

# **Our Lady and St Patrick's Roman Catholic Primary School**



**Policy – 3.03  
Foundation Stage 2022**

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

***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

### **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 Come and See programme.

### **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 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

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