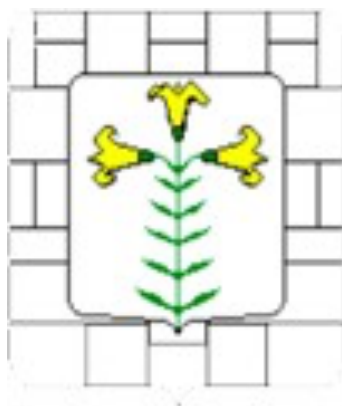


**FEDERATION OF ST ANNE'S AND ST MARTIN'S CATHOLIC
PRIMARY SCHOOLS**

St Anne's



Approved: May 2024
Next review date: May 2026

1. Introduction

Early Years education is the foundation upon which all children build the rest of their schooling. It is a holistic education rooted in play that encompasses all learning and development. The Early Years Foundation Stage begins at birth and continues until a child turns 5 years old.

This policy outlines the purpose, nature and management of the of the Early Years Foundation Stage (EYFS) at St Anne's Catholic Primary School. The implementation of this policy is the responsibility of every member of staff in the school.

2. Aims

The policy aims to ensure that

- Every child is happy and their wellbeing is the priority of all staff.
- A close partnership is developed between school and families ensuring children and parents view school as a positive, safe place and the school day is an enjoyable experience for all involved.
- Children access a broad and balanced curriculum that gives them a range of knowledge and skills needed to be a successful member of the community.
- The quality of teaching is consistent and ensures every child's individual needs are met.

3. Legislation

The policy is based on requirements set out in the 2017 statutory framework for the Early Years Foundation Stage (EYFS)

4. Structure of our EYFS

Early Years at St Anne's Catholic Primary School consists of Nursery and Reception

Nursery

The Nursery has space for 25 children in the morning session (9am -12pm) and 25 children in the afternoon session (12:30pm – 3:30pm). Children may start in Nursery the term after they turn 2 or the term after they turn 3. Children who are 3 may access 30 hour provision and attend both sessions. Children may stay for lunch for which they pay. There are three points of entry; September, January or April. For further information regarding nursery admissions, please see the ***Nursery Admissions Policy***. For further information on charging, please see the ***Nursery Charging Policy***.

Reception

All children will start Reception in the September after their 4th birthday. There are 30 spaces available in Reception.

Extended Hours

Children in Reception may attend the schools extended hours breakfast and after school club*.

**This is not available to the children in Nursery.*

5. Principles of the EYFS

The overarching principles in the EYFS framework underpin all our EYFS practice.

- Every child is unique: 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, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and families.
- Children develop and learn in different ways and at different rates.

In addition, all teaching and learning at St Anne's is rooted in our mission:

We are learning to live by faith and to be known by love

6. Curriculum

At St Anne's Catholic Primary School, we follow the Early Years Foundation Stage Curriculum.

The EYFS framework includes seven areas of learning and development that are equally important and interconnected. These are then broken down into three prime areas and four specific areas.

The prime areas are:

- **Communication and language**
Children will learn to listen in a range of situations, including assemblies, whole class, small groups and one-to-one. We will teach them to give their full attention to what others are saying and to respond appropriately, confidently and with relevant comment. Children will learn to follow several-step instructions and participate in conversations answering and asking 'how' and 'why' questions. Finally, children will learn to express themselves confidently and appropriately. They will learn to talk about events in their lives and explain their ideas showing an awareness of the listener.
- **Physical development**
Children will learn to control their bodies, developing coordination and balance. Both large-scale and small-scale movements will receive focus, ensuring children are safe when negotiating spaces, climbing and using hand tools. Children will also be taught the importance of good health, physical exercise and a healthy diet.
- **Personal, Social and Emotional development**
Children will learn to play cooperatively and take turns with their peers independently and in a variety of different situations. They will learn to listen to children and adults around them and take into account their ideas, adapting the activity appropriately. Children will be shown how to form positive relationships with others and how to demonstrate sensitivity when interacting. We will encourage children to be confident

to try new activities and speak in front of a familiar group, asking for help if and when required. Most importantly, we will teach the children how to be independent in all areas of school life, from managing simple routines to managing their own behaviour and resolving conflicts.

The prime areas are particularly important for igniting curiosity and enthusiasm for learning as well as building children's capacity to learn, to form relationships and to thrive. It is important that these become the focus and run as a thread throughout the curriculum so the children are able to strengthen and apply them through the specific areas.

The specific areas are:

- **Literacy**

Firstly, and most importantly, children will develop a love of reading and books. Through regular story time and shared reading, children will develop understanding of how stories are structured, including character and setting descriptions, exciting opening sentences and how to read with expression. We teach phonics daily as well as embed it into the curriculum throughout the day. Children will learn letter sounds and, in time, will be able to blend and segment sounds in order to read and write. Alongside this, irregular and common exception words are taught.

Phonics

Phonics is taught daily following the Letters and Sounds document and there must always be opportunities for children to practise their phonic knowledge in the continuous provision. (Also see Phonics Policy)

Guided Reading

In the summer term, a whole day of the week is dedicated to reading. The children will enjoy one whole class guided reading sessions and two group guided reading sessions, one session in Nursery. Children will have two independent follow up tasks and at least one individual reading session with an adult each week.

Further Reading

Immersion phase of core literacy, 1:1 reading at least once a week (every day for PPG children), class story twice a day, library time once a week, reading at home every day, beautifully presented reading area and whole school special events.

Writing

Children will follow the 'The Literacy Tree' framework. Writing opportunities must be in every area of the classroom and outside. Any mark making initiated by a child must be highly celebrated. Every child should be doing some form of writing daily, even if this is pre writing gross motor skills.

Literacy Books – Reception only

Every child in Reception has a literacy book. Once a week a piece of adult-directed literacy work will be presented in the book. Every piece of work will have a learning objective and date. Success criteria to achieve the learning objective will be co-created with the children prior to starting the task on a white board. Once the task has been completed the adult will straight away mark against the success criteria using child friendly symbols at the time providing verbal feedback. Parts of the work that have been successful and led to the success criteria being achieved will be highlighted in yellow. Any parts of the work that mean the success criteria has not been achieved will be highlighted in green. Anything highlighted in green will then be

immediately worked on by the child with support where appropriate. It is the expectation that when a child has closed the gap immediately they then don't make the same error in the next task. It is the expectation that every task builds on the last and progression is evident with skills being built upon. Children are expected to always use cursive handwriting. Writing must always start next to the margin. Children will work towards starting every letter on the line and ascending and descending when necessary.

- **Mathematics**

In maths, children will follow the 'White Rose Maths' framework. The children will use their knowledge of number and taught skills to solve problems. They will learn correct mathematical vocabulary and use this to describe objects in the environment. They will develop spatial awareness through problem solving and learn mathematical concepts such as measure and balance.

- **Understanding the World**

Children will learn about past and present events in their own lives and in the lives of others. They will talk about and observe similarities and differences in a variety of objects and events, celebrating the diversity of our community. The children will investigate the world around them, looking in depth at our environment and the natural world. They will learn to talk about change and discuss their own likes and dislikes. Finally, the children will learn about and use a range of technology that is appropriate to support them in their learning.

- **Expressive Arts and Design**

We do lots of singing and dancing every day in Reception. Children have constant access to the creative resources and are taught how to use the tools safely and explore a variety of different media. We look in depth at colour, design, texture and form and encourage the children to use their own ideas to construct for multiple purposes. The children also have ongoing access to a puppet theatre and a role play area

Our curriculum is underpinned by the characteristics of effective learning. This recognises that children learn best when they are

- Playing and exploring –
children investigate and experience things, and 'have a go'.
- Actively learning –
children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- Creating and thinking critically –
children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

6.1 Planning

Staff plan activities and experiences for children that enable them to develop and learn effectively. They take into account the individual needs, interests, and stage of development

of each child in their care, and use this information to plan a challenging and enjoyable experience. This may include specialist and individualised plans and resources to meet the most complex of needs and, where necessary and appropriate, support from outside agencies.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice. A range of enrichment opportunities and real life experiences are planned in order for engagement levels to be as high as possible.

- **Long Term Planning**

Contains key learning opportunities, such as key dates, festivals and trips. This plan will outline topics, the literacy spine and mathematical concepts.

- **Medium Term Planning**

Links to the Development Matters Stages of Development to ensure curriculum coverage.

- **Short Term Planning**

Is completed weekly by staff. It includes learning objectives for all areas of the curriculum. Individuals and groups will also be planned for including SEND, PPG, EAL and any specific individual learning needs. Weekly planning grids are completed for literacy which includes guided reading and phonics, for maths, RE and all other areas of learning. Weekly planning is based on the previous week's learning to ensure gaps are filled and misconceptions addressed. Every member of staff in the classroom should contribute to the weekly planning with annotations and observations.

6.2. Teaching

A mixture of whole class, small group and individual teaching will take place across the school day some of which will be adult-led and some of which will be child-initiated. At times, it will be appropriate for direct teaching to be undertaken in order to ensure children are taught the key skills they need in order to succeed in school. At other times, it is important to allow the children to immerse themselves fully in purposeful play for extended and uninterrupted periods of time. Whichever teaching style is being used, every opportunity to develop language must be maximised, for example using learning partners during direct teaching and adding narrative to play.

Practitioners have been trained to respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Adults show genuine interest in children's ideas and skilfully interact with them to ensure no moment of learning is lost, whilst maintaining the joy of play.

A happy child is a child that will learn, so children's wellbeing must always be the top priority.

6.3. School day and Timetable

The school day for Reception starts at 8:50 am when the children come straight into class and ends at 3:25pm. Lunch time is between 12:00 and 1:10. Lunchtime playtime is with the rest of

the school. The children eat their lunch in the hall. All Reception and KS1 children have the option of a free cooked lunch, which we strongly encourage parents to take advantage of.

Reception children also join in whole school assemblies from Term 2. The expectation is that children grow personally and socially and that they can manage wider school experiences over the course of the year. The Reception children have a PE lesson twice a week. They will also have a weekly drama session for a term.

The school day for Nursery starts at 8.45am when the children come straight into class and ends at 11.45pm or 3:30pm. Children take part in a mixture of adult-led and child-initiated activities following a regular routine. The children eat their lunch in the Nursery. All children bring a packed lunch from home.

Nursery children may join in some whole school activities over the course of the year e.g. Book Day Assembly and the Christmas Pantomime.

6.4. The Learning Environment

The learning environment consists of the classroom, garden and forest school. Children are able to access the whole environment throughout the school day. Being outdoors is encouraged, as it allows children to take well-planned risks in order to push through the zone of proximal development. The outdoors will only be closed during high wind and may be limited during extremely hot or cold days.

Staff must ensure the environment is immaculately organised and presented in order to give children easy access to good quality resources. Resources must be clearly labelled with pictures supporting children to choose, select and tidy away independently. It must be stimulating, varied and safe to allow the children to play, learn and explore.

Resources will be a mixture of continuous provision and enhancements. Continuous provision is made up of good quality resources that can support children's development across the whole curriculum. Enhancements reflect the medium term and short term planning and must be attractively presented in order to be irresistible for children to engage with.

7. Assessment

At St Anne's Catholic Primary School, ongoing assessment is an integral part of the learning and development process. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and carers.

Notes, photographs and videos are uploaded onto Tapestry. Statements from Development Matters are then attached to each observation according to the area of the curriculum and the age band the child is working in. Parents are able to view and contribute to their child's individual Tapestry.

On entry to Reception and Nursery, a baseline assessment is carried out during the first 6 weeks. This is through the adult observing and interacting with the child whilst at play only. Children's levels of wellbeing and involvement will also be recorded during this time. The baseline assessment is entered into Target Tracker. Following the baseline, aspirational targets are set for the mid-year point and end of year.

Assessments are subsequently entered into Target Tracker at the end of Autumn 2, Spring 1 and Summer 1. Data is then produced and analysed to identify relevant next steps for individuals, groups and the whole class.

At the end of EYFS, staff complete the EYFS profile for each child. Children are assessed against 17 early learning goals. The record will indicate whether they have/are;

- Met the expected level –**Expected**
- Working towards the expected level –**Emerging**

Staff are able to make judgements based on

- professional understanding rooted in their knowledge of the children.
- moderation across the school, cluster and LA.
- observations, photographs and videos collected on Tapestry, including photographs of work.
- contributions from all adults involved with each child, including parents and outside agencies.

8. Transition

See the ***Transition Policy***.

9. Working with Parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

We therefore nurture a strong relationship with our families by means of:

- A thorough transition process into Nursery and Reception. This includes tours, parent meetings and, most importantly, a home visit.
- An 'open door' policy. Staff are always happy to chat at the beginning and end of each day. If a longer conversation is required, staff will always arrange a meeting at a mutually convenient time.
- Various and plentiful parent events which are arranged throughout the year. These encourage parents and carers to join us in the classroom and either learn alongside us or see what we have been up to.
- Warm invitations to parents to join us on trips.
- Welcoming parents in to hear children read at any opportunity.
- Observations on Tapestry which keep parents well informed about where their child is in the curriculum.

- Weekly updates on the class page of the website.
- Regular workshops which provide parents with information about how we learn in school as well as how best to support their children at home.

10. Intimate Care

We are keen that, wherever possible, children start school able to use the toilet independently and confidently. We fully accept however, that young children will have accidents from time to time. Our ***Intimate Care Policy*** details the ways in which we support our children if they need a change of clothing or other care following illness or a toileting incident. All children will be treated with respect and care. Staff members will verbally guide the child to clean themselves as far as possible. Support in changing into fresh clothing will be available, although if a child needs to be cleaned more thoroughly, parents will be asked to collect them from school. The class holds a log book where the type of incident, aftercare and the names of both the child and members of staff involved will be recorded. This document is confidential. We will always notify parents about intimate care given during the school day.

11. Staffing

Our EYFS team consists; of an EYFS/KS1 team leader, teachers, EYPs (Early Years Practitioners) and teaching assistants. All staff are appropriately trained with relevant qualifications to work with the youngest children in the school and their CPD is regularly reviewed.

12. Safeguarding and Welfare Procedures

Our safeguarding and welfare procedures are outlined in our ***Safeguarding Policy***.

13. Monitoring arrangements

This policy will be reviewed by the EYFS/KS1 Leader every 2 years.

At every review, the policy will be shared with the Headteacher and the governing body.