



“Together in faith, working as one”

EYFS Policy

Core Principles

At St Paul’s our EYFS practice is led by the four guiding principles that shape our approach in our setting.

- Every child is a unique child, who is constantly learning and is resilient, capable, confident and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.
- Children develop and learn in different ways and at different rates.

Intent

We develop responsible, resilient, respectful pupils who value themselves, others and their learning.

We aim for our children to be happy, inquisitive, reflective and ambitious individuals who can become lifelong learners ready for the next stage of their ‘journey’.

Our curriculum is **CLEAR**:-

- **Challenging** – lessons are stimulating and provide opportunities for children to ‘grapple’ with concepts, utilising opportunities for regular lesson enhancements.
- **Language rich**– staff promote, develop and encourage high quality talk for learning so that all pupils can express themselves and communicate clearly and effectively in a wide range of situations.
- **Encouraging** – staff promote resilience through the development of a growth mindset and ‘the power of yet’.

- Aspirational – staff have high expectations and the children dare to take risks and dream.
- Reflective – children are encouraged to consider their role in making our world a better place. **‘LIVE WISELY, THINK DEEPLY AND LOVE GENEROUSLY**
‘– (Pope Francis, *Laudato Si*)

The Early Years Foundation Stage is crucial in securing solid foundations that our children continue to build upon. It is our intent that the children who enter our EYFS develop physically, verbally, cognitively and emotionally whilst embedding a positive attitude to school and learning. At St Paul’s the children often enter at below ARE and we plan activities that encourage rapid progress in the prime areas. There is close liaison between the 2s room and the Foundation Stage Classroom to ensure that transition between the 2s room is smooth, meaning that little learning time is lost as the children resettle. To achieve this there is regular dialogue between the staff from the 2s room and the staff from the Foundation Stage Classroom. This dialogue is in the form of informal meetings and sessions where the children’s progress is assessed and documented.

In the EYFS we strongly believe that we are at the beginning of our children’s educational journey. By igniting the flame for learning we are transforming lives, building communities for the future and broadening horizons.

We believe that all children deserve to be valued as an individual and we are passionate in allowing all children to achieve their full, unique potential.

We regularly review our setting by looking at the individual needs of our children and – taking into account their different starting points- we carefully develop our EYFS provision to ensure that it is suitable for their unique needs and stages of development of all our children.

Implementation

Teaching & Learning

Our EYFS teaching is practical, playful and inclusive with support and challenge from adults in class sessions, small groups and working with individuals. Each Prime and Specific Area is catered for either in the Continuous Provision, adult led sessions or both. Adults scaffold learning through skilful interactions and questioning. There are two separate environments. The 2s are taught in one room and most of our children start here. The 2s staff are the first school contact point for most parents and they have a focus of building strong links between home and school. The children then progress into our EYFS classroom, which is teacher led. The children will work in groups which are governed by ability rather than age, groups being regularly reviewed and progress assessed three times a year.

Throughout all of these areas of learning and at the heart of our EYFS are the **“Characteristics of Effective Learning”**.

We strive to develop these key characteristics of **“Playing and Learning”**, **“Active Learning”** and **“Thinking Critically”** in order to give the children the skills that they will continue to draw upon throughout their development.

All of the crucial skills, knowledge and vocabulary that we teach are presented to the children throughout the year. These are delivered via a range of topics, which are designed with their interests in mind and supporting children to develop their experience and knowledge across a range of themes. We aim to give the children experiences that are beyond the boundaries of their everyday life.

Focus child observations ensure that children’s individual interests are developed alongside a strong progressive curriculum based on the Early Years’ Framework.

Our learning environments, both inside and outside are also adapted regularly to meet the different and developing needs of the children in our care.

We aim to ensure that these areas are always stimulating and exciting and that, importantly, they are accessible to and challenge all children, regardless of where they are on their developmental journey.

We use paper journals as evidence to demonstrate the children’s learning and progress over time. Evidence of learning will also be recorded within the pupil’s books and both will be used as the basis of assessment.

Leaders will monitor the quality and impact of the EYFS Curriculum through regular pupil progress meetings, pupil voice and assess the extent to which pupils know more and remember more as they progress through the Key Stage..

Planning

At St Paul’s Catholic Primary School our environments are developed to promote independence within our children and allow them to access the curriculum independently and confidently with the necessary level of support and challenge.

Our time table is reviewed regularly to ensure that the daily structure, environment and focus tasks are tailored well to the needs of the cohort, which is constantly in flux. This is because children develop at different rates and the children move into the Foundation Stage Classroom from the 2s room throughout the year with new children starting in the 2s room, soon after their second birthday.

Observations enable us, as EYFS practitioners, to ensure learning is embedded and consistent and that all children continue to make outstanding progress within our EYFS setting.

We plan our topics based on the children’s interests, wider world events that the children are aware of, seasonality and our Literacy Counts teaching sequences.

Assessment

Within our EYFS, children are assessed continuously through accurate and specific observations. These provide us with information for immediate and future planning, not only for our cohorts but also for individual children's next steps in their learning.

We maintain a continuous assessment track record from when the children enter our setting to when they finish F2. We report Early Learning Goal Data as required by law to the local authority by the agreed date (usually at the end of June of the academic year that the child is in F2)

Data is collated and internally discussed three times per year. There is continual dialogue between all EYFS staff within the setting. The children who come up into the Foundation Stage classroom from the 2s room do not require to be baselined again as the data is robust and accurate. (Government Statutory baselines are completed in a timely manner when the children enter Foundation 2)

Resources

We constantly review our class resources. Our main order is placed in the summer term to include most consumable items and any resources that may need to be replaced as they have been in constant use. Additional orders may be placed at any time during the school year and **MUST** be agreed with the Head teacher first.

The Schools' Library Service should also be used to ensure the school is using the most recent, relevant and good quality texts and resources possible.

Enrichment Opportunities

It is expected that each class goes on at least one trip each year. Each topic should be individually considered to assess if there is a local, relevant opportunity that will enhance the life experiences of the children. These opportunities can include off site visits and bringing people into school.

Links to our Curriculum Intent:

Challenging

Where appropriate each taught lesson begins with a 'question hook' that can be explored and finally answered by the end of the session. Pupils are exposed to new concepts and challenged to correct any misconceptions. The continuous provision provides challenge to all the children. It is planned and critically appraised on an on-going basis. Any changes that are needed are implemented as soon as is practically possible, often in the session when it is recognised that change is necessary.

Language rich

Pupils are expected to use the correct vocabulary during sessions and teachers and teaching assistants correct errors and model accurate terminology in every session.

New vocabulary is explored and used in context. Teachers and teaching assistants are vigilant in their own use of grammar and correct non-standard use from the children via adult modelling and direct teaching.

Encouraging

As a school we aim to build resilience into our teaching and learning as many of our children struggle with not always being right; we have made it a key pillar of learning in our curriculum intent within the Early Years' provision. Through step by step teaching and plenty of encouragement, pupils will learn to: try, practise new skills, share their knowledge and work in a team. All work is collected, celebrated and the children's work displayed in class.

Aspirational

Our children often enter our setting at below age related expectations. We develop the children's Prime Area skills first and aspire that they will reach GLD in these areas by the end of F2. We expose the children to a wide range of literature to develop their spoken language which has a direct impact on their writing. We aim to show progress that is above national average and give them the best start in their education possible.

Reflective

Pupils are constantly encouraged to self-evaluate their progress, knowledge and learning. They have access to their previous work, photographs and journals and can see how they have developed over time. Some children will spend 4 years in our environment and we want them to be amazed at how much they have grown and to cherish their early experience of learning.

Impact

Our children will feel safe and secure in our school. Therefore they will be prepared to take risks with their learning and know that mistakes are another opportunity to learn.

Our teachers and teaching assistants, together with the school leadership, constantly reflect on the impact that our Early Year's provision has on the children. Changes and tweaks are driven by the needs of the children to ensure maximum learning and progress.

Monitoring is on-going throughout the school year. This is achieved by regular dialogue between the Early Years' Staff, Early Years' Lead and the Year One teacher. The Early Years' Lead will then use the outcomes of these meetings to decide the next steps for the Early Years' action plan.