



The
Ursuline
Preparatory School Ilford

Early Years Policy

April 2019

***To live and learn in harmony,
Caring for each other;
Treating everybody as a sister and a brother;
Reflecting Christ's actions and His message too,
By striving for excellence in all that we do***

Early Years Foundation Stage Policy.

Person responsible: Mrs Sales

Date Adopted: April 2016

Date of Policy Review: April 2019

HOW THE POLICY WAS DEVELOPED

The Policy was developed by Mrs Sales in consultation with all the teaching staff and support staff who work in The Early Years.

RATIONAL:

Early Years refers to children who are in the Nursery and Reception classes. This is referred to as the 'Early Years Foundation Stage.' (EYFS)

Early Years education is the foundation upon which children build the rest of their lives and encompasses all aspects of learning. This policy outlines the purpose, nature and management of early years at our school, taking into account the developing intellectual, physical, emotional and social needs as well as the abilities of all the children. The EYFS is based on principles of inclusion, opposing any form of discrimination or prejudice. We welcome all families and children.

AIMS OF THE EARLY YEARS FOUNDATION STAGE:

- To foster the moral, spiritual, social and cultural development of the children within a Catholic context.
- To provide quality learning experiences for all the children. Learning will be through practical and play activities, which are structured, balanced, relevant to the child and related to the real world.
- To provide a curriculum which takes account of, and responds to, the children's developmental needs and allows them to make progress related to their differing abilities, "*what the child can do?*" will be our starting point.
- To ensure the children have positive experiences of success at their own level as well as celebrating others' success in order to give them confidence and motivation for learning in the future.
- Nurture positive attitudes to learning, developing curiosity, concentration, persistence and motivation.
- To support pupils to achieve the five outcomes of Every Child Matters (ECM), staying safe, being healthy, enjoying and achieving, making a positive contribution and achieving economic well-being.
- To provide a curriculum which promotes the 'Early Learning Goals' identified by the Qualifications and Curriculum Authority and which dovetails with the National

Curriculum and the ECM outcomes.

- To provide a curriculum which provides equal learning and development opportunities for all the children.
- To create a partnership with parents to support and enhance the development of the children.
- To provide a stimulating structured and secure environment, both inside and outside, in which children beginning their school life can grow in self-confidence and independence and reach their full academic potential.
- Ensure adults within the learning environment will act as positive role models.

THE CURRICULUM

In the Early Years Foundation Stage (EYFS) classes we aim to provide a broad, balanced, differentiated curriculum which addresses the children's social, emotional, physical, intellectual, moral and cultural development within a safe, secure, stimulating environment. Our curriculum enables the child to learn and develop skills, attitudes and understanding in these areas by providing a combination of child initiated and adult led activities. The areas of learning are:

The prime areas:

Personal, Emotional and Social Development. (PSED)

Communication and Language. (CL)

Physical development (PD)

The specific areas:

Mathematics. (M)

Literacy. (L)

Understanding the World (UTW)

Expressive Art and Design (EAD)

Throughout the EYFS we plan activities to give children learning experiences and opportunities to work towards the Early Learning Goals and prepare them for the National Curriculum. Teaching and learning will take place within the classroom and outside areas. Within these areas children will participate in a variety of activities, both with an adult and independently.

In addition to the EYFS Framework Nursery and Reception pupils follow the: Come and See RE curriculum; Letters and Sounds Framework and the Switched on ICT Computing curriculum. Reception pupils are taught music, Spanish and PE by specialist teachers. Nursery are taught music and PE by specialist teachers.

PLAY

Play, both indoors and outdoors, is the fundamental way in which young children learn. Play can be enjoyed and challenging. When playing, children behave in different ways. Sometimes, their play will be boisterous, other times they will describe and discuss what they are doing, or they will be quiet and reflective as they play. Through play, children will be developing skills across all the Prime and Specific areas of learning, working towards achieving the Early Learning Goals.

In a secure environment with effective adult support, children will be able to:

- Explore, develop and represent learning experiences that help them make sense of the world

- Practice and build up concepts, ideas and skills
- Learn how to control impulses and understand the need for rules
- Be alone, be alongside others or co-operate as they talk to rehearse their feelings
- Take risks and make mistakes
- Think creatively and imaginatively
- Communicate with others as they investigate and solve problems
- Express fears to relieve anxious experiences in controlled and safe situations

Adults in the setting will support play by:

- Planning and resourcing a stimulating environment
- Supporting children's learning through planned play
- Extending and supporting children's spontaneous play
- Extending and developing children's language and communication in their play.
- Listening to all forms of children's communication and their ideas and taking these into account when developing play and planning.
- Narrating children's play.
- Asking questions about children's play.

EQUAL OPPORTUNITIES (EO) - to be read in conjunction with the existing School EO policy

Aims

The whole curriculum is planned so that it is accessible to all children treating each child as an individual and providing equality of opportunity. We aim to promote an awareness of what we all have in common as children of a loving God. We believe that every child should have access to the curriculum, play and other opportunities for social development. Our curriculum reflects a multi-cultural society. We strive to ensure that no child is excluded or disadvantaged because of ethnicity, religion, culture, family background, disability, gender, home language, special educational needs or ability. We encourage an awareness and understanding of each other's differences and will not accept verbal or physical abuse of any kind including, stereotyping or disrespect. We aim to ensure all pupils feel secure, included and valued. We establish feelings of respect and trust with all children and their parents or carers.

During the initial school visit we will talk to the child and the parents about the child's ethnic, religious and cultural heritage and experiences at home. Staff will use this information when planning and carrying out activities within the Foundation area to ensure that familiar experiences are used as starting points for learning. When planning, setting up and altering the rooms, outdoor areas, displays and equipment, the staff will aim to create an environment that encourages a positive attitude to learning.

This includes: -

- Keeping the environment free from any discriminatory practice or stereotypical images
- Valuing the local community and environment as a source of learning opportunities
- Using displays, resources and equipment that reflect the community in which the children live as well as the wider world.
- The curriculum will include activities to encourage children to respect their own cultural background and beliefs and those of other people. These will include:
 - Activities relating to a wide range of religious, ethnic and cultural festivals
 - Telling stories, listening to music and looking at pictures and videos from a range of cultures and religions

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

(To be read in conjunction with existing literacy and SEN policies.)

We value multilingualism as an education asset and provide appropriate support through small group work based on the 'Living Language Programme.'

HEALTH & SAFETY

The health and safety of each child is of paramount importance. All equipment is regularly checked and safely stored. All staff are vigilant and report any concerns they have directly to the Facilities Manager and/or Head of Early Years.

NURSERY CLASS

We have places available for full time as well as a few part time places for younger pupils. Admissions are for girls and boys once they are the age of 3. In reaching a decision concerning a child's admission to the school the Governors will use the following criteria and/or arrangements:

- Children from Catholic Homes
- Presence of a sibling in the school
- Completion of an agreement form which recognises the Roman Catholic ethos of our school
- Initial Interview
- Compassionate circumstances

Applications from families of other faith backgrounds who are seeking a Catholic education for their children are welcomed.

RECEPTION CLASS

Admission to the Reception Class from the Nursery Class is not automatic and is at the discretion of the Headteacher. Some places may be available for direct entry into the Reception Class. Admission to this class will be in the September prior to the child's fifth birthday. The criteria for admission will be as above.

SETTLING IN

Usually children settle quickly and become confident and happy to be left by their parents/carers. We have an individualised approach and if necessary, the 'settling in' period can be tailored to the needs of each child. This is done through discussions with parents and the Head of Early Years. This flexible approach leads to confident, happy children.

SPIRITUAL AND MORAL DEVELOPMENT

In addition to the Early Years Framework we follow a separate curriculum for Moral and Spiritual Development called "Come and See" which is recommended by the Diocese of Brentwood.

Children will be encouraged to develop a sense of wonder and awe reflected in the Christian faith and in God's world. Children will also be taught that there are a wide variety of beliefs

and value systems, all of which must be respected. Children will be encouraged to be self-aware, to have a sense of self-esteem, confidence and to be aware of the feelings, attitudes and thoughts of others. Children will be encouraged to develop a sense of justice and fair play, to be truthful, honest, and aware of the consequences of their own actions, to share, empathise and compromise. Children will be taught that they are both members of a group and part of a wider community. Tolerance, co-operation and accepting democratic decisions are attitudes that we foster.

PLANNING, RECORDING & ASSESSMENT

Topics are planned so that children will experience activities within each topic as they progress through the EYFS. Topic planning takes place on a half-termly basis. The long term planning identifies each of the Prime and Specific Areas of Development as identified in the Early Years Outcomes for each term. This ensures that all curriculum areas are covered whenever a topic or activity is planned.

Adult focused and independent activities are planned on a weekly basis. Children have the opportunity to work in each of the learning areas within the classrooms and outdoors. Whole class, group and individual activities are used to develop skills in all areas of the curriculum, as appropriate.

The Early Years Foundation Stage Profile is completed at the end of the Reception year. Staff completing the profile attend annual moderation meetings.

Assessment is carried out through a mixture of informal observation, interaction with the child, the use of the information on record sheets and regular discussions with all staff. The children are observed working independently both indoors and outdoors.

Children are assessed during adult focused activities against the objective for that activity. A note is made about those children achieving above or below the objective. These are updated on a regular basis to monitor progress and inform planning.

The children are tracked three times a year and data put on an excel document provided by Redbridge. This involves collating all the information which has been gathered about each child and putting them in the 'best fit' age for their stage of development. Targets are set and feedback is given to parents at Parents Evenings in October and February. A written report is provided at the end of the Summer Term. Reception parents have feedback about all the areas of learning and Nursery, the Prime areas only.

A record of children's achievements in both Nursery and Reception are recorded in an online journal 'Tapestry'. Parents are given a password and they are able to log in and see what their children have been doing, including photographs, comments and videos. In turn, the parents can upload photographs and comments from home to share with the class teacher. The work is uploaded onto a DVD at the end of the Reception class, or if a child leaves the school, for parents to keep.