Blessed Sacrament Catholic Primary School.



EYFS Policy

2023

***“Aim high – live life to the full”***

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| Written By | EYFS Team |
| Ratified by Governors | Autumn 2023 |
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| Signed Chair of Governors | *T Gunderson* |
| Signed Headteacher | C Davey |

*Mission statement*

‘Aim high, live life to the full’ John 10:10

We believe in the potential of every child so all the children are given the opportunity to develop the capacity to surprise themselves and those around them. They are taught to challenge themselves to build confidence and resilience.

*Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy*

*childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.* (‘The Statutory Framework for the Early Years Foundation Stage.’ DfE March 2014).

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. In our school we offer 2 year old provision (Little Buds), Nursery and 30 hour offer provision. All children join Reception at the beginning of the school year in which they are five.

The EYFS is based upon four principles:

∙ every child is a **unique child**, 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**, 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**.

**A Unique Child**

At Blessed Sacrament Catholic Primary School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We know that children develop in individual ways and at varying rates. Children’s attitudes and dispositions to learning are influenced by their school and home environments and we begin to build links with the families. We observe how each child learns to gain an understanding of the characteristics they develop to become effective learners. We use questioning, praise and encouragement to develop a positive attitude to learning and high self-esteem. During their first year at school, the children are introduced to the learning habits. They are taught to be observant, investigative, curious, determined, imaginative, adventurous, co-operative and to use reasoning.

***Inclusion***

All children and their families are valued within our school. We value the diversity of individuals within the school and do not discriminate because of differences. All children at Blessed Sacrament Catholic Primary school are treated fairly regardless of race, religion or stage of learning. Teachers plan low threshold, high ceiling tasks which enable all children to access the learning and to achieve as highly as possible. In the early years the children begin to learn to take responsibility for their learning and begin to understand the concept of challenge.

We give our children every opportunity to achieve their best by taking account of our children’s range of life experiences when planning for their learning. Planning for children with additional needs is in line with the Special Educational Needs & Disability policy.

In the EYFS we have realistic and challenging expectations and meet the needs of all our children through:

∙ planning opportunities that build upon and extend children’s knowledge, experience and interests and develop their self-esteem and confidence through a creative curriculum and learning environment

∙ using a wide range of teaching strategies based on children’s learning needs ∙ providing a wide range of opportunities and environments to motivate and support children and to help them to learn effectively

∙ providing a safe and supportive learning environment in which each child’s contribution is valued

∙ monitoring children’s progress and taking action to provide support as necessary

It is vital that all children in the school are safe. We provide children with opportunities to help them develop the skills they need to keep themselves safe. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards both in the real and virtual world.

**Positive Relationships**

At Blessed Sacrament Catholic Primary School we recognise that children learn to be confident and independent through the development of secure relationships. We develop caring, respectful, professional relationships with the children and their families. ***Parents as Partners***

We recognise the important role parents play in educating the children. We do this by: ∙ talking to parents about their child before their child starts our school; ∙ inviting the children to spend time with their teacher in the classroom before starting at school

∙ inviting all parents to an induction meeting during the term before their child starts school

∙ encouraging parents to attend consultation meetings in the first two terms to discuss their child’s progress

∙ providing parents with an electronic report on their child’s attainment and progress at the end of each term

∙ encouraging parents to contribute observations through Tapestry App.

∙ sharing our approach to reading (RWI)

∙ inviting parents to a curriculum meeting where the topic is explained

Staff develop good relationships with all children and we have key worker groups which parents are informed about during the first term in school.

**Enabling Environments**

At Blessed Sacrament Catholic Primary School we recognise that the environment plays a key role in supporting and extending the children’s development. The role of both the indoor and outdoor environment in learning/organisation of learning provides opportunities for child initiated activities reflecting the topic where they can develop gross motor skills, social skills and much more. We provide stimulating resources which are accessible and open-ended so they can be used, moved and combined in a variety of ways.

***Observation, Assessment and Planning***

Planning within the EYFS starts with the Long-Term Plan in conjunction with KS1 and the school’s topics. Medium Term Plans are written termly and used by the EYFS teachers as a guide for weekly planning. A weekly focus is based on the learning objectives linked to the EY curriculum and shared with all EYFS staff. We plan first hand experiences and provide opportunities for challenges appropriate to the development of the children. In the EYFS assessment of attainment and progress is based on observation, discussion, questioning and evidence of children’s independent learning. Valuable evidence of children’s learning is obtained through observation of independent and targeted learning.

The Assessment of pupils is ongoing through formal and informal observations and discussions between staff, parents and external agencies. We use Tapestry as our online learning journal provider.

Each child has their own secure username and password which allows parents to view all their child’s personal on-line learning journal via the Tapestry app. These include, pictures, videos and observations of what we noticed the child can do. Parents are able to like and comment on observations that we add and parents are encouraged to add observations, pictures and videos for their child’s learning journal. Having both parents and staff contributing to children’s observations weaves the story of a child and how they are growing and developing. The Tapestry platform then works seamlessly to enable these memories to be kept as a permanent record of each child’s unique journey.

Teachers add data to Tapestry once a term and this is linked to their observations. Once a term these assessments are easily shared with parents through the Tapestry App. BSCPS carry out a Reception Baseline Assessment within the first six weeks of the first autumn term.

We use a range of assessments throughout the year. We use summative assessment three points across the year (Autumn, Spring and Summer) which is fed back to parents via tapestry. We use formative assessment throughout the year through observations and informal discussions with all adults involved with the children. We also use National statutory Assessment, Reception Baseline Assessment and EYSFP.

To ensure accurate assessment we take part in moderation sessions with our school to school collaboration and internally within our own school too.

We use the Cherry Garden aspect of Tapestry to record smaller steps of progression for children with SEND.

We follow a separate plan for phonics called Read Write Inc and we will incorporate White Rose resources to enhance provision in mathematics.

We have a mixture of directed and free choice activities to ensure a balanced provision.

**Learning and Development**

At Blessed Sacrament Catholic Primary School we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are interconnected. The children have time and freedom to become deeply involved in the activities and their learning.

**The Early Years Framework**

All children in EYFS have access to a broad, rich, topic-based curriculum. Planning and assessment are based on the seven areas of learning and the children’s development. We ensure that the children have the best start to school life and to prepare them for the Key Stage 1 curriculum.

# The Seven Areas of Learning

**PRIME AREAS:**

**Communication and Language (CL)**

* Listening, Attention and Understanding
* Speaking

**Personal, Social and Emotional Development (PSED)**

* Self-regulation
* Managing self
* Building relationships

**Physical Development (PD)**

* Gross motor skills
* Fine motor skills

**SPECIFIC AREAS:**

**Literacy (L)**

* Comprehension
* Word reading
* Writing

**Mathematics (M)**

* Number
* Numerical patterns

**Understanding the World (UW)**

* Past and present (History)
* People, Culture and Communities (Geography, PSHE, RE etc.)
* The Natural World (Science)

**Expressive Arts and Design (EAD)**

* Creating with materials (Art and Design / DT)
* Being imaginative and expressive (Art, Drama, Music, English etc.)

**Characteristics of Effective Teaching and Learning (CoETL)**

The characteristics of learning underpin all seven areas of learning and help pupils prepare for beyond their school life.

##### Playing and Exploring

Playing and Exploring is all about how the child engages in learning. It can be broken down into three further areas:

* Finding out and exploring
* Playing with what they know
* Being willing to ‘have a go’

##### Active Learning

Active learning covers three main areas:

* Being involved and concentrating
* Keeping on trying
* Enjoying achieving what they set out to do

##### Creating and Thinking Critically

* Having their own ideas
* Using what they know to learn new things
* Choosing ways to do things and finding new ways

Overall, the Characteristics of Effective Teaching and Learning focus on the processes of learning, the thinking that is applied and the attitudes that are being displayed. It requires practitioners to look for those teachable moments to encourage, support and model all of the positive behaviours involved in each characteristic, which in turn will help children to develop into effective learners.

These areas are delivered throughout the topic and linked closely together. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities.

The EYFS classes have their own outdoor area used all year round in all weathers. Being outdoors encourages learning in different ways. It offers the children more opportunities to be creative and explore on a larger scale as well as to be physically active linking the indoors and outdoors together.

***Play***

Children’s play reflects their wide ranging and varied interests and preoccupations. In their play, children can be inquisitive, creative, questioning and experimental and will learn at their highest level. Playing with their peers is important for children’s development. Through play our children explore and develop learning experiences, which help them make sense of the world. The adults model play and play sensitively with the children fitting in with their plans and ideas. The children are encouraged to try new activities and judge risks for themselves. We talk to them about how we get better at things through effort and practice and that we can all learn when things go wrong. They practice and build up ideas learning how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own.

**ROAR and Self-Regulation and Executive Functioning’s:**

At BSCPS, we incorporate ROAR from Nursery right up to Year 6. Through ROAR we will explore and identify our emotions, we will teach them techniques to use to help regulate themselves. During our PATHs programme we will help children to develop a positive sense of self and understand how to challenge themselves, they will build resilience and persevere when challenges occur every day. We will use the CoETL to sustain high levels of concentration to achieve the best possible outcomes. We feel by incorporating these programmes we give the highest quality education and care. We feel our care is inclusive to all.

**Safeguarding:**

We will ensure that we meet the legal requirements for safeguarding and promoting children’s welfare, health and safety by ensuring that we employ suitable people and that our premises environment are safe and suitable. We will always follow our safeguarding procedures to give the highest quality care and protection.

**Transitions:**

We understand joining Nursery or School can be very overwhelming for both children and families so we aim to implement a smooth and seamless transition for all.

As stated above, parents are invited to a welcome meeting in the summer term before their child starts school. They also visit again with their child during a stay and play in the summer term. We set up parents on Tapestry before children start at our school so that parents and practitioners can effectively communicate sharing messages, celebrations and ask any questions. Parents complete an All About Me form which is very informative. Parents are invited to Come Read with Me and Come Count with Me sessions throughout the year.