The Statutory Early Years Foundation Stage (EYFS) document and the non-statutory document ‘Development Matters for the EYFS’ provide the basis for learning, teaching, safeguarding and welfare in our setting.

At St Brigid’s RC Primary School we provide a structured learning environment where the children learn through practical experiences and play, making their learning active and relevant. We plan and resource the environment so that the children meet choices, become increasingly independent, meet challenges and are secure to take risks in their own learning. We support children’s learning by appreciating that children learn at different rates and in different ways. We carefully plan learning and teaching to ensure the children have access to broad, relevant and fun differentiated activities. We provide sensitive practitioner input in extending and supporting children’s spontaneous play and we endeavour to develop their language and communication in all areas of learning.

**It is our overall aim at St Brigid’s RC Primary School**

- To develop the whole child through a welcoming and nurturing environment where children feel safe and secure
- To make every child’s first experience of school happy and fun, with lots of new experiences and new learning
- To encourage the children’s enthusiasm for learning
- To welcome parents and to encourage active partnership in their child’s education
- To ensure that firm foundations for learning and high expectations of children’s achievements support each individual to make the best possible progress.
**Organisation and methodology**

We incorporate visual, auditory and kinaesthetic ways of teaching and learning into weekly planning to ensure all children have access to the Foundation Stage curriculum.

Quality environments are evident in the EYFS indoor and outdoor learning environments. These are
- altar
- Writing areas
- Book areas
- Speaking and listening area
- Role play area
- Small world play area
- Maths area
- Computer area
- Construction area
- Understanding the World area
- Sand area
- Water area
- Malleable table
- Creative workshop
- Outdoor area

Children have access to these areas through focussed, targeted and child initiated play.

The outdoor area enables children to develop, practise and extend their skills across all areas of learning. The outdoor area provides opportunity for children to develop their physical development and creativity on a larger scale.

**Planning**

Experiences, skills and knowledge are accessed by the children through broad and flexible half term topics which are carefully linked to each child’s stage of development.

Nursery and Reception work as a unit and therefore medium term planning is completed together to ensure progression of skills and achievement. Relevant and appropriate development matter objectives are highlighted in line with the development/ gaps in learning identified through the EYFS tracking systems. Overall medium term and short term planning is directed by the skill sets needed to be taught not by activities relevant to a topic.

Child initiated play and children’s interests are valued and planned for; this is planned for on a ‘moment by moment’ basis or by altering/ changing what has been planned or is being planned. Every week detailed planning is available for (1) Key Person time (2) Activity time (3) Organisation of the Learning environment (4) Outdoor provision.

Planning always remains flexible and changes according to daily observations. By the end of the foundation stage, all children have had access to an equal curriculum where all the early learning goals have been covered and taught effectively.
Special Educational Needs (please refer to SEN policy)

The EYFS is an inclusive environment. Children with additional needs are supported in a variety of ways
- Targeted time in the weekly timetable for one to one teaching
- Additional guided group activities
- Differentiated learning environment
- External services

Resources

The EYFS is equipped with high quality class based resources both indoor and outdoor. All adults and children respect, care for and look after the resources. Additional resources are stored in the outdoor cupboard. These are well organised.

Resource priorities are identified at the beginning of the financial year. These priorities along with learning and teaching priorities inform resource expenditure within a financial year with the expectation that resources impact on progress of the children.

Assessment, Monitoring and Evaluation

Children’s progress and attainment is continuously monitored and assessed in order to inform further planning, teaching and target setting.

Children’s development is monitored and assessed by
- Daily evaluation of planning to inform subsequent learning and teaching.
- Observations of children in their planned play
- Child initiated observations
- Pupil tracking grids – completed at the end of each half term.
- Termly review of stages of development
- Key skill achievement in Literacy and Mathematics on transition from Nursery to Reception.
- EYFS summative profile

Equal Opportunities

We ensure that all children have equal access to the curriculum irrespective of race, class, gender or ability.

Other

Please see the school’s policies for
- Safeguarding
- Photographs and mobile phone use
- Health and safety
- Religious Education
- Other relevant policies