*
-
- *In both small and large groups, children are encouraged to extend their vocabulary and fluency by talking and listening, by hearing and responding to stories, songs and rhymes.*

Physical Development

☐ *A range of equipment and opportunities, both indoors and outdoors, allows children to develop confidence and enjoyment in the use and development of their own bodily skills. Adult supervision enables children safely to create and meet physical challenges, developing increasing skill and control in moving, climbing and balancing. At the same time children are supported in the development of the fine motor skills required to use tools, including pens and pencils, and to handle small objects with increasing control and precision. 'First furs' and 'Action Kids' are programmes of study followed by the children, which encourage them to develop physical literacy and a love of exercise and movement.*

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

Specific Areas:

☐ Literacy

Children are helped to understand that written symbols carry meaning, to be aware of the purposes of writing and to use drawn and written symbols for themselves and, when ready, begin to read and write words and sentences. A well stocked book corner gives every child the opportunity and encouragement to become familiar with books, know how to handle them and be aware of their uses. Foundation Stage Two introduce a structured Phonics programme using 'Letters and Sounds'. The children access this programme at their individual level of ability, by working in their 'phonic families' at the start of each day, learning to classify their letter families and use developing phonic knowledge, as they begin to write simple captions and sentences.

☐ Mathematics

☐ *By means of adult-supported practical experience, children become familiar with the sorting, matching, ordering, sequencing and counting activities that form the basis for early mathematics. As they use their developing mathematical understanding to solve practical problems, children are assisted to learn and use the vocabulary of mathematics, identifying objects by shape, position, size, volume and number. Songs, games, picture books and toys help children to become aware of number sequences and when they are ready, to use simple mathematical operations such as adding and subtraction as they double, halve and share in a practical play based way.*

❖ Understanding the world

A safe and stimulating environment allows children to explore and experiment with a range of natural materials. They learn to observe the features of objects and substances, recognising differences, patterns and similarities, and to share and record their findings.

Children are assisted in exploring and understanding their environment, both within the class and in the wider community. A range of safe and well maintained equipment enables children to extend their technological understanding, using simple tools and techniques as appropriate to achieve their intentions and to solve problems. They explore how to use the internet safely, sending and receiving email.

Expressive arts and design

Children are encouraged to use a wider range of resources in order to express their own ideas and feelings and to construct their individual response to experiences in two and three dimensions. Art equipment, including paint, glue, crayons and pencils as well as natural and discarded resources, provides for open-ended exploration of colour, shape and texture and the development of skills in painting, drawing and collage. Children join in with and respond to music and stories, and there are many opportunities for imaginative role play, both individually and as part of a group.

Children's development levels are assessed and as the year progresses, the balance will shift towards a more equal focus on all areas of learning, as children grow in confidence and ability within the three prime areas.

However, if a child's progress in any of the prime areas gives cause for concern, staff will discuss this with the child's parents/carers and agree how to support the child.

Characteristics of Effective Learning

We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

- Playing and exploring** - children will have opportunities to investigate and experience things, and 'have a go'.

'Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development.'

Through play, our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

- Active learning** - children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements.

'Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.'

Active learning occurs when children are motivated and interested. Children need some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

- Creating and thinking critically** - we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things.

"When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions."

Children should be given the opportunity to be creative through all areas of learning. Adults can support children's thinking and help them make connections by showing interest, offering encouragement, clarifying ideas and asking open ended questions. Children can access resources and move around the classroom freely and purposefully to extend their learning.

Planning - The Early Learning Goals provide the basis for planning throughout the Foundation Stage. Teachers use the national schemes of work, where appropriate, to support their planning for individual children. The planning objectives within the Foundation Stage are from the Development Matters Statements from the Early Years Foundation Stage document. The planning is based upon themes with discrete phonics, maths and reading directed teaching. However, planning, which is based upon a different topic which is identified as vehicle of interest to deliver the children's next steps in learning, also therefore responds to the needs, achievement and interest of the children. Our medium-term planning identifies the intended learning, with outcomes, for children working towards the Early Learning Goals, and also for those working towards National Curriculum levels. The medium term planning is based upon a different topic..

Observations - Foundation Stage staff use observations as the basis for planning. Staff are skilled at observing children to identify their achievements, interests and next steps for learning. These observations then lead the direction of the planning. Relevant and significant observations are recorded in the children's Learning Journeys and on Target Tracker.

Assessment - During the first term in Foundation 2 , the teacher assesses the ability of each child using a baseline test. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children.

The Foundation Stage Profile is the nationally employed assessment tool that enables teachers to record their observations at the end of the Foundation Stage, and to summarise their pupils' progress towards the Early Learning Goals. It covers each of the seven areas of learning contained in the curriculum guidance for the Foundation Stage.

We record each child's level of development against the 17 early Learning goals as Emerging, Expected or Exceeding. We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs.

Assessment in the Foundation Stage takes the form of both formal and informal observations, photographic evidence and through planned activities. Assessment is completed regularly and involves both the teacher and other adults, as appropriate. The collection of assessment data in the Foundation Stage Profile is a statutory requirement.

The teacher keeps progress records and learning journals and records examples of each child's work. These progress books contain a wide range of evidence that we share with parents at parental consultation meeting.

Tracking grids are updated at the end of each half term. This provides a summary sheet for each child which feeds into the whole-school assessment and tracking process. We record each child's level of development to be just working towards, comfortably working within or securely working within the Development Matters age-bands.

At the end of the final term in Reception we send a summary of these assessments to the LA for analysis. The child's next teacher uses this information to make plans for the year ahead. We share this information too at parental consultation meetings and in the end-of-year report.

Parents receive an annual written report that offers brief comments on each child's progress in each area of learning. It highlights the child's strengths and development needs, and gives details of the child's general progress. We complete these in June, and send them to parents in early July each year.

The Learning Environment -The Foundation Stage classroom is organised to allow children to explore and learn securely and safely. There are specific areas where the children can be active, be quiet, creative etc.

Children have access to both inside and outside area across the day; this has a positive effect on the children's development. The Foundation Stage has its own outdoor classroom area as well as an outdoor area. We are also a

Forest School. Being outdoors means that children can explore, use their senses and be physically active and exuberant. All areas of the curriculum can be explored outside.

Teaching & Learning Styles

The features of effective teaching and learning in our school are defined in our policy on teaching and learning. They apply to teaching and learning in the Foundation Stage just as much as they do to the teaching and learning in Key Stage 1 or 2.

Transition

Starting school can be a difficult time for young children; we therefore plan this time carefully to support children with the transition and to ensure it is as smooth as possible for each child and that they settle in to their new class quickly and happily.

Starting Reception – Parents of all children starting in the next academic year will be invited to an Induction Meeting in the Summer term to meet their child's new teachers and other key staff and learn more about the Reception curriculum. This is an opportunity for staff to

- ☐ To go through the school handbook
- ☐ Explain about uniform, PE kit and school dinners/ free school meals
- ☐ Explain about holidays and absences
- ☐ Explain the arrangements for the gradual induction in to reception

New class sessions - The children are given opportunities to come in to school to meet their new class teacher and other children in their class. They will spend part of a morning in their new class. Parents can leave their child during this session.

This means that before they join their new class the Reception environment is already a familiar place to them.

Arrangements are also made for the children's new class teacher to speak to their current nursery setting.

September Intake - When children join the school in September the following procedures will apply in order that they can gradually adjust to their new surroundings:

- During the first two weeks children will attend for a half day only.
- During this time children will start school in small groups building up to all children attending full time by the third week
- The youngest children will start school firstly to allow them time to settle and get to know staff and each other.

Starting in Key Stage 1 (Year 1) - Throughout the Reception year, each child's involvement in whole school life will have been built upon; many of the teaching and support staff will already be familiar people to them. They will have taken part in Key Stage and whole school assemblies as well as sharing playtimes with the Key Stage 1 children.

Children have the opportunity to meet their new class teacher and spend a morning in their new class during the summer term.

Safeguarding & 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.'

(Statutory Framework for EYFS 2014)

At St. Peter & Paul Primary School, we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2014.

- ☐ To provide a setting that is welcoming, safe and stimulating where children can grow in confidence;
- ☐ Promote good health;
- ☐ Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs
- ☐ To ensure that all adults who look after the children, or who have unsupervised access to them, are suitable to do so;
- ☐ Ensure that the setting, furniture and equipment is safe and suitable for the purpose it was intended for;
- ☐ Maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children.

Keeping Safe - It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children.

Good Health - All children are provided with a healthy snack each day as well as being given the choice of milk. They have access to water at all times.

Intimate Care - "Intimate" care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child's age and stage of development and particular needs, they may need some support, for example dressing and changing underwear following an accident. In most cases, intimate care is to do with personal hygiene and it is good practice for the school to inform the school nurse of all children requiring intimate care.

Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child. No intimate care is to be given without the express written permission of the parent or guardian of that child and all parents and guardians of children requiring this care will be asked to provide that permission when their child joins reception or as needs arise throughout the year.

Monitoring and Review

It is the responsibility of those working in Reception to follow the principles stated in this policy. The Headteacher and EYFS co-ordinator will carry out monitoring on EYFS as part of the whole school monitoring schedule. The Curriculum Committee of The Governing Body will also be part of this process. This policy will be reviewed in January 2018 or as necessary.