

EYFS Policy

Our Mission

'Love one another as I have loved you'



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

(Statutory Framework for the Early Years Foundation Stage DfE March 2014).

Our Intent

St Bega's Early Years aims to provide a nurturing, language rich, inspiring and inclusive learning environment and curriculum which meets the needs of all our children. We endeavour to support our children in reaching their full potential and to make at least good progress from their individual starting points, in a learning environment where the children feel safe, happy, loved and secure. We intend to provide happy and positive indoor and outdoor experiences, with the aim of fostering a love of learning whilst embedding and celebrating the Characteristics of Effective Learning and, providing experiences that strengthen British Values.

In recognising the crucial role that the Early Years has to play in children's future learning. We intend to provide firm foundations upon which both their academic success, communication and personal, social and emotional development can be built. To do this we work in partnership with parents/carers as we collectively endeavour to give our children the best possible start. A goal of ours is to nurture life-long learners who are ambitious, curious, active, effective communicators and confident so they are equipped with the skills and knowledge for their next stages of learning in Key Stage 1.

Our Implementation

We have highly experienced and motivated staff who see every moment as a learning opportunity. Our practitioners have high expectations and work passionately to deliver a inclusive and progressive curriculum which maximises the opportunities for learning and meaningful experiences and ensures that all of our children experience success.

Our Curriculum

The curriculum provides a play-based approach where children learn by playing and exploring, being active and thinking critically and creatively and this takes place both indoors and in our outdoor area. All areas of learning are equally incorporated and planned for to ensure that there is a broad, balanced and progressive curriculum. The timetable is carefully structured so that children have discrete teaching during the day for Phonics, Mathematics, Religious Education and the wider curriculum. The knowledge and skills taught during discrete teaching is then practiced and developed in the continuous provision through child initiated and adult directed activities which are linked to themes and topics. Daily routines further support and develop children's learning in a meaningful and purposeful way. We ensure that the content of the curriculum is differentiated to meet the needs of all of our learners and is taught in a logical progression so that our children can build on their prior learning.

Our children's voices are enthusiastically acknowledged and the curriculum is designed so that their unique needs and interests are integrated into the curriculum. Our curriculum is designed to be flexible, a topic-based approach to our long-term planning is implemented across all phases, however with regard to medium and short term planning, plans are adapted to address the ever changing and growing needs of our children.

At St Bega's we ensure to build positive relationships and support all our families. We recognise that parents are children's first and most enduring educators. We endeavour to work closely with parents as we recognise that when parents work in partnership with our practitioners, the results have a strong impact on children's development and learning. We provide regular opportunities for parents and carers to come into school to support their child, share their learning and celebrate success. We keep parents informed regularly using our online learning platform, Seesaw. Parents are invited to join the Seesaw App where they can view their child's learning experiences, support homelearning and We also meet regularly with them to ensure children's learning and development through the EYFS is happy and allows them to excel with the support needed. This includes nursery visits and home visits, stay and play sessions, Nativity performances, sports day, trips and visitors, online, floor books and folder based

learning journeys, phonics and reading workshops, reports and parent consultations as well as more frequent informal communication to suit individual families.

Observations, Assessment & Planning

Our baseline assessments begin on the home visits where practitioners observe children, in an environment where they are comfortable and confident, and through talks with parents and carers. These assessments are further built upon during planned nursery visits and then completed within the first six weeks of starting nursery.

The SRBA (Statutory Reception Baseline Assessment) is also carried out at the beginning of reception. This assessment focuses on 'Language, Communication and Literacy,' and 'Mathematics.' The purpose of this is to show the progress children make from Reception until the end of KS2.

Staff across all of the Early Years phases make regular observations of the children's learning. These continuous, daily formative assessments provide us with an in-depth knowledge of the children and are used to inform planning and the next steps in teaching and learning.

Throughout the Early Years, as part of our termly assessment, children will be assessed in relation to their progress with regard to the observational check points outlined in the Development Matters Curriculum Guidance (2020) and The Early Learning Goal judgements within The Early Adopter Framework. End of phase summative assessments are finalised during the summer term where each child's development, at that point, is recorded.

Inclusion

All children and their families are valued within our school. We value the diversity of individuals within the school and do not discriminate because of differences. All children at St Bega's Catholic Primary School are treated fairly, regardless of race, religion or stage of learning. We give our children every opportunity to achieve their best by taking account of our children's range of life experiences when planning for their learning.

Our inclusive approach means that all of our children learn together however we have a range of additional tailored interventions which may include either closing gaps or

moving children on. To support individual children's needs we use a range of interventions. When a need is identified we use research-based programs to provide timely intervention and include: Blast, Wellcomm and Time to Talk. In addition, interventions may include making referrals to and working alongside colleagues in Speech and Language, Occupational Therapy, Educational Psychology, Sensory Therapy, School Nurses and Health Visitors in order to deliver personalised support for our children.

IMPACT

Through implementing the above:

- Children's progress is at least good from their varied starting points
- Children reach the Early Learning Goals at the end of the Reception year
- Evidence of children's achievements are recorded in a combination of paper and online Learning Journals
- Class teachers make formative assessments which inform future planning and ensure that all pupils build on their current knowledge and skills at a good pace
- Judgements are moderated both in school and externally amongst BHCET schools
- Children are ready to transition from the Early Years curriculum to Year 1
- Children demonstrate curiosity, independence, resilience and other Characteristics of Effective Learning

The impact of Early and prompt identification of our disadvantaged children and children with Special Educational Needs and Disabilities (SEND) ensure that:

- The learning environment is inclusive
- Learning is adapted and interventions are implemented so that the needs of all of our children are met
- All children show high levels of involvement which is obvious to all
- All children experience a curriculum which provides exciting and enriching learning experiences and opportunities.
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Safeguarding and welfare procedures

- Our safeguarding and welfare procedures are outlined in our safeguarding policy.

Role of the subject leader

At. St. Bega's the EYFS lead:

- Ensure teachers and teaching assistants are up to date with changes to EYFS.*
- Leads by example by setting high standards in their own teaching.*
- Prepares, organises and leads CPD and staff meetings.*
- Works alongside the SENCO to record up to date observations and plans timely interventions.*
- Attends CPD where needed.*
- Attends termly cluster meetings led by LA and BHCET.*
- Enrolment of all nursery starters.*
- Manages the 30-hour provision with the setting for working parents.*
- Ensures that data is updated/analysed each term.*
- Leads the parent meeting in the summer term for the new starters, and liaises with feeder nurseries for a smooth transition.*

This policy will be monitored, evaluated and reviewed on an annual basis by the Head Teacher, EYFS lead and governors.

September 2024