



EYFS Policy			
Date	Review Date	Coordinator	Nominated governor
October 2020	September 2022	Emily Mardell	Gary Watts

**Mission Statement**

*Loving like Mary`  
 Serving like Mary  
 Learning like Mary  
 Believing like Mary*

“Every child deserves the best possible start in life and support to fulfil their potential. A child’s experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up.” - “Early Years Foundation Stage Profile”, Department for Children, Schools and Families 2012.

**Introduction**

At Our Lady of Lourdes Catholic Primary School, we believe that a quality education in the EYFS will set children up with the skills needed to ensure the best possible outcomes throughout their school career. We aim to inspire awe and wonder in daily experiences within highly stimulating classrooms and outdoor learning environments that promote a lifelong love of learning.

**Principles**

The EYFS is based upon four principles:

- A unique child. We believe that every child is a competent learner who can be resilient, capable and confident. Furthermore, we strive to inspire our young children to be problem solvers, explorers, inquisitive learners and critical thinkers with questioning minds. We recognise that children develop in individual ways and at varying rates and believe that every child is an individual and deserves personalised learning.
- Positive relationships. We recognise that children learn to be strong and independent from a base of positive interactions. We aim to develop caring, respectful and professional relationships with the children and their families facilitated through strong communication lines.
- Enabling environments. We recognise that the environment plays a key role in supporting and extending children’s development. Through observations we assess the children’s interests, stages of development and learning needs before planning challenging and achievable activities and experiences to extend their



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learning. We fully utilise our indoor and outdoor spaces to provide a wealth of open ended experiences that challenge and inspire.

- Learning and development. The Early Years environment is organised to allow children to explore and learn securely and safely. There are areas where the children can be both active and inquisitive, quiet and mindful. The environment is set up in learning areas so children understand what the learning expectations are in each area and know where they are able to find and locate equipment and resources independently to extend their learning.
- Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement as well as celebration and rewards to encourage and develop a positive attitude to learning. This is endorsed by the school behaviour system.

### Aims

It is every child's right to grow up safe, healthy, enjoying and achieving. Our aim is to help young children achieve these outcomes. We provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates and through different styles of teaching.

At Our Lady of Lourdes, we aim to:

- Provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of the child including children with additional needs.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm skills for further learning and development in Key Stage 1 and beyond.
- Use and value what each child can do, assessing their individual needs and helping each child to progress through responsive teaching.
- Enable choice and decision making, fostering independence and self-confidence.
- Provide opportunities whereby children experience awe and wonder.
- Work in partnership with parents and guardians and value their contributions ensuring that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability are provided with equal opportunities.

### Learning and Development

Learning and development is categorised into three prime areas of learning:

- Communication and language.
- Physical development.
- Personal, social and emotional development.

Additionally there are four specific areas of learning:

- Literacy
- Mathematics
- Understanding the world



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- Expressive arts and design

### Characteristics of effective learning

The characteristics of effective learning underpin achievement of these prime and specific areas of learning. They describe factors which play a central role in a child's learning and in becoming an effective learner and are vital elements of support for the transition process from EYFS to Year 1.

The characteristics represent processes rather than outcomes. Information describing the child's characteristics of effective learning will provide Year 1 teachers with vital background and context when considering the child's next stage of development and future learning needs.

#### Playing and exploring – engagement

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

#### Active learning – motivation

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

#### Creating and thinking critically – thinking

- Having their own ideas
- Making links
- Choosing ways to do things

### Observation, Assessment and Planning

At Our Lady of Lourdes, planning is divided into long term, medium term and short term.

Long term plans state the topics to be covered for each year. Medium term plans illustrate the objectives being taught each term. Short term or weekly plans, show specific activities planned to achieve the objectives. These short term plans map out each child's starting point, desired end points and specific objectives to enable each child to succeed in their learning.

A mixture of directed and free choice activities are planned and children's choices are carefully monitored to ensure a balanced programme of learning.

The children begin Early Years by having free choice of activities for most of the sessions. This is then gradually more directed as children get older and more mature, so that as they approach transfer to Key Stage One, they are prepared for the Key Stage One framework.

Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can already do. Our planning shows how the principles of the EYFS are put into practice and is always informed by observations we have made of the children, in order to understand and consider their current interests, development and learning needs.



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Planning for continuous provision within the EYFS is based around the children's interests and are quite fluid as we respond to the needs of the children. This fostering of the children's interests develops a high level of motivation for the children's learning. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs.

Assessment in the EYFS is both formative and summative and through observations recorded on the online learning journal, Tapestry. These observations and formative assessments are then analysed half termly to identify children's progress and highlight any need for intervention.

Parents and guardians are given the opportunity to meet with the Class Teacher at Parent's Evening, and at the end of the third term, we provide a written summary in relation to the children's early learning goals.

### The Learning Environment

The Early Years classrooms are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, quiet, creative etc. Each classroom has defined learning areas, where children are able to find and locate equipment and resources independently. The EYFS has enclosed outdoor areas, and children are able to free-flow between the indoor and outdoor spaces.

Being outdoors offers the children opportunities for doing things in different ways and on different scales than when indoors. They are able to explore, use their senses, problem-solve, develop their language skills and be physically active. We plan activities and resources both inside and outside enabling the children to develop in all the areas of learning.

### Healthy Snacks

Children have access to healthy snacks and water throughout the day to ensure they are comfortable.

### Parents as Partners

We aim for the school and parents and carers to work closely in the Early Years. This can have a very positive impact on a child's development but relies on a two-way flow of information and knowledge. We will develop this working relationship between the school and parents and carers through our two primary communication platforms, Class Dojo and Tapestry.

### Intimate Care

"Intimate" care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child's age and stage of development, they may need some support, for example dressing, nappy changing or wiping their bottom after using the toilet and changing underwear following an accident.

Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child.

### Inclusion and Equal Opportunities

Children with special educational needs will be supported as appropriate to enable them to access the curriculum fully. This includes children that are more able and those with specific learning difficulties and disabilities.



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Individual Support Plans identify targets in specific areas of learning for those children who require additional support. The school's SEN Co-ordinator is responsible for providing additional information and advice to staff and parents and for arranging external intervention and support as necessary. We will provide all children, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability with equal access to all aspects of school life to ensure that every child is valued as an individual.

### Safeguarding

Safeguarding is taken very seriously at Our Lady of Lourdes. In the EYFS we adhere to the school's safeguarding policy. Safeguarding is the responsibility of all staff and all staff are trained appropriately. The school has a Designated Safeguarding lead to whom concerns can be raised and managed. The class teacher is the key person for all children in the class. Staff and visitors are not allowed to access their mobile phones in the EYFS environment. The EYFS Lead monitors the use of all recording devices to ensure child safety.

### Positive Behaviour Management

The EYFS follows the same Positive Behaviour Management system as the rest of the school. Please refer to our Positive Behaviour Policy for more information.

### Monitoring and Review

It is the responsibility of the EYFS staff to follow this policy. The Headteacher and Senior Leadership Team will carry out monitoring on the EYFS as part of the whole school monitoring system.

**October 2020**