



THE MARIST CATHOLIC PRIMARY SCHOOL

With God as our Guide we will value each other and work together to achieve our best

Early Years Foundation Stage Policy

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| Policy compiled by: | Sarah van Zyl, EYFS Leader |
| Responsible committee: | Learning and Welfare |
| Approved by Governing Body: | Autumn term 2014 |
| Review Date: | Summer term 2018 |

Our Mission Statement

The Marist School is a place of teaching and learning:

- *Where we promote the Christian growth of children in a caring environment.*
- *Where everyone is valued not just for what they do or give, but for who they are; a traveller on the way to Christ.*
- *Where children are encouraged and stimulated to achieve their full potential spiritually, academically and socially; where talents and successes are shared and celebrated.*
- *Where all staff work and grow together as a team, giving of their best and supporting each other.*
- *Where all members of the community are made to feel welcome and encouraged to take an active part in the life of the school.*

PREAMBLE

The Governors and Staff of The Marist Catholic Primary School believe that a child's early education is vitally important and provides the basis for all future learning. The child's first year in a reception class should be a happy and rewarding experience where each child will feel valued, loved and secure.

In partnership with parents the school will provide a quality Catholic education.

AIMS

- To consider the child as a whole; their social, emotional, physical, moral, intellectual, cultural and spiritual needs and requirements.
- To develop their knowledge, skills and understanding.
- To build a positive attitude to learning.
- To realise their full potential through relevant learning experiences and a positive learning environment, which supports the Early Learning Goals.

- To learn from first-hand experience through structured and child-initiated play activities, which support the Early Learning Goals and are relevant to the children.

Children will follow the Early Years Foundation Stage Curriculum which has four guiding principles:

- A unique child
- Positive relationships
- Enabling environments
- Learning and development.

These themes underpin all of the learning that takes place during the Foundation Stage.

SEVEN AREAS OF LEARNING

The Early Years Foundation Stage is based upon seven areas of learning, divided into three Prime Areas and four Specific Areas.

Prime Areas of Learning:

Personal, Social and Emotional Development is enabling children to develop a positive sense of themselves and of others.

We aim to develop:

- Relationships with other people
- Independence
- Self discipline
- Respect for other people, for belongings and for self
- Co operation

Physical Development is helping children to develop their gross and fine motor skills, self-care and a positive sense of well being.

We aim to:

- Build confidence in what they do, including taking risks
- Provide activities with physical challenges
- Develop spatial awareness and co-ordination
- Develop understanding of health and fitness
- Develop fine and gross motor skills
- Ensure understanding of the importance of personal hygiene
- Ensure understanding of the importance of personal safety
- Ensure children can attend to all self-care needs

Communication and Language is developing attention, listening and language.

We aim to:

- Provide opportunities to develop language and vocabulary at home as well as school
- Encourage communication and language development through collaborative work and play
- Use language as a basis for literacy and learning development
- Extend children's attention and listening skills
- Provide continual opportunities for conversation with adults and with peers

- Develop good communication skills
- Develop good questioning and conversational skills

Specific Areas

Mathematics is building on early numeracy skills and developing mathematical understanding in number, calculating and shape, space and measures.

We aim to:

- Provide a wide range of imaginative and enjoyable activities
- Develop specific mathematical language
- Provide opportunities to experiment with numbers, shapes and measures through practical activities
- Provide opportunities for problem solving

Literacy is promoting phonic skills and early reading and writing.

We aim to do this by providing opportunities for:

- Communication
- Sharing books, rhymes and music
- Role play situations
- Opportunities for writing during both adult-led and child-initiated learning
- Activities which develop phonological awareness
- Developing reading skills
- Following the Letter and Sounds document, phases 1 – 4

Understanding the World is helping children to make sense of the world around them.

We aim to:

- Stimulate interest and curiosity of the environment
- Help children communicate
- Help children explore and question issues of difference
- Give experience of practical activities
- Build investigation skills
- Encourage children to learn basic Computing skills
- Develop an understanding of different technologies and their role in everyday life

Expressive Arts and Design is enabling children to make connections between art, music, dance, role play and imaginative play.

We aim to provide:

- A wide range of activities that children can respond to using all of their senses as appropriate
- Opportunities to express ideas through different mediums
- Opportunities for self expression through role-play and musical activities
- Opportunities to develop imagination and creativity

In addition as a Catholic School we add an eighth dimension which pervades all we do:

Religious Education is enabling the children to strive for personal achievement and to have an awareness of the love of God.

We aim to help the children to:

- Be aware of themselves as a person; in a group; as part of a family unit; as part of a wider community
- Know right from wrong
- Know God and grow in His love

RESOURCES

Reception classes are divided into areas for work and play including: a book corner, a computer area, a role play area, an art and craft area, a sand/ water area, a Literacy table and writing area, a Maths table and floor space for construction toys. There is a wide range of resources available in the classroom which are easily accessible to the children as part of our continuous provision. There is a large well equipped outdoor area, to which the children have access during the school day, in all weathers, for planned, adult-led activities, as well as child initiated learning.

ASSESSMENT

Formative assessments are continually carried out by the teacher and TA's and ongoing observations and assessments are put into the children's Learning Journeys. Data for each child is kept within their Learning Journeys, which the parents can access at any time. The data is also logged on Pupil Asset, four times per year, in order to track and monitor progress within the cohort.

Children are assessed against the Development Matters statements throughout the year, in all areas of learning through practical activities and observation. Children's progress is discussed with parents at parent interviews and shared with them in Pupil Progress reports. The data is also discussed with the Headteacher, SENCo and Assessment Leader during half-termly Pupil Progress meetings. A summative assessment of each child is carried out at the end of the year to assess whether or not they have achieved the Early Learning Goals for each area of learning. Children who have not achieved the expected levels at the end of the Reception Year will continue to work against the Early Learning Goals as they move into Year 1.

Children will also be assessed in RE according to the school's assessment policy and these will be sent to the new class teacher along with data, Learning Journeys and other records at the start of the new school year.

A full school report will be sent out to parents at the end of the Reception year.

TEACHING ASSISTANT

There is a full time experienced Teaching Assistant working alongside the teacher in each of the Reception classes.

MONITORING AND EVALUATION

Throughout the school day there will be continual monitoring and evaluation of daily tasks set for the children by the class teacher against the Development Matters statements.

EQUAL OPPORTUNITIES

All pupils

- Are equally valued and have equal access to the opportunities set in the Early Learning Goals
- Have access to activities which are differentiated to cater for all abilities
- Have access to additional support when needed for whatever reason

REVIEW AND EVALUATION

This policy was reviewed and updated in June 2014, in consultation with all the staff and Governors. It will be reviewed, evaluated and updated in the light of experience in June 2018.

Sarah van Zyl
EYFS Leader