

OUR LADY QUEEN OF PEACE R.C. PRIMARY SCHOOL



Early Years Policy

In our school we believe that each person is unique and created to flourish in God's image. We aspire to excellence through a nurturing environment in which every child takes Jesus Christ as their model and develops their individual gifts so that they live fully and serve others.

Agreed:

Date:

8.5.18

Review Date:

Spring 2020

“Children develop quickly in the Early Years and Early Years practitioners aim to do all they can to help children have the best possible start in life”

Development Matters in the EYFS (2012)

Principles of the EYFS

- 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 with parents and carers.
- Children develop quickly and learn in different ways and at different rates.

Aims of the EYFS

The curriculum of the Foundation Stage underpins all future learning by promoting and developing the prime areas of learning;

- personal, social and emotional development
 - physical development
 - communication and language
- and the specific areas of;

- literacy
- mathematic
- understanding the world
- expressive arts and design

Our Aims and Principles

- The staff team will make every effort to ensure that all children feel included, valued and secure.
- The experiences we provide will build upon what children already know and can do.
- No child will be excluded or disadvantaged.
- Parents and practitioners should work together in an atmosphere of mutual respect.
- Our curriculum will be carefully structured, recognising children’s different starting points and relevant to their different levels of need.
- We will provide opportunities for children to engage in indoor and outdoor activities planned by adults, as well as activities that they plan themselves.
- We will observe and respond appropriately to children, informed by our knowledge of how children learn and develop.
- We will ensure that the learning environment is attractive and well-organised.
- We will forge strong links with parents and carers.

Activities and Experiences for Our Children

We will involve children in activities and experiences as follows;

- **Communication and language** development involves giving children opportunities to experience a rich environment; to develop their confidence and skills in expressing themselves; and to speak and to listen in a range of situations.

- **Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination control and movement. Children will also be helped to understand the importance of physical activity and to make healthy choices in relation to food.
- **Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- **Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children will be given access to a wide range of reading materials to ignite their interest.
- **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces and measures.
- **Understanding the world** involves guiding children to make sense of their world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Characteristics of Effective Teaching and Learning

In planning and guiding children's activities we will reflect on different ways that children learn and reflect these in our practice.

Three characteristic of effective teaching and learning which we will promote are:

- **Playing and exploring** – children investigate, experience things and 'have a go.'
- **Active learning** – children concentrate and keep on trying if they encounter difficulties and enjoy achievements.
- **Creating and thinking critically** – children have and develop their own ideas and develop strategies for doing things.

Welfare

It is of utmost importance that our children are safe. We aim to educate children on boundaries, rules and limits and help them to understand why they exist. We provide children with choices to help them develop this important life skill. We aim to protect the physical and psychological well-being of all our children. We are legally required to comply with the welfare requirements stated in the Statutory Framework for the Early Years Foundation stage 2012.

We understand we are required to;

- Promote the welfare and safeguarding of children.
- Promote good health, preventing the spread of infection and taking appropriate steps when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after children or who have unsupervised access to them are suitable to do so.
- Ensure that the premise, furniture and equipment is safe and suitable for purpose.
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe, efficient management of the setting and to meet the needs of the children.

Equal Opportunities

All members of our school are treated as individuals. We aim to meet the needs of all taking account of gender, ability, ethnicity, culture, religion, special educational needs, disability and social circumstances.

Key Person

Each child will be assigned a key person to ensure that every child's care is tailored to meet their individual needs.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We endeavour to involve them whenever we can. The following opportunities for contact with parents;

- Curriculum Meeting prior to the start of the academic year
- Key Worker contact – daily or as required
- Parent consultations each term
- Parents invited to contribute to a child's 'All about Me' learning journal
- Parents invited to Early Years Foundation Stage 'Stay and Play' or drop-in sessions
- Parents welcomed to Friday morning liturgies and coffee mornings
- Parents welcomed at School Masses
- Friends of the School Events
- Home Reading Partnership

Resources

The care and maintenance of the Early Years Foundation Stage resources is the responsibility of adults and children as we foster a sharing and caring community within the Foundation Stage.

The setting aims to;

- Use materials, equipment and displays that reflect the community the children come from and the wider world; experiences that encourage an awareness of global dimension.
- Plan an environment free from stereotypical images and discriminatory practice
- Include the local community and environment as a source of learning.
- Encourage children to make choices and develop independence by having resources well-organised and readily available.
- Provide resources that inspire children and encourage them to initiate their own learning.
- Give children the space they need for their activities.

Resources are allocated appropriately.

Assessment

Assessment is an integral part of the learning process, providing information about children's knowledge understanding and abilities. All children will have their attainment assessed using the Foundation Stage Profile.

Observation allows our practitioners to record and monitor progress, tracking pupils using the Durham Assessment Package. This enables us to reflect each child's individual needs.

At the end of reception year each child's level of development is recorded against 17 early learning goals as **Emerging** (not yet reaching the expected levels of development), **Expected** (meeting the expected levels of development) or **Exceeding** (the expected levels of development).

We will share the results of the Foundation Stage Profile with Reception children's parents in our end of summer term report.

This policy will be reviewed annually by the EYFS Lead Teacher

Equality statement

- The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.
- This policy has been impact assessed by governors in order to ensure that it does not have an adverse effect on race, gender or disability equality.