

St. Wilfrids RCVA
Primary school



Early Years Policy



‘Inspired by Christ we grow and learn together, reaching our fullest potential.’

St. Wilfrid's R.C. Primary School

Early Years Policy

2023/24

OUR VISION / INTENT

Positive, caring relationships based on trust and respect, are at the heart of our philosophy.

We have a clear vision of what we want to achieve at St. Wilfrid's Catholic School:

- to provide a safe, happy, caring, secure and stimulating environment for every child
- to enable all children to develop their capabilities as successful learners, confident individuals, responsible citizens, effective contributors to society.
- to help all children to prepare for the future.

We want all of our children to be happy, engaged, safe and content. We want them to be curious and enthused and develop a love of learning.

We strive to make our learning environment highly stimulating, engaging, new and exciting to improve children's independence.

We strive to ensure that every child will make good or better progress from their starting points.

OUR VALUES

We have a clear understanding of our values at St. Wilfrid's Catholic School:

HAPPINESS AND WELLBEING - showing kindness

ENGAGEMENT - being involved, responsive, interested and interesting

RESPECT - promoting a culture of tolerance, inclusion, diversity, equality, fairness and opportunity

COMMUNICATION - being genuine, open, honest and sincere

ACHIEVEMENT - highest quality, high expectations, aiming high

INTEGRITY - means doing the right thing, even when no one else is watching

PARTNERSHIP AND CARE - being reflective and learning from parents as partners, developing strong nurturing relationships

CHALLENGING - testing ourselves and those around us, not accepting the status quo

COMMITMENT TO EXCELLENCE - developing skills for learning, life and work

OUR AIMS/ IMPLEMENTATION

At St. Wilfrid's, we believe that every day is a learning day and that learning is all around us. As well as being a place of learning, we pride ourselves on ensuring that all children are coming in to a loving, caring environment where they are nurtured, valued and listened to. We also involve children and parents in trying to continually improve.

At St. Wilfrid's, we aim:

- to provide a safe, happy, caring, stimulating and secure environment for our children where everyone feels valued, included and respected
- to engage our children in the highest-quality teaching and learning and to maximise success for all
- to create an Early Years which feels like home and to provide an extended family environment
- to develop a shared vision for the future of St. Wilfrid's
- to foster high-quality leadership at all levels
- to work in partnership with other agencies and our communities to promote the welfare of our children
- to work together with parents as partners to improve learning and care
- to reflect on our work and fulfil our learning potential
- to value and empower our children and staff by recognising and celebrating successes and achievements
- to promote well-being and respect
- to develop a culture of ambition and achievement
- to equip our children with skills for learning, life, work, ready to actively grasp and follow their dreams in the future.

These aims reflect our high aspirations and our commitment to excellence.

Through effective teamwork, open lines of communication and in

partnership with our parents, we will work towards the realisation of our vision, values, aims and mission statements.

OUR MISSION

To transform the lives of the children and families we work with, through creating an Early year which feels like home with an extended and supportive family environment.

WHAT DO OUR AIMS MEAN AND HOW WILL WE ACHIEVE THEM?

1. EFFECTIVE LEARNING AND TEACHING:

We aim to engage our children in the highest quality learning by creating an environment, both indoors and outdoors that is:

active

enjoyable

happy

interactive

meaningful

motivating

meets the needs of all

purposeful

relevant

safe

secure

stimulating

and which celebrates the characteristics of effective learning?

2. OUTCOMES AND SUCCESS:

We aim to focus on outcomes and maximize success for **all** children by:

exploring new ideas and technologies

providing quality resources

agreeing targets for learning with parents

providing appropriate feedback

Applying the Leuven Scales of Wellbeing and Involvement to:

ensure individual needs are met.

ongoing assessment and evaluation

reflecting on individual progress
raising attainment and celebrating achievement
delivering a high quality outdoor focussed curriculum
managing, evaluating, updating policies and plans
following the guidance in Early Years Foundation Stage and
implementing the Statutory Welfare Requirements of the Early Years
Foundation Stage
ensuring a smooth transition for children and parents moving from Early
years to Year 1

3. A COMMON VISION:

We aim to develop a shared vision for all by:
promoting fairness, justice and equality of opportunity
involving the whole community in the life of the Early years
developing and sharing the School Improvement Plan and Ofsted Report
with all parents and stakeholders

4. HIGH QUALITY LEADERSHIP:

We aim to foster high quality leadership at all levels by:
promoting a shared vision, values and aims
setting high expectations within a context of 'rights and responsibilities'
promoting effective teamwork
promoting professional dialogue
encouraging all staff and children to be leaders of their own learning
facilitating the continual professional development of all staff
through high quality training opportunities

5. PARTNERSHIP WORKING:

We aim to work in partnership with other agencies and our community to:
develop confidence and self-esteem
involve staff and children within the wider community
promote fairness and equality for all
meet the needs of all individuals
promote a greater understanding of how we can all contribute to
improving the world around us
meet the individual needs of all children

6. PARENTS AS PARTNERS:

We aim to work together with parents to improve learning by:
sharing information

promoting an open-door policy
welcoming parents' views and contributions to nursery activities
working in partnership to support children's development and learning
promoting a shared vision, values and aims
promoting dialogue about the work of the Early years
building and sustaining strong and respectful relationships

7. REFLECTIVE LEARNING:

We aim to reflect on our work and fulfil our learning potential by:
continually monitoring and evaluating our practice through regular pedagogy meetings
Referring to, following and sharing best practice
implementing new initiatives
thriving on challenge and embracing change
our commitment to self-evaluation and improvement
analysis, evaluating and using information to help us to grow and improve.

8. VALUES AND ASPIRATIONS:

We aim to value and empower our children and staff by:
valuing each individual's contribution
involving all in decision making through effective consultation
establishing a vibrant and progressive Early years culture
extending the capabilities of all learners
providing opportunities for all to influence the future of our Early years
developing leadership capacity

9. PROMOTION OF WELL-BEING AND RESPECT:

We aim to promote well-being and respect by:
creating an inclusive Early years environment
encouraging healthy choices
promoting positive behaviour
teaching respect and the responsibility of citizenship
promoting equality
promoting positive attitudes to social and cultural diversity
ensuring the physical, social, spiritual, mental and emotional health and well-being of all young people and staff
promoting mutual trust, respect, confidence and caring for all
promoting positive attitudes: of respect for self, other people, other

people's needs and opinions, for property and the environment
treating everyone as we would wish to be treated ourselves!

10. AMBITION AND ACHIEVEMENT:

We aim to develop a culture of ambition and achievement by:

promoting high expectations

providing opportunities for every individual to be successful and to attain
his/her fullest potential; to be the best you can be!

celebrating achievement

nurturing and encouraging creative, innovative and enterprising behaviour
and actions

encouraging consistent and fair approaches to behaviour

acknowledging success and effort

developing a "can do" ethos of achievement in all that we do!

OUR GURANTEE TO YOU

At St. Wilfrids Catholic School, you can be confident that:

staff will actively promote our aims and values.

We have clear policies, procedures and codes of behaviour , which are
consistently applied by staff and understood by staff, parents, carers and
children.

All children are happy, confident, safe and secure.

Learning Through Play

We do not make a distinction between work and play. Children learn through
planned play activities and staff will decide when child-initiated or adult-led
play activities would provide the most effective learning opportunities.

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 Foundation
Stage 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, 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.

We recognise that the Foundation Stage is a period of rapid development. There is likely to be great diversity among the children, more so than in any other age group.

At St. Wilfrid's school, we aim to create an environment which encourages, stimulates, supports and challenges a child's development.

We recognise that children are:

Physically active

Their motor development is at an important stage. Therefore they need space to be physically active. Their energy occurs in bursts so they also need areas to withdraw and be quiet.

Active learners

They learn through first-hand experience. They therefore need an environment that is rich in a range of activities and materials to explore, investigate and make sense of the world, where they can experiment, hypothesise and solve problems.

Curious

The children need opportunities to ask questions and discuss what they are doing and why they are doing it, to modify actions.

Individuals

Children operate as individuals, needing some adult help and support and knowing where to turn to for help.

Developing Socially

The children are learning to share and collaborate. Some are beginning to emerge as leaders.

Their language is developing rapidly. They need opportunities for dialogue and discussion with adults and other children in 1:1, small group and large group situations.

Developing Emotionally

Their powers of concentration are developing and the children need a variety of opportunities in which to make choices and decisions. Children are encouraged to talk about their feelings and emotions and to show empathy to those of others around them. They are encouraged to take safe risks and to feel safe and secure in their learning

2. The Setting

In the Nursery the largest intake will be in the September of each year. After this, children can be enrolled on the Monday after their 3rd birthday.

Criteria for entry into Nursery

- The Nursery has 26 places in the morning session and 26 places in the afternoon. This may change from year to year depending on the numbers of children.

2023 - We currently have 26 morning place and 12 places for 30 hour children.

- Children are usually 3 years of age before being admitted.
- Places will be allocated to children in order of their date of birth.
- The main intake into Nursery will be in September with additional places being accepted in during the year.
- If places are oversubscribed, the same admissions criteria as main school will be applied.

- We also have 10 / 12 full day 30 hour places available to children who are eligible for a 30 hour place.

30 hours of free or funded childcare

The 30 hours, commonly called the 30 hours of free or funded childcare, is a Government subsidy to childcare providers. It is for parents of 3 and 4-year-olds in England. The subsidy is for 30 hours of taxpayer-funded childcare per week for 38 weeks of the year - a theoretical total of 1,140 childcare hours per child per year. The 30 hours is actually two policies: a 15 hours universal entitlement, which was introduced in 2010, which is for all families of 3 and 4

year olds, and an additional 15 hours, for which parental eligibility criteria apply. Childcare providers will provide early years care and education that follows the Early

Who is eligible for the 'extra' 15 hours?

Both parents must each expect to earn (on average) the equivalent of working 16 hours a week at the national minimum wage. Parents lose eligibility when they earn £100,000 each or more. Single working parents are also eligible, as are people on maternity, paternity or adoption leave, or those unable to work because of disability or caring responsibilities.

How can parents claim their 30 hours?

A child can start in their 30 hours place the term after they turn three. Their parents must also have received a unique 30 hours code, whichever is later. Term start dates are 1st September, 1st January and 1st April.

Applications for both the 30-hour offer and tax-free childcare are made using a single application available on the Government website The Childcare Service. For 30 hours, parents must apply the term before they plan to start receiving it. They then receive their 11-digit code which they take to their chosen provider. Parents must re-confirm, using an online system, their eligibility every three months.

Lunches

30 hour children will remain in school over lunchtime. They can bring in a packed lunch or they can pay for a hot school meal.

Reception intake

The Local Authority has decided that there should only be one intake per year at Reception stage at the beginning of the Autumn term in September. We have decided that at St. Wilfrid's, all children will be in full time education when the new school year starts in September.

3. Teaching and learning style

Our policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the Foundation Stage just as much as they do to the teaching in Key Stages 1 and 2.

The more general features of good practice in our school that relate to the Foundation Stage are:

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that teachers have great knowledge of their children and of how children develop and learn, and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the Foundation Stage;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations, which are regularly shared with parents;

- the good relationships between our school and the settings that our children experience prior to joining our school;
- the clear aims for our work, and the regular monitoring to evaluate and improve what we do;
- the regular identification of training needs of all adults working within the Foundation Stage.

4. Play

Through play, our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

"If we give a child no opportunity to play, or do not provide suitable materials and opportunities at the right time, he will not develop his full potential"

E.M. Matterson Play Behaviour

Play enhances the integrated nature of all areas of development and helps children experience all areas of the curriculum. Play is the work of young children and is the natural way for these children to learn. It facilitates the development of a range of skills and concepts, including oral language, early reading and number skills. It can help children to develop socially and also allows them to express their feelings.

Like any other area of the 'curriculum', play must be carefully planned for

"Without careful guidance, children could play their way through this stage of education with very little progress". Matthews, Early Mathematical Project.

At St. Wilfrid's, we uphold these statements:

1. Play is an experimental activity-based approach through which a child makes sense of the world;

2. Play is the basis of other activities - a wide range of curricular activities can be catered for in play;
3. Play is a natural way for children to learn and the vehicle which provides access to the curriculum;
4. Play encourages exploration and discovery, enabling children to be involved in organisation and decision making;
5. Play offers a multi-disciplinary approach, allowing a range of skills and concepts to be acquired and developed;
6. Play allows children to practise, consolidate, choose, discriminate, concentrate, persevere and extend language and communication;
7. Play allows children to express their feelings.

5. The Outdoor Environment

We believe that in early years the outdoor environment should be as valuable a learning resource as the indoor space. Our outdoor spaces are seen as extensions of our indoor classrooms.

The spaces are unique and children from the eyfs explore the three outside areas on a daily basis.

The children are able to plant and grow seeds, flowers and vegetables; use sand and water outdoors, build dens, retell stories, undertake problem solving activities, develop motor skills, learn about the natural environment and work together.

Learning outside the classroom supports the development of healthy and active lifestyles by offering children opportunities for physical activity, freedom and movement, and promoting a sense of well-being. It gives them contact with the natural world and offers them experiences that are unique to outdoors, such as direct contact with the weather and the seasons. Outdoor play also supports children's problem-solving skills and nurtures their creativity, as well as providing rich opportunities for their developing imagination, inventiveness and resourcefulness. And, of course, the outdoor environment offers more space

than indoors and therefore is particularly important to those children who learn best through active movement. Which is why families are asked to provide their children with appropriate all-purpose clothing (Wellington boots /rainproof macs with hoods) so we can learn outside whatever the weather! Children also have the opportunity to visit our onsite Forest School regularly too.

6. Inclusion in the Foundation Stage

In our school, we believe that all our children matter. We give our children 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 Foundation Stage we set realistic and challenging expectations that meet the needs of our children so that most achieve the Early Learning Goals by the end of the stage. We achieve this by planning to meet the needs of the individual, children with Special Educational Needs, children who are gifted and talented, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

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;
- using a wide range of teaching strategies based on children's learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- 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 children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and taking action to provide support as necessary. This involves speech therapy for some of our children.
- Accessing support from relevant outside agencies, i.e. Speech & Language, Educational psychologist and CYPS.

7. The Foundation Stage Curriculum

The curriculum for the Foundation Stage is contained in the Early Years Framework. This document organises the curriculum into each area of learning, leading to the Early Learning Goals, which most children should achieve by the end of Reception year. At St. Wilfrid's, all of the EYFS staff plan long term, medium term and short term plans, led by the learning outcomes for each area of learning.

The seven areas of learning are:

Communication and Language

Physical Development

Personal, Social and Emotional Development

English

Mathematics

Understanding of the World

Expressive Arts and Design

The planning links to key skills appropriate to the child's age and abilities.

The Nursery introduces children to a stimulating and challenging environment which is a friendly extension of home, where children and adults can explore, have fun, play, talk and learn together, developing as happy individuals in preparation for school.

Through play and books, the children are introduced to words, pre-reading skills and communication skills. The children learn to use and investigate different writing tools and paper. Mathematical concepts and skills such as size, shape, number, length, height and comparison can emerge from playing with a variety of construction toys, jigsaws and threading apparatus.

These good beginnings are continued and extended at the children's next stage of learning in Reception class, where an exciting and stimulating environment is carefully planned for by practitioners and which allow for many interactive and independent learning areas.

Areas of Learning

Communication and Language

In both the Nursery and Reception class environments, the children are encouraged to extend their vocabulary and language by speaking to adults and peers. The development of listening skills is an important aspect as some children entering our school struggle to focus and listen and they have underdeveloped attention spans. These skills will be developed by listening to stories in small groups and whole class, listening to simple instructions and in role-play situations.

The children develop as speakers through stimulating play with their peers and by talking to adults and each other about their experiences. The children gradually become confident enough to start expressing their own opinions.

Physical Development

The children at the foundation stage spend time each day in the outdoor environment, where they are able to develop their gross motor skills, through use of equipment such as bicycles, scooters and other ride-on toys. They run and hop, skip and jump and explore and at the same time, they are learning to play and share with one another.

Both Nursery and Reception years have specific PE timetabled to develop gross motor skills and further their fundamental skills of running, jumping, coordination, balance, agility, throwing and catching.

In the Reception class, other resources which are used include PE hub, little movers and tiddlywinks. The outdoor play gives children a good opportunity to develop their movement skills and the children are able to grow in confidence.

The parachute is used to develop team building and co-operative play. Small apparatus, such as bats and balls, are used to help to develop hand-eye co-ordination.

We also now have a forest school on site which the children have the opportunity to explore and develop their physical skills on a regular basis. This now includes an adventure trail, where the children climb, balance and negotiate the different parts of the trail.

PSE Development

This area of learning is at the heart of the Foundation Stage curriculum. At St Wilfrid's school, we recognise that a child needs to be emotionally stable for learning to take place. Our aim is to enable the children to work and learn in a positive environment.

The children are encouraged to work and play well with one another in groups. They are given responsibility for themselves and other members of the class. Good behaviour is praised to produce positive self-esteem. In Reception, this praise is further developed by rewarding children with stickers and certificates for both good work and good behaviour.

Circle Time provides a wonderful opportunity to discuss feelings.

The children's spiritual and moral development is enabled to grow and they learn the difference between right and wrong. They are told Bible stories and other stories to back up these concepts. Children are given the opportunity to build good interpersonal relationships and explore ideas of forgiveness, sharing, dependence and impudence. Children learn through the use of stories, rhymes, songs and puppets to work co-operatively and to take responsibility for their actions, showing a caring and sharing attitude.

Both Nursery and Reception follow the "Come and see" syllabus for Catholic Primary schools. The children take a leading role in the preparation for Collective worship and liturgies.

English

All the children in Reception follow the Sounds-Write curriculum at the appropriate level and have a daily session of phonics.

Early Reading:

Reading makes up a fundamental part of language development in early childhood. Not only does it help with a child's ability to understand words, it also ignites the spark for imagination. Reading plays a crucial role for speech development and introduces children to the world around them as well as new concepts.

At St Wilfrids we ensure that every child is given the skills to develop a love for reading. We do this through:

- Phase 1 phonics sessions in Nursery. In the Spring / Summer so children will continue with phase 2 phonics and some of the children will start the sounds write programme to progress their knowledge further.
- Reception children have daily sessions of Sounds write phonics. This is a synthetic phonics programme that introduces the children to sounds within a word. Children work through the initial code introducing all sounds of the alphabet and some diagraphs. Children are taught these sounds through words. Within each session the children "say the sounds and read the word". The consistency of the sessions allow the children to learn the sounds and they can read and write these words with practise.

- Reception children have daily reading morning sessions. The children will do a variety of tasks within this time. They do individual reading, letter recognition games, guided reading with an adult, word building games - reading and writing.
- Nursery ages children will also have a reading morning session where they can share books, listen to stories etc to ignite their love of reading.
- Individual reading with an adult 2/3 times per week.
- We have core books which we teach our English sessions through. We over teach each core text, so children know the book inside out. They can retell the story and they know key features of the texts. Children are able to talk at length about the text and this supports their vocabulary.
- Children choose a book from the school library each week. They keep the book for a week and then swap it for a new book. In Nursery, Parents come into school to choose a book with their child.
- We always welcome people into the EYFS to read to our children, displaying their love of reading. Year 6 buddies often read with their eyfs buddy. We also have secret readers. These are teachers, parents and carers or special visitors. Children do not know Who is coming in and it is always an exciting.
- Class teachers read topic linked stories to the children twice during the day.
- Reception homework is alternated between written and reading tasks to consolidate knowledge and develop skills.
- Reception children take home synthetic phonics decodable readers which support them in their learning. Children are given more difficult books, as they progress with their letter recognition and word reading. Nursery children may come home with a decodable reader if we think they are ready to further their skills.
- Each class has a designated reading area where children can relax and enjoy a book.
- We celebrate world book day every year, encouraging children to look at different types of books.
- Literacy sessions incorporate reading and writing tasks to develop individual childrens skills and knowledge.
- Reading based games to encourage them to read through play.
- Reading opportunities in the roleplay areas.

Early writing:

Children need hand-eye coordination and finger strength before learning to write. Younger children should learn basic mark-making and older children to make plausible attempts at capturing some sounds they hear in words. Writing builds on children's understanding of language and how print works.

In St. Wilfrids we offer a range of experiences to develop the skills of writing:

- In Nursery we develop gross motor skills and then lead into fine motor skills.
- Daily sessions of squiggle wiggle or doh disco.
- Fine motor skills - opportunities to thread beads, using tweezers to pick things up, tough tray activities, playdoh activities to strengthen fingers, name writing, mark making with a variety of media, large water mark making outdoors, chalk boards and white boards, writing opportunities in the roleplay areas, Name tracing, writing patterns and activities which further develop fine motor skills will be provided and the children will be encouraged to develop an efficient and comfortable pencil grip.
- We have specific handwriting sessions to encourage correct formation of letters, following the letterjoin handwriting scheme.
- By the end of Reception year, most children will be able to use writing to communicate in a variety of ways, incorporating it into play and everyday classroom life.
- We have independent writing walls, which celebrate brave writers.
- We encourage writing in all areas of the EYFS curriculum, encouraging children to express themselves through the written word.

Mathematics

Pre-number skills will be developed through direct and indirect play methods and will be part of the themes chosen by the Nursery practitioners. Many number rhymes will be the basis of counting 1-3; 1-5.

Shape and space will also be introduced in a practical way with first hand experiences.

At the Reception stage, the practitioners are following the guidance laid down in the Numeracy framework. We follow Whiterose mathematics The aim is to

make mathematics enjoyable by using a variety of resources and teaching methods, to enable the child to access the Numeracy curriculum in Year 1. Children in Nursery play games and roleplay methods to learn to count and recognise numbers. In Reception we continue this learning through play and incorporate other aspects of mathematics including measures, shape and time.

Understanding of the World

From the earliest age, the children are encouraged to observe and handle objects in their environment. Describing what they see and making simple predictions are early scientific skills to be fostered and are vital as the children develop in their scientific understanding.

Children will have access to a computer to develop their skills, especially mouse control by using a variety of appropriate software. An interactive whiteboard is used in Reception to enhance the children's learning.

The children will be given a variety of materials to develop their designing and making skills. These materials will include construction toys, playdough and other modelling materials such as clay.

Opportunities for children to develop a sense of time and place will be given as well as a respect for different cultures and beliefs. Children in Reception and Nursery learn about festivals including Divali and Hannukah. Citizenship will also be explored.

Expressive Arts and Design

Throughout the Foundation Stage, children will respond to sensory experiences. They will explore and have experiences with materials, making patterns, pictures and models. The children will experience materials such as paint, paper, scrap modelling materials and a variety of collage materials on large/small scales.

They will be given opportunities to develop their fine motor skills and will learn to enjoy and give an opinion of their own work and that of famous artists.

Children will be helped in their musical development to explore the concept of timbre, duration, pitch, texture, structure, tempo and dynamics. In exploring these concepts, the children will be involved in activities such as singing, listening, moving, recording, playing instruments, creating and appraising.

They also enjoy visits by musicians, drummers and singers, who extend and develop these skills.

8. Assessment

Throughout the Foundation Stage, as part of the learning and teaching process, we assess each child's development in relation to the Early Learning Goals that form part of the curriculum guidance for the Foundation Stage. These assessments are made on the basis of our accumulating observations and knowledge of the whole child.

Nursery staff use their observations, experience and collection of child's work to complete an assessment profile which is linked to age appropriate statements from the framework. Assessments are inputted into a tracking system over the whole EYFS against age related expectations.

In Reception, the Foundation Stage Profile is used throughout the year to track individual achievements and set future targets in the Autumn, Spring and Summer terms.

Assessments against the Early learning goals are finalised during the summer term, summarising each child's development.

Assessments are ongoing in EYFS and are recorded using the Tapestry online system. Parents can also add their observations via Tapestry.

Tapestry is the online learning journal that captures the children's learning experiences through photographs and videos. It allows learning that takes place at home to be shared with parents, and is used as a way of showing a broader picture of a child's development.

Aim of Tapestry

- To gather information that informs our understanding of a child's development and next steps •
- To ensure that our children have equal access to a broad and balanced curriculum
- To develop children's awareness of the learning process and to involve them in and be part of their own self-assessment
- To involve all significant people in a child's life

- To monitor the development and progress of every child
 - To assist in the monitoring, evaluation and planning of the curriculum
 - To share information with staff, parents/carers and other agencies
 - To produce written information that will be forwarded to the child's Year 1 teacher.
- To allow parents / carers and teachers to share information from school and home.

9. Behaviour

We will teach our children to be thoughtful and considerate and encourage them to take responsibility for their own actions. We will promote a positive sense of self and confidence and throughout will encourage children to behave in a positive and acceptable manner.

**ENTITLEMENTS & RESPONSIBILITIES
CHILDREN & YOUNG PEOPLE**

ENTITLEMENTS & RESPONSIBILITIES CHILDREN & YOUNG PEOPLE	
<p>Are entitled to:</p> <ul style="list-style-type: none"> • A safe and secure environment in which to work and learn • Fair and equal treatment • Support from others in dealing with behavioural issues • Clear explanations regarding the consequences of actions • Respect from others • Understand the rewards and sanctions in school 	<p>Are responsible for:</p> <ul style="list-style-type: none"> • Behaving appropriately in school • Respecting others • Offering positive role models to others

PARENTS & CARERS

PARENTS & CARERS	

<p>Are entitled to:</p> <ul style="list-style-type: none"> • Clear and precise information about the behaviour of their child • Be involved in the planning process to address behavioural issues • Respect from others • Regard the school as a safe and secure learning and working environment 	<p>Are responsible for:</p> <ul style="list-style-type: none"> • Ensuring the pupil behaves appropriately in school • Offering a positive role model for the child • Supporting the school in it's actions to achieve acceptable behaviour • Having high expectations of the child
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SCHOOL AND SCHOOL STAFF	
<p>Are entitled to:</p> <ul style="list-style-type: none"> • A safe and secure environment in which to work • Fair and equal treatment • Support from others in dealing with behavioural issues • Support for children where needs are extreme • Respect from others • Training in behaviour/classroom management • Work without undue or unnecessary disruption 	<p>Are responsible for:</p> <ul style="list-style-type: none"> • Developing, implementing and monitoring a behaviour policy • Offering clear guidance regarding rewards and sanctions • Supporting the pupil and parents in effecting positive changes in behaviour • Making clear, accurate and appropriate information available to all parties • Liaising, when necessary with outside agencies • Offering positive role models for behaviour • Placing high expectations on the pupil for behaviour

10. Partnership with Parents

At St. Wilfrids, we want parents to see their own involvement in their child's learning as a very positive experience, as we believe it is vital to the educational growth and progress of their child and to the life of the school community.

The Foundation Stage is a time above all others when the school has daily contact with parents and we are all challenged to maximise this opportunity to involve parents/carers in all aspects of their child's education.

We recognise that they are their child's first teacher and know more about them than we do. We want them and their children to feel part of a happy, secure, safe, caring learning environment.

We are aware that many children are looked after by their grandparents and other carers and it is essential that they too feel a belonging to our school community.

In Nursery this happens in the following ways:

- ❖ Staff are always available to talk and discretion is employed
- ❖ Parents are welcome to help or look around
- ❖ Parental involvement in fund-raising activities
- ❖ Presentations of Tapestry observations can be shared with children and parents at parents evening.
- ❖ School profiles and Parent's Meetings, New Starters Open Day
- ❖ Book bags/Parent's Meetings/booklets
- ❖ Nursery play days/ stay and play/ stay and pray / cake and play
- ❖ Display/curriculum information for parents to appreciate their child's work
- ❖ Regular school newsletters
- ❖ Visits out of school
- ❖ Parent's Notice board

When children transfer to Reception class:

- ❖ Induction meeting with new parents to give information and booklet
- ❖ Transition visit. Availability of staff to meet with parents before/after school or at an arranged appointment if necessary
- ❖ Letters sent out regularly for information
- ❖ Parents invited to help in the classroom
- ❖ Parents evenings to inform of pupil progress
- ❖ Class visits
- ❖ Mass / class liturgies/ journey to Christmas/ lent / trinity

- ❖ Reading record Home/School liason
- ❖ Key Stage meetings with parents - How to help your child with Reading/Maths
- ❖ Parent/teacher fundraising events
- ❖ Parent's notice board used for information
- ❖ Pupil end-of-year report
- ❖ Focus child parents invited into forest school session.
- ❖ Cake and play/stay and pray
- ❖ Tapestry - two way communication system
- ❖ Graduation - celebrating the child's journey in EYFS

11. Transition

Nursery and reception classes join together on a daily basis. This allows the children to become familiar with all of the early year adults and the classrooms. We regularly join together for assemblies, singing and collective worships.

In the Summer term, parents will be invited to a Welcome to Reception meeting which help them learn about the Reception class, the staff and things they can do to support their child.

The children will continue to go on regular visits to Reception, often without Nursery staff to help them develop their confidence. Nursery and Reception teachers meet to discuss the whole child and their individual needs.

Early Years Toileting Policy and Procedures Policy

No child will be excluded from participating in St. Wilfrids, who may, for any reason, not yet be toilet trained and who may still be wearing nappies or equivalent. We do however urge that toilet training is commenced before your child starts nursery. To facilitate this, work will be carried out with parents towards toilet training, unless there are medical or other developmental reasons why this may not be appropriate at the time. Toilet training is seen as a self-care skill that children have the opportunity to learn with the full support and non-judgemental concern of adults. Please see 'The Early Years Toileting Policy and Procedures Policy' for more information.

12. Review of Policy

This policy was adopted at a meeting of: St Wilfrids Early years phase meeting

Held on: September 2023

Date to be reviewed: September 2025

Date reviewed: _____ (Date)

Signed on behalf of the management committee:

Name of signatory: Mrs Caroline Carr

Role of signatory: Early years Lead