

**Our Lady and St Patick's  
Roman Catholic  
Primary and Nursery  
School**

**Policy – 3.03  
Foundation Stage 2024**

**Reviewed Autumn 23, 24  
Next review: Autumn 25**

***Our Lady and St Patrick's Roman Catholic Primary School***  
***A policy statement for The Foundation Stage***

This policy has been developed to reflect the changes to the Early Years Foundation Stage curriculum from September 2021.

**The overall aims of this policy are;**

- **to ensure consistency in teaching and learning throughout the foundation stage.**

**Definition**

The Early Years Foundation Stage is a very important stage as it prepares a child for school as well as preparing them for their future learning and successes. From when a child is born up until the age of 5, their early years experience should be happy, active, exciting, fun and secure; and support their development, care and learning needs. It should be child led and teach the individual next steps of each child.

**Principles of the Early Years Foundation Stage**

Every child is a Unique Child who is constantly learning and can be resilient, capable, confident and self-assured;

- Children learn to be strong and independent through positive relationships;
- 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; and
- Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

**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

**Safeguarding**

The safety of the child is always of paramount importance. The school takes its child protection responsibilities very seriously. This includes checking that all staff and volunteers who work with children are suitable to do so, keeping records about them and ensuring they have the right qualifications, training and skills and an up to date DBS check is essential.

We ensure all our Teaching Assistants have the relevant DBS checks, have at least a level two childcare qualification or higher. Any concerns, which the school has, will be noted and, if deemed necessary, will be reported to the relevant agency. The full Safeguarding Policy is available in school for parents to read if they wish.

We have paediatric first aiders on site at all times.

### **The Foundation Stage Curriculum**

The foundation stage curriculum is organised into seven areas of learning and development.

Children should mostly develop the **3 prime areas** first. These are:

- Communication and language;
- Physical development; and
- Personal, social and emotional development.

These prime areas are those most essential for your child's healthy development and future learning.

As children grow, the prime areas will help them to develop skills in **4 specific areas**. These are:

- Literacy;
- Mathematics;
- Understanding the world; and
- Expressive arts and design.

These 7 areas are used to plan a child's learning and activities. The professionals teaching and supporting will make sure that the activities are suited to each child's unique needs and it is flexible.

Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside.

### **Religious Education**

As a Catholic school, in addition to the above 7 curriculum areas, we dedicate 10% of our time to Religious Education, using the Religious Education Directory (RED).

### **Phonics**

The Foundation Stage follows the Read Write Inc phonics scheme.

## **Foundations for phonics in Nursery**

In Nursery we provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy'.

These include:

- ° sharing high-quality stories and poems
- ° learning a range of nursery rhymes and action rhymes
- ° activities that develop focused listening and attention, including oral blending
- ° attention to high-quality language.

We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

## **Daily phonics lessons in Reception**

We teach phonics for 45 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. We regularly review the week's teaching to help children become fluent readers.

Children make a strong start in Reception and teaching begins in Week 2 of the Autumn term.

We follow the Read Write Inc expectations of progress. Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.

## **British Values**

At Our Lady and St Patrick's the teaching of British values is closely linked to the teaching of Personal Social and Emotional development and Knowledge and Understanding of the World skills. Within these areas the children are encouraged to learn about Democracy, The rule of law, Individual liberty, mutual respect and Tolerance of those with different faiths and beliefs. At Our Lady and St Patrick's the children learn about different cultural and religious festivals, they make positive relationships with adults and children, they are encouraged to listen and respect each other's opinions.

## **Assessment in the Early Years Foundation Stage**

Expected levels that a child should reach at age 5, usually the end of the reception year; are called the Early Learning Goals (ELGs). At the end of the EYFS – in the summer term of the reception year in school – teachers complete an assessment which is known as the EYFS Profile. This assessment is carried out by the reception teacher and is based on what they, and other staff, have observed over a period of time.

Staff partake in ongoing assessments of the children on a daily basis. All staff observe the children during adult and child-initiated activities and all of the information collected is used to judge how a child is progressing in the 7 areas of learning and development. The information gathered is then used to inform teachers' judgements of individuals against the Development Matters objectives for each of the 7 areas.

### **Role of the Early Years Leader**

The Early Years Leader plays a critical role in ensuring that the quality of teaching and learning delivered in the Early Years is of a high standard. This is achieved by consistently adopting a reflective and critical approach to reviewing practice and a desire to continually improve.

### **Monitoring and Evaluation**

The EYFS leader and Nursery Manager work closely together to ensure consistency between Nursery and Reception in terms of planning, teaching & learning, monitoring and evaluation.

On a continual basis, the EYFS team will reflect upon the teaching/learning experiences encountered, evaluating whether they are successfully meeting the children's needs. Performance Management is set in place for all the staff.

### **Role of Staff:**

- Staff will use their knowledge of child development to plan appropriate ways to deliver the curriculum.
  - Staff will liaise with colleagues and external agencies, such as health professionals, to ensure the sharing of information leading to more personalised next steps for the children as appropriate.
  - Staff will monitor and report progress to parents through the use of school reports, online learning journals and parent's evenings.
  - Staff carry out observations on the children throughout the year. Staff then use this information to plan the next steps for the children and incorporate activities based on the children's interests. The observations highlight links to the Characteristics of Learning. These characteristics are also reported to parents, in the children's end of year reports.
  - Staff provide a link between Our Lady and St Patrick's and home. They play a critical role in ensuring that children make a positive transition into school and help them on the road to becoming happy and confident learners.
- A qualified member of staff supervises all the students and volunteers working in EYFS.

### **Role of Parents and Carers**

As a school we strive to create and maintain partnership with parents and carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education and care in numerous ways.

We encourage parent partnership through:

- Listening to accounts of their child's development and any concerns they may have
- Making parents feel welcome by being friendly, approachable and having an open door policy
- Maintaining an on-going dialogue
- Being flexible in arrangements for settling children in
- Meeting with parents to discuss children's process
- Inviting parents to share their child's learning journal and see a range of work through the use of Tapestry

### **Transition**

Transition between both Nursery and Reception and Reception and Year 1 take place in the summer term. The EYFS Leader ensures good communication and teamwork with both the Nursery Manager and Year 1 teachers to plan transitional activities. These include 'Meet the teacher' and planned collaborative sessions to ensure the children are familiar with their new teachers and learning environments. Meetings are held for parents to enable clear communications and answer any questions or concerns they may have.

The Early Years Foundation Stage Policy should be read in conjunction with other school policies notably:

- SEND Policy
- Health and Safety
- Behaviour Policy
- Safeguarding and Child Protection Policy

Policy Approved: Summer 2022, reviewed Autumn 23, reviewed Aut 24

## **Appendix 1**

### **The Early Learning Goal Descriptors**

#### **Communication and Language**

##### **ELG: Listening, Attention and Understanding**

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding. - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

##### **ELG: Speaking**

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

## **Personal, Social and Emotional Development**

### **ELG: Self-Regulation**

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

### **ELG: Managing Self**

- Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

### **ELG: Building Relationships**

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

## **Physical Development**

### **ELG: Gross Motor Skills**

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.

### **ELG: Fine Motor Skills**

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

## **Literacy**

### **ELG: Comprehension**

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.

- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play.

### **ELG: Word Reading**

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

### **ELG: Writing**

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

## **Mathematics**

### **ELG: Number**

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

### **ELG: Numerical Patterns**

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

## **Understanding the World**

### **ELG: Past and Present**

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

### **ELG: People, Culture and Communities**

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –when appropriate – maps.

### **ELG: The Natural World**



- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

## **Expressive Arts and Design**

### **ELG: Creating with Materials**

- Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

### **ELG: Being Imaginative and Expressive**

- Invent, adapt, and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music.