



ST. ANTHONY'S SCHOOL
FOR GIRLS

EYFS Policy

Primary person responsible for updates to this policy: Donal Brennan

Job title: Headteacher

Last review date: June 2019

Next review date: June 2020

Circulation: This policy has been adopted by the governors and is available to parents on request. It is addressed to all members of staff and volunteers and applies wherever they are working with children.

'Parents' refers to parents, guardians and carers.

"St. Anthony's School for Girls aims to provide high quality education in a caring, supportive and Catholic environment, infused by Christ's Gospel, in order that each of our pupils is able to develop fully as an individual, well-adjusted to the wider community."



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“Every child deserves the best possible start in life and support to their full 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.” (Statutory Framework for the Early Years Foundation Stage)

This policy reflects the values and philosophy of St. Anthony’s School for Girls in relation to the teaching and learning goals of the children in the Early Years Foundation Stage. The policy is a framework, within which all staff work, and gives guidance on planning, teaching and assessment. The policy should be read in conjunction with the Early Years Profile Handbook, which sets out what children should be taught in different areas of learning and all the curriculum policies for the whole school, together with the EYFS Framework and Development Matters.

The aim at SASG is to provide a firm foundation on which all aspects of education are built. We aim to provide a curriculum that is broad and balanced in content and wide-ranging in approach, helping to ensure future progress and success. We believe that we should create a learning environment that is motivating, exciting and caring, in order to contribute to the children’s self-esteem and love of learning.

In conjunction with maintaining our strong identity as a Catholic school, we strive to cultivate positive attitudes, values and beliefs and develop an understanding of, and respect for, other people’s beliefs and cultures. We believe it is important that our school helps pupils to develop a positive self-image and an understanding of their value in their own and wider world, together with developing respect and responsibility for themselves and others.

Main Aims

- To facilitate the development of our children’s skills, knowledge and attitudes in the seven areas of development, according to their learning needs and levels of understanding.
- To develop foundation skills with a view to helping the children grow into independent and successful young learners.
- To promote good health, emotional wellbeing and mutual respect for others.
- To provide a happy, safe, nurturing and stimulating learning environment in which the above can flourish.
- To work closely with parents as partners in their children’s development and learning.

These aims are intrinsic to the five *Every Child Matters* outcomes.

- Stay healthy
- Be safe
- Achieve economically



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- Contribute to society positively
- Enjoy life

We also base our working practices on the four overarching principles from the *Statutory Framework*.

- Unique child
- Positive relationships
- Enabling environments
- Recognition of the different ways children learn and develop

SASG is part of the Alpha Plus Group and as such aims for the *Gold Standard* of education in its daily practice. We have high expectations for both pupils and staff and focus on continuous self-review and improvement.

LEARNING AND DEVELOPMENT

The Early Learning Goals (the knowledge, skills and understanding which young children should have acquired by the end of the Reception Year) and the educational programmes (the matters, skills and processes which are required to be taught to young children) are set out in the *Statutory Framework for the Early Years Foundation Stage* (Department for Education 2017).

The seven areas of Learning and Development are:

Prime Areas:

- **Communication and Language (CL)** development involves giving children opportunities to experience a language rich environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Physical Development (PD)** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- **Personal, Social and Emotional Development (PSED)** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.



Specific Areas:

- **Literacy (L)** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and others written materials) to ignite their interest.
- **Mathematics (M)** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
- **Understanding the World (UW)** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive Arts and Design (EA&D)** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, design and technology.

These seven areas are inter-dependent in promoting the development of a rounded child. They help our Early Years practitioners plan the learning environment, activities, experiences and framework for the Reception curriculum.

This does not mean that all young children's learning is divided into these areas; one experience could provide a child with opportunities to develop a number of competencies, skills and concepts across several areas of learning. We are also mindful of the school's position as a preparatory school, preparing children for the transition to Year 1 and ultimately for common entrance and 11+ school entrance examinations. It is our aim that this preparation and development at EYFS level across all areas of learning are delivered through planned, purposeful play-based activities, with a balance of adult and child-led activities.

Early Learning Goals

The Early Learning Goals establish expectations for most children to reach by the end of the Early Years Foundation Stage, but are not a curriculum in themselves. The goals are spread across the seven areas of learning and provide the basis for planning through this stage, so laying secure foundations for future learning. By the end of the Early Years Foundation Stage, the teachers make judgements against the Early Learning Goals, (using clear criteria) and level children either '*Emerging*', '*Expected*' or '*Exceeding*' for all seventeen Early Learning Goals. Careful moderation takes place between staff to ensure judgements are sound and consistent throughout the year group. Moderation meetings take



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place prior to making these judgements and SASG welcomes external moderation from the local education authority. Some children will have exceeded the objectives, others will be working towards some or all of the goals – including younger children or those who have not had high-quality early years' experiences, or have specific educational needs and those learning English as an additional language. This data is also used to inform Year 1 teachers to enable them to ensure that children's individual needs are met.

PLANNING

Effective planning ensures the children's learning is exciting, relevant and progressive. Excellent planning allows us to build upon children's existing learning and experience. Our planning shows how the EYFS goals will be put into practice, is informed by our observations and interactions with the children, and aims to develop all aspects of children's learning and development, considering their interests and supporting them at all stages. We aim to take account of the children's interests as much as possible when making decisions about the topics offered in Reception and believe that flexibility and adaptability is essential in this respect. Planning in Reception is a collaborative process and input from all Reception staff is valued. Planning is a three stage process.

Long term

The Reception team discuss and agree long term titles to ensure a healthy spread and balance across the curriculum. These are reviewed and open for discussion. We also take note of children's current interests and are open to changing plans if their learning takes us in a different direction.

Medium term

Planning incorporates more specific areas of the EYFS curriculum in greater detail for each half-term. Links are identified between areas of learning and development. Evaluating previous years' topics highlight what worked well/not so well and medium term plans relating to the chosen topics are drawn up. Fluidity is important however and must be addressed according to the needs of each new year group.

Short term

Plans emerge from ongoing assessment of pupil progress and needs against the longer term objectives identified in the long and medium term plans.

Differentiation: The class teacher adapts planning for individual pupils according to their levels of development and learning needs.



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THE LEARNING ENVIRONMENT

The environment plays a key role in supporting and developing children's development and learning. At SASG, each area of learning is reflected in the classroom environment and resources are organised accordingly. The EYFS learning environment inside and outside is organised to promote independent learning. Resources are clearly labelled to enable pupils to access them and put them away with little adult support. Through being able to choose their own resources, the girls are encouraged to be aware of and take control of their own learning. We teach the girls that they are responsible for their own learning environment and so they contribute to maintaining its order.

We maintain a high standard of display in the EYFS classrooms, which reflects current learning and takes into consideration the interests of the children. Children's work is presented and displayed with care to show the children that their contributions are valued and important. There is also an area where the girls may freely display their own work and comment on the work of others. Work in this area is changeable and will not be presented in the same format as other classroom displays.

Children freely have access to the EYFS outdoor area throughout the day, and are taken regularly to Golders Hill Park. They will be supervised at Golders Hill Park by at least two supervising adults. Parents are informed at the beginning of the school year of the clothing required to ensure the outdoors can be accessed regardless of the weather.

STAFFING AND ORGANISATION

There is one Reception class at SASG. We have one full-time member of staff and other members of staff visit Reception both in a supportive capacity and to deliver key areas of the curriculum. This may also include Learning Support Staff and visiting Speech and Occupational Therapists.

The children have opportunities for structured and practical play-based activities in the classrooms and outdoor areas.

We strive constantly to update our skills, knowledge and understanding and, as such, all practitioners are encouraged to attend courses and participate in regular and varied school INSETS in order to propagate new initiatives, ideas and teaching methods amongst colleagues. Reception staff attend regular EYFS forums both within the Alpha Plus Group and also within the local area to share ideas and practice or to focus on key areas.

ASSESSMENT, RECORDING AND MONITORING

At SASG we undertake assessment for learning. We consider and constantly evaluate what we know about each child's development and learning to make informed decisions about the child's learning and appropriate next steps. This enables us to meet both development and learning needs. All practitioners who interact with the child contribute to the assessment process.



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Formative Assessment

In Reception, information is continually gathered on the development and learning of each pupil. This starts from the receiving of any information from the child's previous educational setting and the completion of a school questionnaire which is designed to be completed by the parents, together with their daughter.

On a day to day basis information is gathered both formally and informally in a variety of ways:

- PIPs base assessment at the beginning and end of the Reception Year. By comparing both sets of results, a measure of individual progress can be determined and is integral in informing teachers as the children move into Year 1.
- Recording pupil voice, using photographs, copying/keeping work samples and collecting evidence from home.
- The completion of learning observations.

The information about each child's learning is then used to inform the Next Steps and therefore feeds into the planning process.

Teaching staff use iPads and the EYFS 2Simple Profile App '2 Build a Profile' to collate evidence through observations. These are snap shots of learning moments which include a photograph, comment on the learning that is taking place, links to the ELG or development matters statements and when appropriate, a direct quote from the pupil. These can be accessed by parents through an online suite and will be reported to parents at the end of each school term.

Each Pupil also has a Learning Journey which provides a chronological picture of their learning and experiences throughout the year. These are available for parents to see at any time and we strongly encourage parents to contribute to these as much as possible in order to give a rounded picture of their child's progress.

For whole school aspects of assessment, recording and reporting, please see the school policy on assessment.

Summative Assessment

The EYFS profile summarises all of the formative assessment undertaken and makes statements about the child's achievements, indicating progress with regard to the Early Learning Goals. Towards the end of the summer term Reception staff meet to moderate the levels awarded across Reception in relation to the Early Learning Goals, using the 'emerging', 'expected' and 'exceeding' criteria. SASG may also receive formal moderation through the local education borough on a cyclical basis.

Internal moderation is also undertaken by the Headteacher.



PARTNERSHIP WITH PARENTS

At SASG we foster a positive relationship with our parent body and this feeds into the nurturing relationship that we have with the children in our care. Making the children and parents feel part of the school community from the very beginning is a key step. Outlined below are some of the means through which we aim to develop strong relationships with parents and carers:

- We maintain an effective relationship with key members of staff in different settings and welcome the opportunity to visit our feeder schools, both to get a feel of where the children have come from and also to observe the children within a familiar setting.
- A 'Welcome to Reception' booklet which outlines key information and routines.
- Encouraging parents to complete the 'Starting SASG' questionnaire with their children.
- Welcome afternoon in the summer term prior to the children starting at the school which allows them to meet with other girls and provides the parents with an opportunity to meet with some of the other parents and to forge links with established members of the school community.
- An Introductory Evening early in the Autumn Term to provide additional information to that which is included in the 'Welcome to Reception' booklet.
- Operating an 'open door' policy where parents can come and discuss concerns and progress in an informal manner both at the beginning and at the end of the day, by e-mail, telephone, or by appointment. Teaching begins at 8:55am at which point parents are invited to discuss their concerns with the school administrators or arrange a formal meeting with the teacher at a later point.
- E-mail contact with parents.
- Formal reporting at the end of the Christmas Term and after the Summer half-term, which is followed by a formal meeting to discuss any questions or concerns that a parent may have.
- Parents are encouraged to read with their child each day and support her learning by stimulating her interest e.g. in relation to topic work.
- A Curriculum Letter is sent out to parents at the beginning of every term outlining the topics for the term and the curriculum focus,
- Parents are invited to a variety of social and fund-raising events throughout the year.
- School events are held regularly to which the parents are invited.

TRANSITION

Settling in smoothly into Reception is very important. The girls will be transferring from a variety of settings such as a playgroup, child-minder, and day care centre or straight from home. During this transition we place the happiness of the child as a priority. The management of change requires that we 'recognise change as a positive process_rather than an event'. We therefore build on what the child already knows and find out as much as we can about her experiences, accomplishments and personality.



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Prior to starting school

- All parents are encouraged to visit before placing their daughter's name on the waiting list.
- Parents are sent a 'Starting Reception Questionnaire' to complete and return by the end of the summer term.
- Each child and their parents are invited to a 'Reception Tea Party'
- Any information/ reports from previous settings are read by the receiving staff.
- Reception parents are given a 'Welcome to Reception' pack. The first couple of days at SASG are 'staggered' with children attending for a morning or afternoon session for the first couple of days of term before starting full time.

Transition to Year 1

The move to Year 1 can be regarded by children and their parents as a very large step. At SASG, we are aware of this and make every attempt to smooth the transition from the Foundation Stage to the beginning of the KS1 curriculum. For some children who are still working on aspects of the EYFS the change should be carefully handled.

We try to do this by:

- Detailed handovers (written and verbal) to the receiving teachers
- Continuation of their learning from where they left off
- Learning Profiles handed on to Year 1
- Moving up session to allow the girls to meet the Year 1 teachers and visit the classrooms
- Meetings between parents and receiving teachers in Year 1 if necessary/requested
- A Year 1 open evening early in September to familiarise the parents with routines and expectations in Year 1

EQUAL OPPORTUNITIES

At SASG, teaching and non-teaching staff aim to provide all pupils (regardless of ethnicity, culture, religion, home language, family background, ability, learning difficulties, disabilities or gender) equal access to all aspects of school life and work to ensure that every child is valued fully as an individual, given opportunities to make the greatest progress possible in all areas of the Foundation Stage and feel secure, included and valued. Curriculum Practitioners, as role models, are aware of the influence of adults in promoting positive attitudes and use that influence to challenge stereotypical ideas. Children are encouraged and assisted in developing positive attitudes towards people of different ethnic groups, cultures, beliefs, gender and ability.

*Please refer to the school Equal Opportunities Policy and PSHEE subject policy.



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INCLUSION

Every child is given the 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 Foundation Stage we set realistic and challenging expectations that meet the needs of our children, so that the children achieve at a pace suitable for their individual capabilities. Some children progress beyond this point and are well on the way to KS1. We achieve this by planning to meet the needs of the girls; children with special educational needs, children who are more able or those with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds. We believe in careful monitoring and early intervention and provide equipment, resources and learning activities to meet the individual needs of those children in the Early Years who need additional support or who have particular needs or disabilities.

Please refer to the school Special Educational Needs policy

SAFEGUARDING CHILDREN Please refer to the school's [Safeguarding Policy](#).

HEALTH AND SAFETY Please see the [Health and Safety Policy](#). In addition to this we have compiled a Risk Assessment for all areas of the building and the potential hazards to all Early Years' pupils.

- Aspects of health and keeping safe are given much importance and reinforced across the indoor and outdoor curriculum.
- All matters relating to Health and Safety are forwarded to the Headteacher. Health and Safety Matters are included on the agenda at each weekly staff meetings.
- All minor accidents reported to parents via a first aid slip, the message book or a telephone message.
- Toilet accidents are always dealt with promptly and sensitively.
- All equipment purchased complies with British Standards and is judged suitable for the age range of the children who will be using it.
- Equipment is checked regularly and replaced when necessary.
- Equipment is cleaned regularly and given deep cleaning during the holidays.
- Small repairs are reported to the school premises manager and repaired accordingly.
- Staff are reminded to keep all adult equipment (e.g. stapler, large scissors, knives, etc.) which pose a danger for young children, out of reach.
- Staff are reminded to be vigilant at all times to reduce the risk of accidents.

FIRST AID AND ADMINISTRATION OF MEDICINE Please refer to the [First Aid Policy](#)

There is a rolling programme of training for First Aid. Training of all staff is updated every three years. All members of EYFS staff are qualified in paediatric first aid.



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COMPLAINTS PROCEDURE Please refer to the Complaints Policy.

We strive to make SASG a safe, nurturing and stimulating environment for your child. We hope that any difficulty can be efficiently and sensitively handled before it reaches this stage. However, the school's complaints procedure (which applies equally to the EYFS) is available on request.

Parents of children in the EYFS are entitled to make a complaint directly to *Ofsted* and/or to the *Independent Schools' Inspectorate (ISI)*. Parents with children over five are entitled to complain to the *ISI*.

Ofsted:

Telephone number: 08456 404040

Email: enquiries@ofsted.gov.uk

Address: Complaints, 3rd Floor Royal Exchange Buildings, St Anne's Square, Manchester. M2 7LA