

St Anne's Catholic Primary School

'Loving God in all we do'



EYFS POLICY (2024)

Intent

The Early Years Provision at St Anne's Catholic Primary School aims to provide all our children with the best possible education and pastoral support with the teachings of Jesus Christ at the centre of all we do.

We proudly create a child-centred approach to teaching and learning. Through fostering each child's creativity, resilience and love for life-long learning, we lay the foundations and skills children need for later life.

We intend to carry out these aims and values through our ambitiously designed, broad and balanced curriculum, which enables all children to be fully immersed in all 7 areas of learning within the Early Years Foundation Stage. This provides children with the knowledge and cultural capital they need to succeed in life. Our knowledgeable staff coherently plan, sequence and tailor learning and development opportunities that build on what children know and can do to inspire, motivate and challenge all. Staff consistently provide high quality teaching and learning through the carefully designed curriculum. Opportunities to revisit previous learning allows children to embed, consolidate and store learning in their long-term memory. No child is left behind.

Every child that enters our Early Years Foundation Stage will be given the opportunities to succeed in life and be provided with a curriculum that meets their particular individual needs, such as those children with high levels of SEND. The carefully sequenced curriculum provides an inclusive and ambitious framework to ensure all children have the best opportunities to learn.

Implementation

Transition

The children begin their educational journey at St Anne's Catholic Primary School the moment they enter our school. A smooth transition is essential in helping young children settle into a new environment for learning.

Our transition process for Nursery includes:

- Welcome Intake Meeting/visit prior to the children starting in September.
- Transition morning or afternoon, allowing children to visit their new setting with their parent/carer to meet their new teachers and peers.
- Welcome information packs for parents- including documentation of photos of the setting and teachers.
- All About Me transition packs to allow teachers to get to know the children coming into the setting.
- Stay and Play sessions.
- Online communication platforms set up.
- Parents evenings set up within the first term to share how their child has settled into the setting.

Our transition process from Nursery to Reception includes:

- Visits to current nurseries or previous child care setting.
- Liaising with parents/carers/ practitioners to gather information about the child prior to them starting.
- Transition days, allowing children to visit their new school and meet their new teachers and peers.
- Welcome Intake Meeting/visit prior to the children starting for parents/carers and their children/
- Welcome packs handed out at Intake meeting -including documentation of photos of the setting and teachers.

- All about me transition packs to allow teachers to get to know the children coming into the setting.
- Phased start to school.
- Stay and Play sessions held within the first term.
- Online communication platforms set up.
- Curriculum Parents Meeting in the first couple of weeks.
- Parents evenings set up within the first term to share how their child has settled into the setting.

Our transition process from Reception to Year 1 includes:

- Liaising with parents/carers/ practitioners to share information about the child prior to them starting in Year 1.
- Gradual visits throughout the summer term from the Year 1 Teaching staff into the Reception setting.
- Group visits to the Year 1 classrooms with Reception teachers present in the summer term.
- Children showcasing their work to the Year 1 teachers and children throughout the year.
- Parents evenings sharing the expectations of year 1.
- Transition days, allowing children to visit their new classroom and meet their new teachers.
- Transition files shared with Year 1 practitioners of important information and data and assessed pieces of work.
- Opportunities for continuous provision set up in Year 1 to allow for a smooth transition between year groups.

Reading and Vocabulary- Reading and vocabulary is at the heart of everything we do. We recognise and value the importance of ensuring our children have the rich vocabulary they need to communicate. Ensuring our children are life-long readers and communicators is a life skill we value. Children, staff and parents are encouraged to work together to foster a love of reading within the school and home environment and to encourage children to develop excellent reading habits. Staff understand the importance of ensuring their own speaking, listening and reading of English enables children to hear and develop their own language and vocabulary. Staff understand that by modeling good use of spoken English in a way that excites and engages children and introduces new ideas, concepts and specific vocabulary, children's own vocabulary will improve.

Phonics- St Anne's Catholic Primary School follows a robust and progressive phonics programme to ensure that all children are given the opportunity to become fluent readers. Our aim is to ensure that our children are confident and competent readers who choose to read independently for pleasure.

From Reception and into Key Stage 1, children follow the Phonics Bug Club programme to teach phonics and reading. In this programme, children are allocated eBooks to read at home. They are designed to support/reinforce children in practicing and consolidating the learning they have been taught at school, therefore, only books with phonemes and graphemes that have been taught in school, will be sent home. These reading books have been finely leveled to ensure that all children can read books at exactly the right level for them, enabling children to experience the pleasure and pride of reading their own books. Alongside home eBooks, children will read with the class teacher or a teaching assistant at least once per week. It is our vision that children enjoy and develop a love for reading through our daily story time sessions too. In addition to this, children will also have the opportunity to read independently or with other children or teaching staff in the reading den or our school library.

Indoor learning environment-We create a stimulating and engaging learning environment both indoors and outdoors and this also includes the consideration of the emotional environment too. The EYFS environment plays a crucial part in enhancing learning and development within these formative years. Children are encouraged to independently access the different areas of provision for long periods of undisturbed play throughout the day as we know that children learn best through play.

Outdoor learning environment- Our outdoor area offers different learning opportunities for our children on a much larger scale to our indoor learning environment. Children can access the outdoor environment daily, no matter the weather and are encouraged to assess the risks of their adventurous play alongside supportive adults. Our class waterproofs allow children to access the outdoors in even the wettest weathers. The skillful and experienced teachers within the setting support children to lead/plan/explore their own outdoor learning experiences.

Challenges- Children are supported and challenged within the continuous provision through carefully planned, meaningful and purposeful learning enhancements. Additional challenges based on children's interests and needs are also added to the provision. We have a Rainbow challenge system, whereby children have the opportunity to collect different coloured lolly pop sticks as they complete a specific challenge within the different areas of provision. The idea is that the children will complete a specific challenge

independently reinforcing previous taught learning. Therefore children will have the opportunity to make connections and links and store learning in their long-term memory. These learning opportunities can be revisited throughout the year because of the carefully designed curriculum that supports this. Once the children have completed the independent challenge, they can collect the corresponding coloured lolly pop stick, ultimately creating a Rainbow once all challenges are completed. The learning environment is updated and enhanced frequently to provide additional opportunities and challenge for all children to succeed.

Meaningful relationships- Children develop those all important social skills and form meaningful relationships with peers and adults throughout their learning journey within EYFS. We focus on genuine relationships built on trust and respect, as all our expert staff spend quality time with all children in the setting.

Assessment- As children enter the Nursery and Reception setting, they will complete a baseline assessment within the first 6 weeks. This baseline assessment helps teaching staff to identify each child's starting point and to plan adequately to meet the needs of the individual child, helping to monitor and track the progression throughout the year.

All members of the EYFS continually assess children in an informal manner throughout each and every day. These assessments are carried out through careful observations and high quality interactions and questioning with the children, which inform planning and enables the team to provide the individual and necessary support each child requires to reach their full potential. These assessments take place during both adult led and child-initiated activities. All staff within the setting communicate well to check children's understanding, identify misconceptions and provide clear explanations to improve their learning. In doing so, they respond and adapt their teaching as necessary to meet individual needs and promote their focus on learning.

Staff will collect and collate one piece of evidence (this may be in the form of a photograph or piece of independent work produced by the child) for Literacy, Mathematics, RE and one other Specific Area of learning from Understanding the World or Expressive Arts and Design, each half term, for each individual child. This eventually creates a portfolio of work throughout the year, highlighting their learning journey and progression. This allows staff to make accurate assessments of the children to inform next steps and thus meet their needs.

At the end of each term, all EYFS staff contribute to inputting the assessment for each child's level of attainment against our curriculum for all 7 areas of learning. The school's assessment system allows staff to identify any gaps in learning and helps to inform planning and next steps too. These termly assessments are used to inform the summative assessment when inputting the EYFS profile at the end of the reception year, identifying if each child has achieved each of the 17 Early Learning Goals. A full report is sent home at the end of the year detailing the individual child's attainment against these 17 ELGs.

For phonics, all children are assessed daily and at the end of each phase. These assessments enable teachers to identify any misconceptions and gaps in learning and implement required interventions needed moving forward. These assessments are undertaken by the class teacher.

Parental engagement- Parents are the most influential people on a child's life and therefore need to be involved in their learning and development. We ensure they are kept fully informed of their child's learning, development and progress. Termly parents' evenings provide teachers with the opportunity to share and celebrate progress and areas for development with parents, therefore supporting parents in helping them to extend their child's learning at home. Our half termly Knowledge Organisers on our website also have suggestions for how to support children's learning for each half term, including what the children are covering in all 7 areas of learning. In addition to this, we encourage parents to attend 'stay and play' sessions throughout the year, allowing parents to see their child learning within the safe environment, sharing success and progress along the way. Termly reports are also sent home to parents to share and update them on their child's learning and achievement. We share photos of our children on our class timeline display window and on our school class twitter page, informing them of what we may have learnt throughout the day.

Class charts is a digital platform used in Reception to support learning at home and homework is provided weekly for children to complete and return online. However, we encourage all parents to read with their children daily.

Behaviour- Our Positive Behaviour Management system sets out clear expectations of behaviour that are established with the children. The expectations are meaningful to the children so they can understand the behaviour expected within the setting and around the school. This encourages a positive behaviour learning environment with excellent attitudes to learning. All within the EYFS setting model and promote the good and courteous behaviour expected and children are praised and rewarded when displaying these positive behaviours, therefore all see, hear and feel the positive behaviour for learning environment.

We firmly believe that each child at St Anne's has the right to learn and every teacher has the right to teach.

Adults in school all work together to:

- Provide opportunities for every child to develop spiritually, socially and academically.
- Proactively ensure that children wear the correct uniform and the correct P.E. kit with pride.
- Enable children to succeed in all areas of the curriculum.
- Provide a safe, secure learning environment where children can develop both socially and academically.
- Encourage good behaviour rather than to simply punish bad behaviour.
- Treat misunderstandings when they occur in a caring and sympathetic manner.
- Create a learning environment that enables children to make choices and to learn from the consequences.
- Give the children confidence in themselves and a pride in their achievements and their school.

All adults promote a consistent message about how we expect members of our school family to behave. As our children grow through school, we progressively increase the opportunities for our children to think about their own behaviours. Our rewards systems recognise when children have met the expected standards we set. It is important to reward good behaviour in school and provide opportunity for parents to reward good school behaviour at home.

In the EYFS we follow the whole school reward systems, which are as follows:

- Each week every class will give a 'Mission Statement Award' and a 'Star of the Week'. Photos will be celebrated on Twitter.
- 'Reward Postcards' will be sent home from every class once a week.
- Nursery and Reception class will give 'Target 10' or 'Bucket Filler' awards to celebrate positive behaviour.

All staff believe spending time with our children and explaining why expected behaviour deserves to be rewarded is extremely valuable.

Impact

- Children develop detailed knowledge and skills across the 7 Areas of Learning and use these in an age-appropriate way.
- Children become skillful communicators; who connect with others through language and play, ensuring that they play in a vocabulary rich environment and develop their vocabulary and understanding of language across the EYFS curriculum. They speak with increasing confidence and fluency, which means that they secure strong foundations for future learning, especially in preparation for them to become fluent readers.
- Children are secure and confident learners; who enjoy coming to school and learning new skills and knowledge, building on their existing learning every day. They are developmentally ready to transition to the next stage of education, especially school, where applicable. They have the knowledge and skills they need to benefit from what school has to offer when it is time to move on.
- Children enjoy, listen attentively and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development.
- Children understand securely the early mathematical concepts appropriate to their age and stage that will enable them to move on to the next stage of learning.
- Children articulate what they know, understand and can do in an age-appropriate way, holding thoughtful conversations with adults and their friends.
- Children are resilient and independent learners; who have the curiosity, skills and determination to carry out difficult and unknown situations. From birth onwards, children are physically active in their play, developing their physiological, cardiovascular and motor skills. They show good control and coordination in both large and small movements appropriate for their stage of development.
- Children can recognise their emotions and try to name them, responding appropriately and are able to identify when they haven't and what they may have do differently in the future.

Communication and Language

ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development

ELG: Self-Regulation

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

Physical Development

ELG: Gross Motor Skills

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG: Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Literacy

ELG: Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

Mathematics

ELG: Number

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number;

- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: Numerical Patterns

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

ELG: Past and Present

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG: The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

ELG: Creating with Materials

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

The policy will be reviewed on a regular basis. The school leadership team will monitor art as part of their monitoring of standards across school.