# Le Cateau Community Primary School

## Early Years Foundation Stage Policy

***'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.'***

Early Years Foundation Stage Statutory Framework - Department for Children, Schools and Families 2021

The Early Years Foundation Stage applies to children from birth to the end of the reception year. At Le Cateau Community Primary School children are admitted to the Governor led Two Year old provision the day after their second birthday, the FS1 provision the day after their third birthday and into Reception in the September that they turn five years old if space allows.

Early childhood is the foundation on which children build the rest of their lives. We greatly value the importance that the EYFS plays in laying secure foundations for future learning and development.

**Aims:**

We aim to support all children to become independent and collaborative learners. We achieve this through a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential. We will:

- Provide well thought out creative learning opportunities that stimulate and challenge children allowing them to experience a diverse range of experiences.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond and enable choice and decision making, fostering independence and self-confidence.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Develop excellent relationships with parents and carers to build a strong partnership in supporting their children.
- Provide a caring and inclusive learning environment which is sensitive to the requirements of the individual child including those who have additional needs.

The EYFS is based upon four overarching principles:

- A Unique Child
- Positive Relationships
- Enabling Environments with teaching and support from adults
- Learning and Development

**A Unique Child**

At Le Cateau C.P. School Foundation Stage Unit we recognise that learning is constant and supported by children's unique skills and knowledge. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement and celebrate children's achievements to develop a positive attitude to learning.

**Inclusion**

We value the diversity of individuals within the EYFS meaning all children in our Foundation Stage Unit are treated fairly regardless of race, religion or abilities. We believe that all our children matter and we aim to give

them every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

In the EYFS we set realistic and challenging expectations that meet the needs of our children. We aim to ensure that outcomes for children are high by the end of the EYFS regardless of gender, ethnicity, special educational needs, disabilities, social or cultural background. We meet the needs of all our children through:
Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence; these opportunities will motivate and support children and to help them to learn effectively;
Using a wide range of teaching strategies based on children's learning needs;
Providing a safe and supportive learning environment in which the contribution of all children is valued;
Using resources which reflect diversity and are free from discrimination and stereotyping;
Planning challenging activities for all children, taking particular account of communication and language skills;
Rigorous monitoring of children's progress and taking action to provide support as necessary.

**Positive Relationships**

At Le Cateau C.P School Foundation Stage Unit we recognise that children learn to be strong, confident and independent through positive relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

**Parents/Carers as Partners**

We recognise that parents/carers play a critical role as children's first and most enduring educators and we value the contribution they make and the role they have in their children's continuing learning journey. We do this by:

- Encouraging parents to contribute information to their child's learning journey.
- Using information gathered from parents as a tool to inform the assessment process.
- Children's Learning Journeys are available for parents to discuss and look at and regular opportunities are provided for parents to make comments.
- Operating an 'open door' policy for parents/carers with any queries or concerns. Conversely, if Foundation staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss them.
- Stay and play sessions are held across the year with the aim to provide a relaxed opportunity for parents to attend sessions and talk with practitioners.
- Focussed parent sessions across the year to provide support and information for parents.

**Key Person**

The relationship that children have with other adults in the setting is fundamental to their development across the areas of learning. The 'Key Person' plays an important role for children and parents as they are in a position to have a positive impact on children's learning and provide a vital link with parents. In the Governor led Two year old provision and FS1 children will be placed in groups overseen by a Key Person. In FS2 teachers and TA's will work together to fulfil this role.
We have links with other providers on the Garrison. Visits to them are undertaken by the EYFS staff. Where children continue to attend preschool provision, we aim to ensure continuity and coherence by sharing information about the children's achievements.

**Enabling Environments**

We recognise that the environment plays a key role in supporting and extending children's learning. It is our aim to provide an attractive and purposeful environment that supports children's next step and allows them to grow in confidence.
The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision.
Play-based learning is paramount and children have opportunities to direct their own learning with planned opportunities provided by staff.
We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning and reflects the individual's interests, passions and abilities. We use materials and equipment that reflect both the

community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning.

**Learning and Developing The EYFS Curriculum**

There are seven areas of learning and development that must shape educational provision in Early Years settings. All areas of learning and development are important and interconnected. None of the areas of learning can be delivered in isolation from the others. Our children's learning experiences enable them to develop competency and skill across a number of learning areas.

The three Prime areas are:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied. Specific Areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Children's development levels are assessed and as the year progresses, the balance will shift towards a more equal focus on all areas of learning, as children grow in confidence and ability within the three prime areas.

However, if a child's progress in any of the prime areas gives cause for concern, staff will discuss this with the child's parents/carers and agree how to support the child.

**Phonics and Early Reading**

The government strongly recommend the use of synthetic phonics when teaching early literacy skills to children. Synthetic phonics is simply the ability to convert a letter or letter group into sounds that are then blended together into a word.

Here at Le Cateau, we are using the **Read Write Inc (RWI) programme** to get children off to a flying start with their literacy. RWInc is a method of learning based upon letter sounds and phonics, and we use it to aid children in their reading and writing. Reading opens the door to learning. A child who reads a lot will become a good reader. A good reader will be able to read more challenging material. A child who can read more challenging material is a child who will learn. The more a child learns, the more he or she will want to find out.

Using RWI, the children learn to read effortlessly so they can put all their energy into comprehending what they read. It also allows them to spell effortlessly so they can put all their energy into composing what they write. The children are assessed regularly and grouped according to their ability. They will work with a RWI trained teacher or teaching assistant. In addition to the RWI, children will also be working on writing skills in their classes with their own teacher.

Miss Bell and Miss Ewbank are the Senior Leaders overseeing Phonics and Early Reading at Le Cateau. If you have any questions or need any guidance on the programme, please contact the school office and they will arrange an appointment for you.

Reading

When using RWI to read the children will:

- Learn 44 sounds and the corresponding letter/letter groups using simple prompts.
- Learn to read words using sound blending (Fred talk).
- Read lively stories featuring words they have learnt to sound out.
- Show that they comprehend the stories by answering 'Find It' and 'Prove It'.

Writing

When using RWI to write the children will:

- Learn to write the letter/letter groups which represent the 44 sounds.
- Learn to write words by saying the sounds and graphemes (Fred fingers).

- Learn to write simple then more complex sentences.
- Compose stories based on story strips.
- Compose a range of texts using discussion prompts.

Talking

When using RWI the children will also work in pairs:

- To answer questions.
- To practise every activity.
- To take turns talking and listening to each other.
- To give positive praise to each other.

Blending

Help your child learn to read words by sounding-blending (Fred talk) eg. c-a-t = cat, sh-o-p = shop. Children learn to read words by blending the letter-sounds that are in the Speed Sounds set. Help your child to say the pure sounds ('m' not 'muh', 's' not 'suh' etc.) as quickly as they can, and then blend the sounds together to say the whole word.

Support your child at home using the guide below: Spelling

Once your child starts on green level reading and writing books, they will be completing spellings. These spellings support the learning that is taking place during phonic lesson's and results are recorded. Please support your child with learning their spellings. As children progress through the levels, the amount of spellings they bring home will increase.

Reading Books Sent Home

Children in Reception who are learning the first 44 letter sounds and are not blending fluently will bring home sound sheets to practise. Once children can blend fluently and know the first 44 sounds they will bring home a red Ditty book. Children on Green level to Orange level will bring home a RWI book and these will be changed every 3/4 days.

Children on Yellow level to Grey level will also bring home a RWI book as these books are lengthier, these will be changed once a week.

Read Write Inc Books: Please encourage your child to read though the speed sounds page first, then the green and red words page and then check your child understands the meaning of words on the vocabulary check page, before they start reading the book. Your child will have read this book at least three times before they bring it home. They should be able to read this book with fluency and expression by the time they bring it home and they should have a good comprehension of what the book is about. At the back of the book are find it/prove it questions for you to do with your child.

Supporting your child at home;

The links below provide further information and supporting materials and videos that you can use to help your child.

Ruth Miskin Website

**Characteristics of Effective Learning**

We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

- Playing and exploring - children will have opportunities to investigate and experience things, and 'have a go'.
- Active learning - children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements.
- Creating and thinking critically - we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Children should be given the opportunity to be creative through all areas of learning. Adults can support children's thinking and help them make connections by showing interest, offering encouragement, clarifying ideas and asking open ended questions. Children can access resources and move around the classroom freely and purposefully to extend their learning.

**Planning**

The Educational Programmes within the Early Years Foundation Stage Statutory Guidance document provides the basis for planning throughout the Foundation Stage. Planning is made in response to observations and assessment of the children and takes place on a weekly basis. Planning reflects the children's next steps in learning across the EYFS and is led by the children's interests. Planning should meet the needs of all children in the unit. These next steps are met by:

- Enhancements based on children's interests and learning are planned for the continuous provision.
- Focussed group activities led by an adult.
- Discrete phonics, maths and literacy planning.

**Observations**

Foundation Stage staff use observations as the basis for planning. Staff are skilled at observing children to identify their achievements, interests and next steps for learning. These observations then lead the direction of the planning.

**Assessment**

Assessment in the Foundation Stage takes the form of both formal and informal observations, photographic evidence and through planned activities. Assessment is completed regularly and involves both the teacher and other adults, as appropriate. Maths and Literacy books record and show examples of each child's work; these books contain a wide range of evidence that can be used to make assessment judgements and shared with parents at each parental consultation meeting. Adult's knowledge of the child is a strong source of evidence and is used to support these judgements.

Insight is used to record these judgements on a termly basis after an initial baseline, a child's level of development against the 7 areas of learning is recorded as; on track/ not on track.

Information from these assessments is used to identify the children's rate of progress, individual areas of strength or weakness and the steps that must be taken to increase progress. This is monitored through pupil progress meetings held with teachers and the Senior Leadership Team on a termly basis. Data from these assessments' feeds into the whole-school assessment and tracking process and is vital to the School Improvement Plan.

During the first six weeks in Foundation Stage Two, the teacher a will complete the statutory **Reception Baseline Assessment**. In addition; teachers will use what they know about the children to make a school baseline assessment. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children.

The Foundation Stage Profile is completed at the end of the Foundation Stage, and allows teachers to summarise a child's progress towards the Early Learning Goals. It covers each of the seven areas of learning contained in the curriculum guidance for the Foundation Stage. Children will be judged to be ***emerging or expected*** against these statements.

Parents receive an annual written report that comments on each child's progress in each area of learning. It highlights the child's strengths and development needs, and gives details of the child's general progress. During the year there are opportunities for this information about children's progress and their next steps to be shared verbally and parents are encouraged to attend these meetings. The meetings occur twice per academic year.

Children and parents in the Governor led Two year old provision will receive the statutory Two year old educational progress check between the age of two and three years of age. The purpose of this is to partner with parents, provide early intervention, and identify potential developmental delays or special educational needs.

**Transition**

Starting school can be a difficult time for young children therefore we plan this time carefully to support children with the transition and to ensure it is as smooth as possible for each child and that they settle in to their new class quickly and happily.

Parents of all children starting in the next academic year will be invited to an Induction Meeting in the summer term to meet the Headteacher, the Foundation Stage Staff and learn more about the Early Years Foundation Stage curriculum. This is an opportunity for staff to;

- Show parents around the setting.
- Explain about uniform, PE kit and school dinners.
- Explain about holidays and absences.
- Purchase uniform and book bag if requested.
- Explain about holidays and absences.
- Complete admission forms.

Starting in Key Stage 1 (Year 1) - Throughout the Foundation Stage Two year, each child's involvement in the life of the whole school is built upon; many of the teaching and support staff will already be familiar people to them. They will have taken part in Key Stage and whole school assemblies as well as sharing playtimes with the Key Stage 1 children. This allows for successful transition into Year 1.

**Monitoring and review**

It is the responsibility of the EYFS teachers to follow the principles stated in this policy.
There is a named governor responsible for the EYFS. This governor will discuss EYFS practice with the practitioners regularly and provide feedback to the whole governing body, raising any issues that require discussion.

The Headteacher and other senior leaders will carry out monitoring on the EYFS as part of the whole school monitoring schedule as identified within the School Improvement Plan.

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| Policy Implemented & Adopted by FGB | 8th January 2007 |
| Responsible Person | Miss Sophie Bell, EYFS Lead & Assistant Head |
| Reviewed and Amended | 1st November 2026 |
| Next Review | November 2027 |