



# Early Years Foundation Stage Teaching & Learning Policy

## **St Cuthbert's Mission Statement**

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.

<b>Date of policy</b>	<b>September 2021</b>
<b>Date of last review</b>	<b>September 2023</b>
<b>Reviewed by</b>	<b>Local Governing Committee</b>
<b>Date of next review</b>	<b>September 2024</b>

## **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 alongside 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 Development Matters Outcomes to provide a basis when planning teaching & learning opportunities. In Nursery, the 3 to 4 year old outcomes promotes teaching and learning opportunities for the children whereas in the Reception class, the Reception Development Matters outcomes promotes teaching and learning opportunities for the pupils. At the end of Reception, (Summer term) staff prepare teacher directed and continuous provision activities that will help children achieve the Early Learning Goals. Careful consideration is always given to the needs of each individual child. Some children in Nursery may have gaps in their learning and still need support to achieve some of the 0 to 3 years outcomes. To enable teaching staff to plan effectively for children's needs, they need to use effective assessment strategies.

Launchpad to Literacy is being used to target those children through play who aren't at age related expectations for Literacy and Communication & Language. Staff identify the gaps in the children's learning and focus on these areas when playing with the children.

### **Assessment**

- Assessment is gathered through observations. The observations are built up throughout the year using photographs and written notes. They tell a story though 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 and Reception children are assessed using Development Matters Outcomes. This allows staff to identify those children who are performing at age related expectations, the progress the children have made within the early years and the groups of children who need extra support.
- 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 through out the year.

**Children are identified as being at age related expectations (ARE) if:**

**Rising 3s:**

Feb Data-ARE-majority of Birth to 3 Development Matters Statements Achieved  
June Data-ARE emerging 3 to 4 year

**Nursery**

Oct Baseline-ARE- emerging 3 to 4 yrs Development Matters  
Feb Data-ARE Developing 3 to 4 yrs (approximately half)  
June Data-ARE Completed majority of 3 to 4 yrs statements

**Reception**

Oct Baseline-ARE-emerging Reception Development Matters  
Feb Data-Majority of Reception Development Matters Statements achieved  
June Data-ARE -ELGs achieved

- At the end of Reception, each child is assessed against whether they have achieved The Early Learning Goals in the 3 prime areas and the 4 specific areas.
- The Early Learning Goals are shared with parents/carers along with an overview of their meaning.
- In July, the Reception teacher meets with parents of those children who haven't achieved the Good Level of Development to explain why and discuss ways they can support their child with these areas of learning.

**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.
- All staff help the children to develop the Characteristics of Effective Learning through child initiated play in both the indoor and outdoor learning environments.

**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 e.g. Reading café's, Maths Workshops, Phonics Workshops, Play Workshops, Curriculum Meetings etc.
- Support reading in the EYFS setting on a regular basis.
- Encouraging participation in whole school and EYFS celebrations/events.
- Encourage parents to contribute wider experiences or learning from home in their child's electronic learning journey.

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.