



# *Our Lady's Catholic Primary School*

## EYFS POLICY

**Head teacher** Sarah Cahill

**Chair of Governors** Harold Hands

**Date of Agreement** March 2022

**Date for Review** March 2025

<b>Gospel Values</b>	<b>Curious</b> about the world around us and <b>active</b> in making things better for everyone. <b>Attentive</b> to others listening with care; and <b>discerning</b> about making good choices for all.
<b>UNICEF Articles</b>	<b>Article 3: Adults must do their very best for you.</b> <b>Article 19: You have the right to be protected from being hurt or mistreated in body or in mind.</b>
<b>Skills Builder</b>	

## Early Years Foundation Stage Policy

### 1. Purpose

This policy has been written to outline the philosophy, aims and principles of early years teaching and learning.

### 2. Aims

The Early Years provide the foundation for all future learning. We have the following aims:

1. To ensure that children access a broad and ambitious curriculum that gives them the knowledge and skills they need, providing a strong foundation for excellent future progress through their time at school and in life;
2. To ensure quality and consistency in curriculum and teaching standards so that every child achieves their potential;
3. To support close partnership working between teachers, Early Years specialists and parents and/or carers;
4. To ensure inclusive and anti-discriminatory approaches and practice so that every child is able to flourish and is supported.

Principles for Early Years:

- Every child is a unique child made in the image and likeness of God, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through positive relationships
- Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time
- Children benefit from a strong partnership between practitioners and parents and/or carers
- Children develop and learn at different rates

The curriculum offered takes full account of the requirement of the statutory [Early Years Framework \(March 2021\)](#), which combines the development of personal, social and emotional skills, physical development and opportunities for enriching communication and language. This is done through a mixture of adult-led and child-initiated learning, and a broad and exciting curriculum with daily phonics, mathematics and literacy sessions.

It is the adult's role to teach, support, stimulate and extend children's learning through initiating and extending experiences and interacting skillfully and sensitively with children to scaffold, support and enhance learning.

We put a great emphasis on the Characteristics of Effective Learners. We believe that children will develop independence, resilience and perseverance through playing and exploring, being active learners, creating and thinking critically. Therefore, we enable children to solve problems and develop their own strategies for doing things.

Learning behaviours are taught intentionally and modelled so that they will stand each child in good stead for their future. These behaviours must focus on the ability to listen actively, take turns, learn appropriate behaviour for all contexts, take risks, understand failure, be resilient, adopt a growth mindset, follow direct instructions, show respect to self, others and the environment.

These learning behaviours will be achieved through:

- A. High expectations for learning;
- B. Clear routines and procedures that help build independence, confidence and build self-assurance for children;
- C. Purposeful and challenging experiences;

- D. An enabling environment which promotes language development;
- E. Inspiring teaching that will enable the children to be curious, creative and thirsty for knowledge, promoting a love of learning;
- F. The formation of a strong partnership with parents/carers;
- G. An individualised approach to the pastoral care and needs of every child.

We provide a stimulating environment, indoors and out, providing many opportunities for children to be curious, ask questions and to be eager to discover and learn.

### 3. Organisation

- 3.1. We follow the Statutory Framework for the Early Years Foundation Stage 2021. Children learn through:
  - 3.1.1. Playing and exploring.
  - 3.1.2. Learning actively.
  - 3.1.3. Creating and thinking critically.
- 3.2. We are influenced by the Ofsted document 'Bold Beginnings' (2017). We balance whole class teaching and small group teaching with learning through play (continuous provision).
- 3.3. We teach mathematics, reading and writing directly every day.
- 3.4. We combine direct teaching, including explicit modelling, with varied and wide opportunities for application and practise so our children can consolidate their knowledge.
- 3.5. Teachers make professional judgments about the balance between activities led or guided by adults and those led by children.
- 3.6. **Adult directed activities** are those which are directed by the adult and can be useful in the teaching of specific knowledge or skills such as introducing a new topic, new skill or demonstrating how to use tools or equipment. In Reception classes, daily teaching of literacy and maths is from the outset and is a key part of our curriculum.
- 3.7. **Continuous provision (child-initiated experiences)** take place within an enabling and well-thought-through environment. Child-initiated activities are deeply encouraged, and will often be decided upon primarily by the child. However, there will also often be occasions where adults will encourage children to choose certain activities relating to their learning needs. Children have daily opportunities planned where they can explore their environment, both indoor and outdoors, providing them with time to seek out and use the resources in an imaginative way, collaboration with their peers and following their interests.
- 3.8. The role of the practitioner within child-initiated play is crucial: to scaffold and foster children's ability to interact with their environment and its resources appropriately and effectively; to play alongside children within the environment, helping to model language skills and ideas; to extend the children's learning further and to prompt their creative thinking. This in turn will also help to strengthen relationships formed with children.
- 3.9. Continuous Provision supports our practitioners to observe and assess, which in turn, enables the regular assessments of children's life experiences, language, talking and thinking skills to be used to evaluate and enhance continuous provision and plan learning opportunities to support further learning and progress.

## 4. Curriculum - what children learn

- 4.1. Curriculum content is planned in seven areas of learning and development.
- 4.2. Three Prime Areas:
  - 4.2.1. **Communication and Language** – The development of children’s spoken language underpins all seven areas of learning and development. Children develop skills and confidence in speaking, understanding and listening in a range of situations
  - 4.2.2. **Physical Development** – Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood. Children develop their coordination, control, and movement through being active
  - 4.2.3. **Personal, Social and Emotional Development** – PSED is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Within clear boundaries children form positive relationships, develop social skills and respect for others and understand appropriate behaviours
- 4.3. Four Specific Areas:
  - 4.3.1. **Literacy** – through the daily phonics lesson children link sounds and letters and begin to read and write. In addition there are regular opportunities for storytelling. Fine motor skills development and handwriting are also continually taught and practised.
  - 4.3.2. **Mathematics** – through the daily maths lesson, this includes short chunks of whole class teaching and focused maths experiences, and conversations about numbers, maths in the everyday world, shape awareness and oral rehearsal of number sequences and patterns.
  - 4.3.3. **Understanding the World** – finding out about people, places, our own locality, cultures and the environment. We also love to develop an awareness and understanding of various beliefs and traditions throughout the school year, celebrating ourselves, our families and our community.
  - 4.3.4. **Expressive Arts and Design** – exploring a wide range of media and sharing thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

## 5. Admissions

- 5.1. All children will be offered full-time learning in the Early Years setting. Staggered entries may be operated for a limited period (up to 2 weeks) to meet the needs of the children.
- 5.2. Home visits and nursery visits are an essential part of the transition period so that staff can fully understand the relationship between the child and the parent/carer and build on this aspect of the child’s learning, as well as any pre-school experiences that the child has received.
- 5.3. The recommendation is that home visits are completed during the term before the child starts at the school; however, this is not always possible, so all home visits must have taken place by the beginning of the 2nd week in September.

## 6. Inclusion (Including SEND)

- 6.1. Teachers will ensure that any early years pupils with special educational needs are given effective support, to ensure they can access the curriculum effectively and make progress. The school SENDCo will provide support and advice as needed on meeting pupils’ needs.

- 6.2. Children will be taught to respect the cultural differences and abilities of all the children and their families and to recognise feelings involving other people. When appropriate, advice and guidance will be sought from outside agencies and professionals to support individual children. No child will be excluded or disadvantaged because of ethnicity, culture or religion, home language, family background, special educational needs, disability, gender or ability. The staff will differentiate the work to meet the abilities and aptitudes of the children, offering support and extension work as required.
- 6.3. All children will be given equal access to and are encouraged to participate in all curriculum activities.

## 7. Baseline on entry, Reception Baseline Assessment & on-going assessment

- 7.1. The Reception Baseline Assessment will be completed during the first 6 weeks in which a child starts Reception. It will assess a child's early mathematics, literacy, communication & language. The data generated will not be shared with the school and will only be used as a progress measure when a child completes KS2.
- 7.2. The school baseline will be completed within the first 3 weeks of a child entering school. The judgment will be made using observations and the judgements and learning journeys for each child will be uploaded into the Early Years Progress Tracker. These judgments will be moderated internally and externally.
- 7.3. Through observations of learning, summative assessments and regular moderation of children's work, practitioners will make further judgements within their setting across the year to enable identified gaps in learning to be addressed. Our Lady's use electronic learning journals to capture achievements but, in line with the principles of the Early Years Framework, will not seek to generate a raft of physical evidence to support a judgement.
- 7.4. Settings will make every effort to ensure parents and carers are able to share and contribute to the developing whole assessment picture of a child to arrive at judgements.

## 8. School Readiness

- 8.1. Defining what school readiness means is an essential factor in ensuring that children can be well prepared for starting school which is defined as year one.
- 8.2. The details below are set out as a guide and not an exhaustive list, as to what children should be able to do in order to be ready to begin Year one.

Reception - Autumn outcomes	Reception -Spring outcomes	Reception -Summer outcomes
<b>Communication and language</b>		
Able to listen to an instruction and respond.	Able to listen and respond to what my peers and grown-ups say.	Able to follow long instructions where there are two or more things to do.
Able to listen to and join in	Able to make up own stories using a picture book as a prompt.	Able to listen to what peers and grown-ups say whilst doing something else.

<p>with favourite stories and rhymes.</p> <p>Able to talk about what we are doing now and what might happen later.</p> <p>Able to build up their vocabulary from experiences.</p>	<p>Able to take their turn in speaking.</p> <p>Able to use words and word endings like “I went” or “I am going” instead of “I go”.</p> <p>Able to extend their vocabulary with new words.</p>	<p>Able to tell an adult what they think by using things they have seen or heard about.</p> <p>Able to tell you what has happened and what might happen next when they listen to a story.</p> <p>Able to make up stories from own experiences.</p> <p>Able to speak in full sentences using different tenses accurately.</p> <p>Able to retell actions achieved in the right order.</p> <p>Able to use a wide range of vocabulary.</p>
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**Literacy**

<p>Able to tell an adult what their marks, shapes, lines and letters mean</p> <p>Able to use letters in writing, sometimes writing the right letter for the letter sound they can hear.</p> <p>Able to join in with rhymes and stories.</p> <p>Able to hold a book and turn</p>	<p>Able to write high frequency words</p> <p>Able to write labels, lists and short captions using phonic knowledge.</p> <p>Able to read short sentences that are made up of tricky words</p> <p>Able to say the sounds in a word like</p>	<p>Able to write sentences that can be read by themselves and others.</p> <p>Able to write some words correctly and make phonetically plausible attempts at others.</p> <p>Able to write a range of tricky words.</p> <p>Able to read using phonic</p>
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<p>the pages correctly.</p>	<p>“bag” and know the letters needed to match the sounds.</p>	<p>knowledge.</p> <p>Able to describe the characters in a story and what happens in the story after it has been read</p>
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**Mathematics**

<p>Able to recognise familiar numbers.</p> <p>Able to count with, recognise and order numbers from at least 1-5.</p> <p>Recognise 2D shapes: Circle, square, triangle, oblong,</p> <p>Able to order and count groups of objects</p>	<p>Able to use numbers from at least 1 to 10 in the correct order</p> <p>Able to add groups of two things together</p> <p>Able to use words in the right context Big, small, heavy, light, in, under, pound, pence.</p> <p>Able to make patterns</p>	<p>Able to use numbers from at least 1 to 20 in the right order when counting things or singing rhymes.</p> <p>Able to identify what “one more” or “one less” is when a number is given.</p> <p>Able to add groups of 2 things together and tell how many they have got altogether and to take things away from a group and state how many things are left.</p> <p>Be able to identify odd and even numbers</p> <p>Recall number bonds upto 5 and some number bonds to 10 including number facts</p> <p>Able to double a number using equipment.</p>
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		<p>Able to solve problems that are important to the child like sharing snacks so that all children have the same number of pieces of fruit.</p> <p>Understand what the following words mean - “big”, “small”, “heavy”, “light”, “in”, “under”, “pound”, “pence”.</p> <p>Able to name some 3D, such as sphere, cone , cube, cylinder , cuboid.</p> <p>Able to make patterns and explain what they have done.</p>
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**Physical development**

<p>Able to hold a pencil near the point, using thumb and two fingers.</p> <p>Able to go to the toilet by themselves.</p> <p>Usually able to manage washing and drying hands.</p> <p>Able to dress and undress themselves with some support e.g. pulling up a zip after an adult has started it.</p> <p>Able to try out different ways</p>	<p>Able to hold a pencil effectively to write letters.</p> <p>Able to thread beads onto a piece of string.</p> <p>Able to dress and undress themselves without support.</p> <p>Able to move in different ways e.g. running, jumping etc.</p> <p>Able to use scissors safely to cut paper.</p>	<p>Able to confidently move in a variety of ways e.g. running, climbing, jumping, skipping or hopping.</p> <p>Able to tie shoelaces.</p> <p>Able to throw, catch, roll and kick different equipment such as large balls, hoops, beanbags and balloons.</p> <p>Able to use scissors safely and accurately.</p>
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of moving.		
Able to safely use scissors with one hand to make snips in paper.		
<b>Personal social and emotional development</b>		
Able to listen to an adult or concentrate on own task for 10 minutes.	Able to concentrate on own task for 15 minutes.	Able to concentrate on own task for 20 minutes.
Able to take turns when using resources with peers.	Able to confidently talk in a group when playing with friends.	Able to willingly try out new things.
Able to ask an adult or friend for help or if they need something.	Able to support their peers when they are sad, cross or worried by giving them a hug or sharing their toys with them	Able to confidently talk in a large group when with peers and familiar adults.
Able to usually adapt behaviour to different situations.	Able to understand how to share toys and take turns in a larger group.	Able to articulate to peers and adults about their feelings and why they are feeling this way.
	Able to understand and follow the behavioural expectations of the setting.	Able to cope when things unexpectedly change and adjust behaviour to different situations.

## 9. Environments

- 9.1. Children have daily access to well-planned stimulating learning environments, indoors and outdoors. These environments give children opportunities to be active and physical and also quiet and reflective.
- 9.2. The Early Years environment - inside and outside - is viewed as a whole, providing different areas where resources, materials and activities are freely and easily accessible.
- 9.3. The areas of learning in the environment should include:
  - 9.3.1. Role play area (including resources for deconstructed and open-ended role play).
  - 9.3.2. Book area.

- 9.3.3. Graphics or mark making area.
- 9.3.4. Mathematical area.
- 9.3.5. Construction area.
- 9.3.6. Small world area.
- 9.3.7. Music area.
- 9.3.8. Creative area.
- 9.3.9. Malleable area.
- 9.3.10. ICT area.
- 9.3.11. Sand/water areas.

## 10. Outdoor Education in the Early Years

Opportunities to learn outdoors are essential for the development of all children. The outdoor learning space offers experiences and provocations that cannot be replicated anywhere else. All strands of learning can be developed through both planned and child-initiated play. All schools offer children a sustained time outdoors to play and develop their learning. To ensure that this learning takes place all year round children need to have access to appropriate clothing such as wellington boots and waterproofs for inclement weather.

- 10.1. Outdoor learning contributes to and promotes a positive response to personal health, safety and well-being. It helps children gain an awareness of the need for sustainable relationships between people and the environment and encourages the growth of self-esteem, cooperation with others and personal responsibility.
- 10.2. The outdoor area must:
  - A. Give children the freedom to explore, use their senses and be physically active. Provide opportunities for large mark making and writing; include writing resources such as chalks, paint brushes with water, pencils and clipboards. Reading opportunities in the forms of signs, labels and simple stories and sequences.
  - B. Provide opportunities for mathematical development such as opportunities for counting natural objects, comparing length and weight with real life objects such as sticks and stones. Be able to solve problems using mathematical knowledge and understanding.
  - C. Include a quiet area for activities such as reading and observation.
  - D. Provide opportunities for large scale construction and gross-motor development through sports equipment and other open-ended resources.
  - E. Include an area for sensory mud/water play ideally a 'mud kitchen' with free access to water.

## 11. Training and Professional Development

- 11.1. The early years staff are supported and encouraged to continue their own development. We aim for all early years' teachers and support staff, as a result of training and experience, to be able to observe and respond appropriately to the children, building upon their knowledge and understanding of how children develop and learn.
- 11.2. The Early Years Lead will continue to provide opportunities for Early Years practitioners to engage in professional development and dialogue. Opportunities will be a blended offer of virtual network meetings and face to face opportunities.

## 12. Health and Safety

- 12.1. Priority will be given to children's safety at all times. The teacher will be responsible for teaching and implementing safety rules and practices.

## 13. Responsibilities

- 13.1. Headteachers are responsible for ensuring that this policy is adhered to, and that:
  - 13.1.1. Agreed curricula and programmes are implemented and due attention is paid to ensuring the needs of the school's community are met and that curriculum decisions are also informed by this;
  - 13.1.2. Robust curriculum monitoring and evaluation strategies are in place. Their school fully participates in statutory and non-statutory assessment arrangements;
  - 13.1.3. A full assessment strategy is in place that ensures high quality formative assessment is in place;
  - 13.1.4. The amount of time provided for teaching the required elements of the curriculum is adequate;
  - 13.1.5. Teachers receive high quality CPD to support effective curriculum delivery and implementation, particularly around effective pedagogical approaches and subject knowledge. They manage requests to withdraw children from curriculum subjects, where appropriate;
  - 13.1.6. The school's procedures for assessment meet all legal requirements;
  - 13.1.7. An inclusive approach to curriculum is in place and all pupils can access the curriculum effectively including SEND, disadvantaged and EAL pupils;
  - 13.1.8. Proper provision is in place for children with different needs, including children with SEND. Necessary monitoring in place to verify that all children are accessing the curriculum effectively and experiencing success.
  
- 13.2. The Early Years Lead is responsible for ensuring that this policy is adhered to in their subject/area, and that:
  - 13.2.1. The agreed school curriculum is implemented;
  - 13.2.2. They seek to innovate, in terms in subject leadership, within the framework set out in this policy and in the spirit of collaboration;
  - 13.2.3. Teachers in their team/department receive high quality CPD to support effective curriculum delivery and implementation, particularly around effective pedagogical approaches, subject knowledge and support of SEND, disadvantaged and EAL pupils;
  - 13.2.4. Ensure all statutory and school assessment procedures are followed;
  - 13.2.5. Curriculum standards are robustly monitored and evaluated through regular formative assessment, review of pupil work and timely summative assessment;
  - 13.2.6. They take an inclusive approach, ensuring all children receive the support they need to enable them to fully access the curriculum, including SEND, disadvantaged and EAL pupils;
  - 13.2.7. SEND children receive the support they need in their subject to enable to fully access the curriculum.
  
- 13.3. Teachers are responsible for ensuring that this policy is adhered to in their teaching, and that:
  - 13.3.1. The agreed school curriculum is implemented in their teaching;
  - 13.3.2. They fully participate in agreed trust assessment arrangements for their subject;
  - 13.3.3. They use effective teaching approaches and pedagogies to deliver the curriculum effectively;
  - 13.3.4. They engage fully in CPD as appropriate to their role;
  - 13.3.5. Children's progress is robustly monitored and evaluated through regular formative assessment, review of work and timely summative assessment;
  - 13.3.6. They take an inclusive approach, ensuring all children receive the support they need to enable them to fully access the curriculum, including SEND, disadvantaged and EAL pupils;
  - 13.3.7. SEND children receive the support they need to fully access the curriculum.

## 14. Safeguarding

- 14.1. Priority will be given to safeguarding children at all times. This policy is to be adhered to alongside the school Safeguarding & Child Protection Policy