

ST. HELEN'S CATHOLIC INFANT SCHOOL



EYFS Policy

Written by	Date	Ratified by	Date
J. Boness	2020	Governors	2020

To be reviewed	Annually	Every 3 Years
----------------	----------	---------------

Reviewed on	Reviewed by	Next review date
May 2021	J. Boness	May 2024

*With Jesus alive in our hearts, we celebrate each other and learn together
as a family.*

Curriculum Intent

At St Helen's Catholic Infant School, our intent for EYFS is to provide a broad and balanced curriculum which enables children to develop independence and resilience through active learning.

- To ensure each child to access a **broad and balanced** curriculum that gives them the wide range of knowledge and skills needed for good progress through school and life.
- To develop children's awareness and tolerance of **diversity**, the curriculum enables children to learn about similarities and differences' for example; families and resources used, demonstrate the diverse society we live in, for example; multicultural dolls. We also use the Cultural Calendar to celebrate diversity for example; Black History Month where the children learn about Harriet Tubman and the impact she made on society.
- To **enrich the curriculum**. We use the outside area all year round to provide opportunities for children to explore large scale learning and develop their physical development.

By the time children enter KS1, we ensure that children have fostered a secure love of learning ready to start the next stage of their learning journey.

Legislation and Guidance

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

There are seven, statutory areas of learning. These are divided into two sections, Prime Areas and Specific Areas.

The Prime Areas of Learning are:

Personal, Social and Emotional Development- Self Regulation, Managing Self and Building Relationships

Communication and Language- Listening, Attention and Understanding and Speaking.

Physical Development – Gross Motor Skills and Fine Motor Skills.

The Specific Areas are:

Literacy- Comprehension, Word Reading and Writing.

Maths- Number and Numerical Patterns.

Understanding the World- Past and Present, People, Culture and Communities, the Natural World.

Expressive Art and Design- Creating with Materials, Being Imaginative and Expressive.

EYFS also includes the characteristics of effective teaching and learning. They highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them.

The three characteristics 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 achievements.

With Jesus alive in our hearts, we celebrate each other and learn together as a family.

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

Teaching strategies

We ensure there is a balance of adult led and child initiated activities across the day. Although much of the time is spent with children self-selecting tasks, the interaction between the adult and child is essential as the adult's response to children builds understanding and therefore guides new learning.

The adult's role is to continually model, demonstrate and question what the child is doing. In some cases the adult will ask a child to come and complete a task or game with them; at other times they will participate in a child's game, extending it where possible. By the Summer term in Reception the children will experience many more adult directed tasks as they prepare for their transition to year 1.

Play:

Learning through play is an important part of our Early Years curriculum. We believe children learn best from activities and experiences that interest and inspire them. Using interesting topics as a starting point, we provide children with stimulating, active play experiences in which they can explore and develop their learning to help them make sense of the world. They have opportunities through their play to think creatively and critically alongside other children as well as on their own. They are able to practise skills, build upon and revisit prior learning and experience at their own level and pace. Play gives our children the opportunity to pursue their own interests and inspire those around them. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions.

Teaching:

It is important that the teaching and learning reflects the understanding that children within the EYFS should be given uninterrupted time to work in depth (sustained shared thinking). There should be a balance between adult-led and child initiated interactions, moving towards an increased amount of adult-led activities as children mature. However, this balance needs to reflect the individual needs of our children and more child-initiated activities will be appropriate for some. To encourage children to become active, confident learners, teachers should plan for children to learn in a variety of different ways, for example: a multisensory approach, through creative and imaginative play and through conversation and questioning. Each day we follow a timetable with set routines in place. This looks different in the Nursery and Reception classes. We set aside times each day when the children come together to be taught on the carpet as a class. In these slots we focus on our topic work, Mathematics, Literacy, Phonics, and stories

Roles and Responsibilities

The EYFS leader establishes and fosters positive relationships with all staff and children. They are responsible for ensuring the continuity of activities between all three Reception classes.

All class teachers in Receptive are responsible for planning challenging activities for the children. They are responsible for managing their classrooms and the outdoor activities and ensuring that the children are making good progress across the areas of learning. In conjunction with the EYFS leader, teachers use data effectively to make informed choices about the Early Years Foundation Stage curriculum. Class teachers report progress to parents at parents evening and the end of Year report. Parents play an important role in Reception and the class teachers work with the parents so that they feel involved in the children's learning. Parent meeting and parent workshops

*With Jesus alive in our hearts, we celebrate each other and learn together
as a family.*

W

are provided to support the children on their school journey. Opportunities to come into school to learn and carry out activities with their child are provided throughout the year.

Organisation and Planning

Our Reception classrooms have defined areas with clearly labelled resources to ensure children can access them easily. Each classroom is set up in a way to provide children with experiences and activities in all of the seven areas of learning. A variety of activities are planned for and set up in the different areas each day. The outdoor area is an important part of the classroom with many children choosing to learn outside for much of the day. Challenge Areas are also set up to provide children with opportunities to develop their thinking and resilience.

We try to ensure that the range of activities outside reflects the different curriculum areas, for example setting up quiet spaces for a maths games, reading and for construction. There are also opportunities for physical activity which includes climbing, running, cycling and other active games.

Inclusion

At St. Helen's Catholic Infant School we believe that all children are unique. We give our children every opportunity to participate in a wide range of experiences in order to help them to achieve their best. We do this by taking account of each child's learning style, communication needs, disability and range of life experiences when we are planning for their learning.

If a child is identified with having SEN before starting at St Helen's Catholic Infant School, the SENCO and/or EYFS leader meet with the pre-school and parents in the Summer Term prior to the children starting school to ensure a smooth transition for the child.

Assessment

Assessment is an essential part of the learning and development of children in Reception. It involves all staff observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations.

To ensure we have evidence of a child's progress in the EYFS we use a range of strategies: We collect children's work (exercise books), photos and observations (Tapestry). The Reception staff use iPads which are used to capture and note observations and next steps for learning.

Parents have access to the Tapestry Profile at home and exercise books during termly parental consultations.

On entry to Reception we carry out baseline assessments for each child. Throughout the year, class teachers submit end of term assessment data to the show each child's development across the seven areas of learning. At the end of Reception the class teacher assesses each child against the 17 Early Learning Goals (ELG) and comments on whether their development within each ELG is either 'emerging' or 'expected' Children's end of year levels (Nursery and Reception) are also communicated to parents and carers in the end of year report and can be discussed in the final Open Evening. The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents in their end of year report. All attainment data is shared with the Year 1 teacher for continuity at this time of transition to KS1.

*With Jesus alive in our hearts, we celebrate each other and learn together
as a family.*

W

Links with Other Policies

Inclusion Policy

Assessment Policy

*With Jesus alive in our hearts, we celebrate each other and learn together
as a family.*

W