



St Cuthbert's Catholic Primary School

Early Years Foundation Stage Learning and Teaching Policy

God made us all unique
To learn, live and grow
To show care, concern and friendship
To be the best we can
Showing Christ's love in all we do.

Whole School Aims and Implementation

St Cuthbert's Catholic Primary School aims to provide children the opportunity to develop towards their full potential; academically, emotionally and socially:

- Providing the highest standard of education to enable children to acquire the skills, knowledge and concepts relevant to their future.
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated.
- Enabling children to become active, responsible and caring members of the school and wider community.

The school works towards these aims by:

- Promoting high quality learning and attainment.
- Providing a high quality learning entitlement and environment.
- Valuing each other and ourselves.
- Working in partnership with parents and the community.

Rationale

"Children must have access to a rich learning environment where opportunities and conditions allow them to flourish in all aspects of their development."

(EYFS Handbook 2018)

St Cuthbert's Early Years Foundation Stage aims to:

- Create an inclusive, rich environment that is conducive to early learning.
- Create an ethos that respects each child as an individual and which values children's efforts, interests and purposes as instrumental to successful learning.
- Build upon the existing knowledge of each child. To value the information from other settings within our community. To build upon what our children already know and what they can do.
- Promote every child's learning through three main characteristics – playing and exploring, active learning and creating and thinking critically.
- Support and extending every child's learning through three prime areas of learning – communication and language, physical development and personal, social and emotional development and four specific areas of learning – mathematics, literacy, understanding the world and expressive arts and design along side Physical Development with a focus on gross and fine motor skills.
- Promote a balance of child initiated and adult led activities every day. To value the experience that outdoor play offers and provide opportunities to explore the outdoors in a range of weathers.

- Celebrate and promote 'Every Child Matters'. To provide a curriculum that gives every child opportunities to achieve their best.

Curriculum

St Cuthbert's Early Years Foundation Stage uses the Early Years Outcomes to provide a broad and balanced curriculum. In Nursery, the Early Years Outcomes document promotes teaching and learning opportunities for children between 30-50 months. In Reception, the EYO document promotes teaching and learning opportunities for children between 40-60 months with statutory assessments at the end of Reception (summer term) against the Early Learning Goals. Although these outcomes are used to plan and prepare teaching and learning opportunities, careful consideration is given to the needs of each individual child. Learning Outcomes for children 22-36 months are used to provide learning opportunities for children who are operating below the national expectations. To enable teaching staff to plan effectively for children's needs, they need to use effective assessment strategies.

Assessment

- Assessment is gathered through observations. The observations are built up throughout the year using photographs and written notes. They tell a story through directed activities and child initiated learning. These are celebrated in an individual record called their Learning Journey. These are shared with each child and their family.
- Nursery children are assessed using Early Years Outcomes. This provides a baseline assessment. Age related expectations are within 30-50 months age band but average expectation is that most children will begin the Reception year emerging into the 40-60 month age band.
- Data that is collected and shared to support children in Nursery is within the 3 prime areas and 2 specific areas – literacy and mathematics – this provides information to support a good level of development (GLD).
- Baseline data is collated in October to identify accurate starting points so progress can be supported and challenged throughout the year. Reception will use Early Years Outcome baseline.
- Reception children will continue being supported using Early Years Outcomes to plan for progression. At the end of Reception, each child is assessed against The Early Learning Goals in the 3 prime areas and the 4 specific areas. These state whether each child is EMERGING, EXPECTED or EXCEEDING at each goal.
- St Cuthbert's identifies data for each child in all areas of learning whilst collating data highlighting summative assessments on their good level of development (GLD).
- The Early Learning Goals are shared with parents/carers along with an overview of their meaning.

Learning through play

- We believe that children explore and develop their learning experiences through play. They practise and build up ideas and skills that help to make sense of their world. They can explore, investigate and solve problems in a safe and secure environment.
- All staff are committed to supporting and extending play to enrich their learning experience and provide challenges so children can learn through trial and error.

The role of parents and carers

We believe that all parents and carers have an important role to play in the education of their child. We encourage this by:

- Talking to parents/carers about their child before they start school;
- Providing opportunities for children to spend time with their teacher before starting school;
- Offering parents/carers opportunities to regularly talk about their child's progress;
- Inviting parents/carers to attend information meetings and workshops to support their child's learning;
- Meetings offered are; Curriculum meetings, Phonics, Daily routines Early reading into writing
- Support reading in the EYFS setting on a regular basis;
- Encouraging participation in whole school and EYFS celebrations/events;

We value and encourage this partnership. The foundations of this partnership begin in the EYFS and provide the beginning of a life long love of learning where all can reach their full potential.