

St John Henry Newman Catholic Primary School



EYFS Policy

Approved: July 2022

Next Review Date: July 2024

Equality Act Statement:

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential.”

(EYFS Framework, 2021)

Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the range of knowledge and skills needed for good progress through school and life.
- Quality and consistency in teaching and learning so that every child makes good progress and no child is left behind.
- A close working partnership between staff and parents and/or carers.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

Legislation

This policy is based on requirements set out in the ‘Statutory framework for the Early Years Foundation Stage (EYFS)’ (September 2021).

The Curriculum (Please see appendix A for the EYFS Curriculum.)

“Our EYFS Curriculum has been designed to reflect the nature of our beautiful environment, the seasons of the year and the nature around our school. It aims to teach the children how their environment compares to other places, school values and nature in other parts of the world. It is therefore unique to Sacred Heart Primary school”.

EYFS Curriculum 2022 (Appendix A)

The EYFS curriculum has been written in accordance with the latest version of the ‘Statutory framework for the Early Years Foundation Stage (EYFS)’ (September 2021). The EYFS framework includes seven areas of learning and development that are important and interconnected:

- **Communication and language.**
- **Personal, social and emotional development.**
- **Physical development.**
- Literacy.
- Mathematics.
- Understanding the world.
- Expressive arts and design.

However, the first three areas in the list above, known as the prime areas, are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive:

We have developed the curriculum giving **communication and language** skills a high priority. This is in line with Development Matters 2021: ***"The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively."***

A high priority is also given to the teaching of **reading**. We aim to teach children to read and develop a love of books as soon as they arrive at St John Henry Newman. Books are used to teach topics and to enhance our whole curriculum, inspired by our detailed Literacy Spine and engaging "Talk for Writing" approach.

We follow a systematic approach to **phonics** teaching based on RWI Phonics scheme. Please see our School Phonics Policy.

We underpin our curriculum with the Personal Social and Emotional Development of all our children. We strive to enable children to be safe, happy, confident individuals. We also encourage self-regulation as much as possible and introduce rules and boundaries through modelling good behaviour and reflection time.

The EYFS Curriculum is based around cross-curricular topics. Each topic planned is included in the curriculum for specific reasons and we want to ensure that all children leave the Reception Year ready to start the KS1 curriculum. Each topic does not last a specific amount of time but is based on the children's learning at the time, and so a topic can run from anything between two and seven weeks. All the topics have resources and activities ready to use in the enhanced provision. Topics are introduced with a good quality storybook or age-appropriate non-fiction text. Using books in this way teaches children that books and reading form the basis of all learning.

Teaching and Learning

We believe in the three characteristics of effective teaching and learning that are set out in Development Matters 2021. These are:

Playing and exploring – children investigate and experience things, and 'have a go'.

Active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achieving.

Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

The EYFS curriculum is ambitious and aims to teach all children the skills and knowledge in order that they reach the seventeen Early Learning Goals described in the Early Years Foundation Stage (*see Appendix A*). We teach through a range of teaching methods including child-initiated learning, whole class teaching, group teaching, investigations and problem solving together, and independently. As many activities as possible are play-based; however, there is also a need for direct teacher-led activities to ensure children gain essential knowledge and skills from their teacher. All activities are expertly modelled and children are given sufficient time, support and resources to repeat and practise them.

Assessment

During the first term in Reception, the teacher assesses the ability of each child using a mixture of the statutory government baseline and also through teacher observations. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children. We record each child's level of development throughout the year and record whether each child is on track or not on track to meet a Good Level of Development (GLD) at the end of the year in July.

Children will be judged at either an emerging level or an expected level in each early learning goal. The exceeding level no longer applies. We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of both formal and informal observations and through planned activities. Assessment is completed regularly and involves both the teacher, teaching assistants, parents and children, as appropriate.

We record each child's level of development throughout the year. At the end of the final term in Reception we assess whether each child is emerging or expected in each strand within each area of learning and submit this data to the local authority. This information is also shared with the child's next teacher who uses this information to make plans for the year ahead. We share this information too at parental consultation meetings and in the end-of-year report.

Parents receive an annual written report that offers detailed comments on each child's holistic progress across all areas of learning. It highlights the child's strengths and development needs, and gives details of the child's general progress. We complete these in June, and send them to parents in early July each year.

Inclusion

All children will receive quality first teaching on a daily basis and activities will be differentiated accordingly. In addition to this, where children have been identified as having a specific need, intervention programmes will be implemented. Teachers and Teaching Assistants plan programmes together and where needed with liaison with the Special Needs

Co-ordinator. The class teacher is also the SENDCO and this ensures children with special educational needs are identified as early as possible.

Safeguarding and welfare procedures

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. We help children to self-regulate and manage their emotions appropriately and Personal Social and Emotional Education is at the heart of everything we do.

Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. We know that children learn best when they are healthy and safe, when their individual needs are met and when they have the chance to build positive relationships with the adults around them and their peers.

The rest of our safeguarding and welfare procedures are outlined in our suite of safeguarding policies which have been written in accordance with '**Keeping Children Safe in Education 2021**'.

We are a healthy school and participate in the free fruit and milk for under-fives scheme. For our Reception children we provide the universal infant free school meal and the menu is regularly monitored. We cater for those children who have special dietary requirements and have robust systems in place ensuring that all children receive the correct meal. We make sure that children with allergies or other dietary requirements are catered for in conjunction with our catering providers.

Fresh water is readily available for all children and we encourage children to bring in water bottles so that they can help themselves to water at any time.

A member of staff in the setting has a recognised paediatric first aid qualification in line with the EYFS framework 2021.

Structure and Staffing of the EYFS

Currently, we have two small Reception classes, as the school is growing rapidly, the EYFS at St John Henry Newman will consist on three Reception Classes in the future.

EYFS are taught by experience qualified primary school teachers .

Specialist teachers are brought in for some PE lessons.

Children can arrive into the classroom at 8:45 a.m.am every morning and children are picked up at 3.15pm.

The children have lunch with the other KS1 children. The class join the main school for assemblies and other whole school events.

Extra teaching assistants will be employed for children who have an Education Health and Care Plan.

Parental Involvement

We recognise that parents/carers are children's first educators and we value having a positive relationship with them in their child's education through:

- ✓ Contacting parents/carers before their child starts school.
- ✓ Teachers visit preschool setting before their child starts school.
- ✓ Inviting parents/carers and children to attend a Welcome meeting, providing welcome packs, stay and play session and transition visits for new Reception pupils.
- ✓ Inviting the children for a week of mornings plus lunch time to ease transition into full days at school.
- ✓ Inviting parents to phonic and curriculum workshops to show parents/careers how to support at home with learning.
- ✓ Operating an open-door policy for parents/carers with any queries or concerns. Conversely, if EYFS staff have concerns about the progress of a child, they will approach parents and carers to discuss them.
- ✓ Written contact through reading records and termly newsletters.
- ✓ Sharing photos, updates and 'wow moments' on Tapestry (our online communication and home learning platform).
- ✓ Offering two, parent-teacher consultation meetings per year at which their child's progress and wellbeing is discussed.
- ✓ Sending a written report on their child's attainment, progress and attitude at the end of their time in reception.
- ✓ Asking parents to sign a generic permission form for visits, food-tasting and photographs etc.
- ✓ Parents are invited to a range of activities throughout the school year such as special events, workshops, Christmas productions and sports day etc.

✓ Offering opportunities for parents and carers to visit the school as a volunteer to assist with the children's learning e.g. hearing readers.

Transition

Starting school can be a difficult time for young children; we therefore plan this time carefully to support children with the transition and to ensure it is as smooth as possible for each child and that they settle in to their new class quickly and happily.

We have a tried and tested induction programme which includes:

- An induction evening for parents so that teachers can get to know parents and carers and ask about the individual children. The teacher gives parents practical information such as the ethos of the school, vision and values, information about equipment and uniform needed.
- Stay and plays at the summer term so that the children can get to know the teachers and school staff with their parent present.
- A gradual introduction to the school day. Children do a week of mornings and a week of mornings and lunchtimes. This introduces the children to their new routines gradually and this enables children to be less overwhelmed.

When children transition into year 1 the teacher has time with the year 1 teacher to give them all the relevant welfare, academic and general information about all the children leaving the EYFS. The Year 1 teacher teaches the Reception children for a whole morning in the last half of the summer term so the children can start to get to know them. This session is done in the year 1 classroom so that the children see their new classroom before the summer holidays.

Monitoring and Review

It is the responsibility of those working in Reception to follow the principles stated in this policy. The Head teacher and EYFS lead will carry out monitoring on EYFS as part of the whole school monitoring schedule. The Governing Body will also be part of this process.

This policy will be reviewed and approved by the Early Years lead teacher every 2 years. At each review, the policy will be shared with the governing board. The Early Years governor will liaise with the EYFS lead teacher annually to discuss the EYFS Action Plan and relevant Strategic School Development Plan (SSDP) sections.

Appendix A – St John Henry Newman EYFS Curriculum

The EYFS Reception Year Curriculum at St John Henry Newman Catholic Primary School

INTRODUCTION / AIMS

“Children will have an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children where ever their starting point. We planned an exciting, holistic curriculum where children will be taught skills for life throughout different topics and experiences. We don’t make the children to fit our curriculum, we’ll adapt and revise our planning based on our observations, assessments and next steps”

It is therefore this curriculum is unique to St John Henry Newman Catholic primary school. Each topic planned is included in the curriculum for specific reasons and we want to ensure that all children leaving the Reception Year are ready to start the KS1 curriculum. Each topic does not last a specific amount of time but is based on the children’s learning at the time, and so a topic can run from anything between two and seven weeks. All the topics have resources and activities ready to use in the enhanced provision. Topics are introduced with a good quality storybook or age appropriate non – fiction text. Using books in this way teaches children that books and reading form the basis of all learning. “Talk for writing” is used to promote opportunity to further develop language and vocabulary.

This ambitious Early Year’s curriculum aims to teach all children the skills and knowledge in order that they reach the seventeen Early Learning Goals described in the Early Years Foundation Stage. We teach through a range of teaching methods including child-initiated learning, whole class teaching, group teaching, investigations and problem solving together, and independently. As many activities as possible are play-based; however, there is also a need for direct teacher-led activities to ensure children gain essential knowledge and skills from their teacher. All activities are expertly modelled, and children are given sufficient time, support and resources to repeat and practise them.

Personal Social and Emotional Development

We strive to enable children to be safe, happy, confident individuals. We also encourage self-regulation as much as possible and introduce rules and boundaries through modelling good behaviour and reflection time. We teach the children the Sacred Heart School Learning Values. These values underpin our whole curriculum and teaching style throughout the Reception year. These values then follow on throughout the school.

Each month, during our RE lesson a new value is introduced across the whole school.

Physical Development

Our outdoor environment and expansive grounds enables us to make the most of the outdoors and we encourage children to play outside as much as possible. Our intention is that

children learn how to take measured risks and they are given access to our whole playground when possible. We encourage children to learn about nature and look after their environment through regular visit to the school field. There is a well-established and comprehensive PE curriculum, which includes Multi-skills (qualified coach), Dance (qualified coach), Gymnastics and Games. Children are taught about the importance of regular exercise and healthy eating, and are encouraged to join in with whole-school sports initiatives such as intra-school competitions (sport day), and charity sports events.

Communication and Language

Children are encouraged to listen and communicate appropriately. We enhance the classroom and outdoor garden area to reflect the topic learnt. Each topic encompasses enhancements to the learning environment that include role-play areas, small-world play and story-making tables to encourage the children to act out scenarios and discuss concepts being learnt. This helps children learn and use new vocabulary introduced through the topics. Children are encouraged to ask questions and contribute to whole-class and group discussion whenever possible. Children who struggle to communicate are targeted in the provision and learning interventions (NELI) are used when children lack confidence or do not have the age-appropriate skills.

Reading and Phonics

We aim to teach children to read and develop a love of books as soon as they arrive at St John Henry Newman school, and books are used to teach topics, “ Talk for writing” and to enhance our whole curriculum.

We follow a systematic approach to phonics teaching based on RWI scheme. Phonics lessons are taught daily for at less thirty minutes, children. In addition to daily phonics, children take part in one to one reading twice a week. They read four reading books per week based on the phonics phase being taught. A short phonics task and reading books are taken home every week. Children are also encouraged to take home age-appropriate picture books from the class library and books in the library are changed each half-term to reflect the different seasons, topics taught and children’s interests. Teachers read stories to children from high quality age-appropriate texts at every available opportunity. These books are then used to enhance the learning environment and reading area. Children who need extra help with phonics are targeted in the provision by key members of staff. Each morning, a phonics activity is set up in continuous provision with individual children’s next steps in mind. Those children who need extra teaching are encouraged to the activity with a member of staff who facilitates a short teaching session each day and receive an extra phonics or reading session daily from term 2 onwards. Precision teaching is used for children who struggle to retain their knowledge of the sounds taught.

Writing

We introduce writing straight away, and teach handwriting alongside our Phonics lessons. Each child has a handwriting book where they are taught how to form letters accurately. Guided writing activities are also taught as a whole class by teacher modelled writing sessions. These include writing topic words, lists, captions and short narratives. Guided writing activities are based on the topic being taught and the class book is often used as a basis for writing “Talk for writing”. Children are also encouraged to write in the provision in the role-play area, writing area, maths area, library and outdoors. The children are provided with a range of pencils, pens, and other media to encourage them to write as much as possible. We hope to inspire children to write independently after they have been introduced to writing skills in their guided writing sessions.

Mathematics

Children are taught maths through guided group work and whole-class activities. We also use maths enhancement activities in the different areas in the classroom, including the outdoors. The main aim of the maths curriculum is to teach children to be able to subitise numbers to ten automatically as soon as possible. We begin by concentrating on one number a week in the first term, with the aim that children have a better understanding of one digit numbers before they move on to place value, calculation and arithmetic later in the year. Children also learn shape, space and measure skills and knowledge through guided work and as activities in the enhanced provision. Children who need extra help with mathematics are targeted in the provision by EYFS staff. Each morning a maths activity is set up in continuous provision with certain children’s next steps in mind. Those children who need extra teaching are encouraged to the activity with a member of staff who facilitates a short teaching session each day (three days a week).

We work hard to ensure the children are ready for the National Curriculum by the end of the Reception year.

Knowledge and Understanding of the World

We strive to give children knowledge about the world around them in St John Henry Newman and the rest of the world. Science is taught through most of our topics. For example, we observe ice in our “What happens in other worlds” topic and investigate how ice melts and forms through real hands-on experiences. We are extremely fortunate to have a school field to support our learning and investigations. Staff are very knowledgeable about local wildlife and plant species, and endeavour to pass this knowledge on to children at every opportunity. We also have our own pond for observations throughout spring and summer. Our Growing topic links particularly well to our nature walks, and we always have frogspawn hatching in our classroom so that children are encouraged to see nature changing over time.

Geography is taught, including maps and countries of the world, through our Celebrations topics. We introduce the children to history learning through our Transport and Cities topic.

For example, we look at old and new buildings and how buildings have changed over time. We teach RE throughout the year based on celebrations including, Chinese New Year, The Christmas story and the Easter Story so that children are introduced to different belief systems.

Expressive Arts and Design

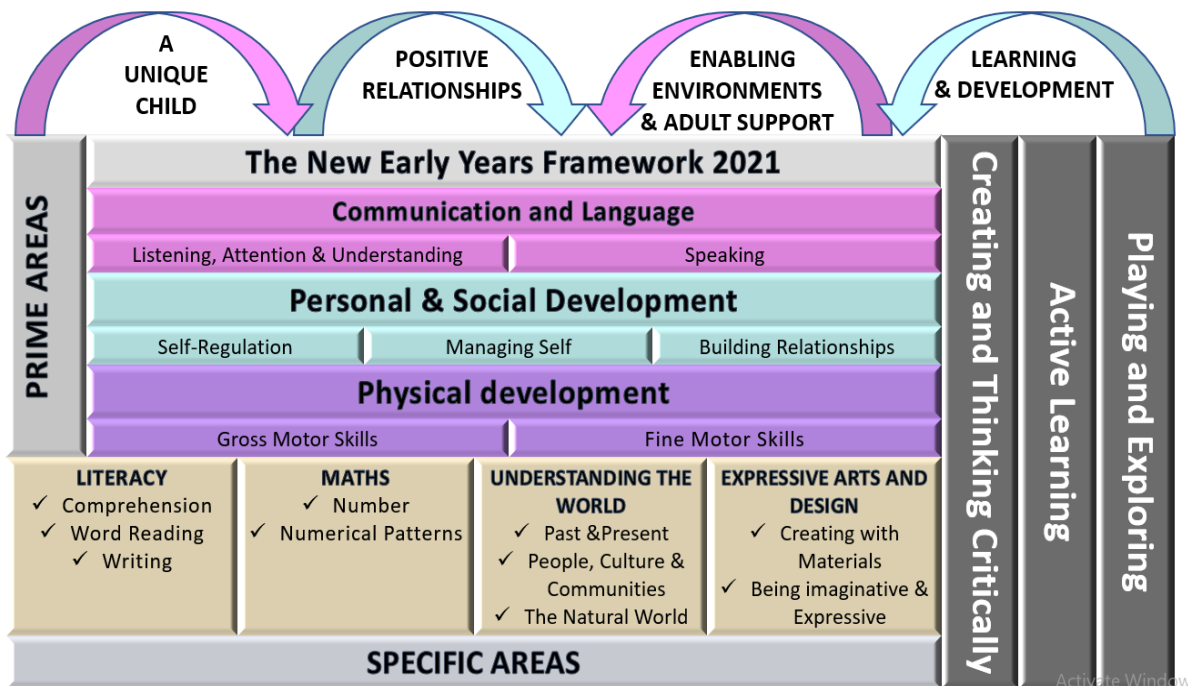
Children are given time to play imaginative games and make up stories, songs and dances. We want children to sing songs, make music, dance and perform. We have regular music and dance lessons taught throughout the year.

In art, the children are taught how to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. We study artists and experience workshops by real artists. Child-initiated art activities are encouraged during continuous provision as well as art and crafts being taught by the staff. We endeavour that children leave Reception with good art skills, as well as encouraging them to use their own ideas and techniques in their art and design work.

As an EYFS team and effective role models, we will provide high quality interactions in order to develop and deepen the children's learning opportunities. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework 21' & children's interests." St JHN EYFS Team.

"We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision and it will be used at every opportunity. At Sacred Heart, we provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and also their sense of curiosity. We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and kept up to date.

"Communication is important to us and we greatly value the relationship that we develop with parents throughout this vital year." At St JHN EYFS Team.



Appendix B - 17 Early Learning Goals – EYFS

Communication and Language

Listening, Attention and Understanding

- 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.

Speaking

- 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.

Understanding the World

Past and Present

- 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.

People, Culture and Communities

- 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.

The Natural World

- 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.

Personal, Social and Emotional Development

Self-Regulation

- 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.

Managing Self

- 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.

Building Relationships

- 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.

Expressive Arts and Design

Creating with Materials

- 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.

Being Imaginative and Expressive

- 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.

Mathematics

Number

- 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.

Numerical Patterns

- 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.

Physical Development

Gross Motor Skills

- 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.

Fine Motor Skills

- 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, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

Comprehension

- 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.

Word Reading

- 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.

Writing

- 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.