



# *St Anne's RC Primary*

*'We Grow Together in God's Love'*

## **Early Years Foundation Stage (EYFS) Policy**

### **Mission Statement**

We grow together as a Catholic Faith Community, as we follow and promote Gospel values in all we do. We grow together in wisdom, as we encourage each child to achieve their full potential, academically, spiritually and socially and in a spirit of confidence. We grow together in respect, friendship and responsibility, as we reach out to those in our wider community.

We Grow Together in God's Love.

### **1. Aims**

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

### **2. Legislation**

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

### **3. Structure of the EYFS**

At St Anne's we have 1 nursery class offering 26 places for 3 full days: Monday, Tuesday and Wednesday. Nursery starts at 8.45am-3.15pm. From September 2023 Nursery will finish at 12.30pm.

We have 1 reception class offering 30 places at full school time hours 8.45am- 3.15pm

### **4. Curriculum**

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

#### 4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also 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. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

Staff are expected to plan and develop a strong continuous provision, and then plan enhanced provision and additional adult directed activities to support this. As children progress through the early years foundation stage, group work, adult-directed and whole class work will be planned, as appropriate for the age and stage of the pupils.

#### 4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a balance of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

Timetables are set for each year group and are adapted based on the needs of each cohort and the age of pupils within the setting. See website for more detail on curriculum in EYFS

### 5. Assessment

At St Anne's, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles on entry to nursery and reception to form a baseline. These observations are used to shape future planning. Further observations then inform progress which is tracked on our data tracking system: Insight, this is updated three times a year in the Autumn, Spring and Summer terms.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child in their summer term report.

The profile is moderated internally (referring to the Development Matters guidance) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

The 17 early learning goals are listed below:

| Early Learning Goals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Communication and Language</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Personal, Social and Emotional Development</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Physical Development</b>                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                |  |
| <b>Listening, Attention and Understanding</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Self-Regulation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Gross Motor Skills</b>                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                |  |
| <ul style="list-style-type: none"><li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li><li>• Make comments about what they have heard and ask questions to clarify their understanding.</li><li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li></ul>                                                                                                                                  | <ul style="list-style-type: none"><li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li><li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li><li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li></ul> | <ul style="list-style-type: none"><li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li><li>• Demonstrate strength, balance and coordination when playing.</li><li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li></ul>                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                |  |
| <b>Speaking</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Managing Self</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Fine Motor Skills</b>                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                |  |
| <ul style="list-style-type: none"><li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li><li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li><li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li></ul> | <ul style="list-style-type: none"><li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li><li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li><li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li></ul>                                                                                    | <ul style="list-style-type: none"><li>• Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</li><li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li><li>• Begin to show accuracy and care when drawing.</li></ul>                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                |  |
| <b>Understanding the World</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Building Relationships</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Literacy</b>                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                |  |
| <b>Past and Present</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"><li>• Work and play cooperatively and take turns with others.</li><li>• Form positive attachments to adults and friendships with peers.</li><li>• Show sensitivity to their own and to others' needs.</li></ul>                                                                                                                                                                                                                                                                 | <b>Comprehension</b>                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                |  |
| <ul style="list-style-type: none"><li>• Talk about the lives of the people around them and their roles in society.</li><li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li><li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li></ul>                                                                                                                                                                    | <b>Expressive Arts and Design</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"><li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li><li>• Anticipate (where appropriate) key events in stories.</li><li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li></ul>                  |                                                                                                                                                                                                                                                                                                                                                |  |
| <b>People, Culture and Communities</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Creating with Materials</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Mathematics</b>                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Word Reading</b>                                                                                                                                                                                                                                                                                                                            |  |
| <ul style="list-style-type: none"><li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li><li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li><li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li></ul>                | <ul style="list-style-type: none"><li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li><li>• Share their creations, explaining the process they have used.</li><li>• Make use of props and materials when role playing characters in narratives and stories.</li></ul>                                                                                                                                                   | <ul style="list-style-type: none"><li>• Have a deep understanding of number to 10, including the composition of each number.</li><li>• Subitise (recognise quantities without counting) up to 5.</li><li>• Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li></ul>                                    | <ul style="list-style-type: none"><li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li><li>• Read words consistent with their phonic knowledge by sound-blending.</li><li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li></ul> |  |
| <b>The Natural World</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Being Imaginative and Expressive</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Numerical Patterns</b>                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Writing</b>                                                                                                                                                                                                                                                                                                                                 |  |
| <ul style="list-style-type: none"><li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li><li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li><li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li></ul>                                                                                  | <ul style="list-style-type: none"><li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li><li>• Sing a range of well-known nursery rhymes and songs.</li><li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li></ul>                                                                                                                                                                                            | <ul style="list-style-type: none"><li>• Verbally count beyond 20, recognising the pattern of the counting system.</li><li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li><li>• Explore and represent patterns within numbers up to 10, including even and odd, double facts and how quantities can be distributed equally.</li></ul> | <ul style="list-style-type: none"><li>• Write recognisable letters, most of which are correctly formed.</li><li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li><li>• Write simple phrases and sentences that can be read by others.</li></ul>                                           |  |

## 6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. Parents and/or carers are kept up to date with their child's progress and development through the use of tapestry. We use tapestry across EYFS to record children's Wow moments to help staff build a picture of the child. Parents are also encouraged share observations via tapestry or verbally. We also use tapestry to share resources, links and homework tasks and is used as a method of communication.

## 7. Safeguarding and PSED curriculum

We promote good oral health, as well as good health in general, in the early years by:

- The effects of eating too many sweet things
- The importance of brushing your teeth
- The importance of keeping privates privates by using the Pantasaurus NSPCC Resource
- Promoting good toileting
- Stranger danger

- Online Safety
- Healthy food choices (This is also promoted with our in house caterers)
- Fresh start sports leaders to highlight importance of physical activity
- Encourage children to SAY NO
- Strong pastoral support for children

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy and PD curriculum. Children are taught to assess risk and understand their physical capabilities as we provide the children with safe risk taking activities. We use fun, interactive and practical activities. Through participation, children learn to be aware of potentially dangerous things and hazards to avoid and gain a healthy respect for safety precautions. We teach the children to use tools and resources safely. We have clear, sensible rules for everyone to follow. As the year proceeds, we increase the range of resources and challenges, outdoors and inside. One example of this might be starting the year with light hammers, plastic golf tees and playdough. This equipment will offer children a safe experience of hammering. We wait until the children are ready to follow instructions and use tools safely. Then we introduce hammers with short handles, nails with large heads, and soft blocks of wood. We teach children to develop their fine motor skills so that they can use a range of tools safely: Use a knife and fork, scissors, needles hammers ect.

Children are taught to confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. We encourage children to use a range of equipment. These might include: wheeled toys, wheelbarrows, tumbling mats, ropes to pull up on, spinning cones, tunnels, tyres, structures to jump on/off, den-making materials, logs and planks to balance on, A-frames and ladders, climbing walls, slides and monkey bars

We teach children to be physically able to move around safely and negotiate space. We encourage the children to be more confident, competent, creative and adaptive movers through our outdoor provision. We provide a choice of open ended materials for children to pull, push, roll, jump crawl, climb on.

As the year progresses children are taught how to keep safe during different seasons and festivals: for example, When it is sunny outside, wear a hat to prevent your head from getting too hot, sunglasses to protect your eyes and sun cream to keep your skin safe.

Topic and seasonal based approach to teach safety, Firework safety, Trick or Treat Halloween safety, Be Bright road safety, Sun safety, Seaside safety, Food safety, Handwashing, Outdoor safety, Screen time, Road safety. Stop look listen think

Executive function and self-regulation, monitor what they are doing and adapt, regulate strong feelings, be patient for what they want and inhibit impulsive behaviour. We teach PSED through continuous provision, adult led activities and the THINK EQUAL programme. We teach children how to regulate and recognise their emotions using texts such as the colour monster. The children are taught to 'check in' with their emotions and express their feelings. We teach the children the ability to communicate their feelings and communicate if something is bothering them.

Adults model positive play and notice children who find it difficult to play. These children are provided with extra help to share and manage conflicts. Play opportunities are set up for these children in quiet space with just one or two other children.

## 8. Transitions

At St Anne's Primary School, we recognise that times of transition can be unsettling for both children and their families and aim to offer a structured and supportive approach whereby children feel excited and motivated to meet the new challenges of our settings and parents feel valued, informed and supported.

We recognise that transitions can be as small as moving from one room or activity to another, or as large as moving from one setting to another. We believe that gaining a detailed picture of children as individuals will enable us to plan these transitions so as to make them as smooth and positive as possible.

We understand that the role of parents as partners is key, particularly within the Foundation Stage, where the sharing of information can make the transition process more effective and enable children to get the most from their Foundation Stage experiences.

We understand that some children and families will need further support at times of transition and we will endeavour to offer this.

### 8.1 Transition from home to nursery

**Offer:** In October we will advertise our nursery offer for the following September intake.

**Enquiries:** Parents are warmly welcomed to look around the nursery setting at any time and may stay with their child to join in with some of the day's activities.

**Open day:** In spring, there is an open day for families of children starting Nursery in September. There is an opportunity to look around school, visit nursery and meet the nursery teacher. Children are invited to play in Nursery with their parents and join in with some of the day's activities inside and outside.

**Parent Meeting:** In summer, parents of the September intake are invited to a meeting to meet the nursery teacher, the Head teacher, EYFS lead and Pastoral worker. At this meeting parents are given key information about the school and staff are available to answer any questions.

The children are then invited to attend 3 sessions:

Session 1: stay and play (parents stay)

Session 2: drop off

Session 3: drop off

Further visits are available on request and will be offered if transition difficulties are anticipated. These transition visits help to build up a picture of the group and allows Nursery staff to make provision for any children or families who may need further support during the transition process.

**September transition:** All nursery children begin together on the first day back of term. Parents are welcome to stay to help their child to settle in the first couple of weeks. Staff will discuss and advise families as to strategies which may be appropriate to support children in the separating process. If parents leave their child and are concerned, they will always be telephoned and reassured during the session. The Nursery teacher and Nursery staff will discuss any settling issues, provide reassurance and answer parent's questions at the beginning or end of the nursery session. A staggered start timetable can be offered if appropriate.

Transition experiences during the year: Throughout the year, Nursery children are given the opportunity to join with the rest of the Foundation Stage for special visitors etc. In the same way, they will be invited to take part in whole school activities as appropriate example assemblies.

## **8.2 Transition from nursery to reception.**

Enquiries: Parents are warmly welcomed to look around the Reception classroom at any time throughout the year and may stay with their child to join in with some of the day's activities.

Open day: In November, there is an open day for families of children starting school in September. There is an opportunity to look around school and visit their child's new classroom. Children are invited to play in the reception classroom with their parents and join in with some of the day's activities inside and outside.

Parent Meeting: In summer, parents of the September intake are invited to a meeting to meet the reception teacher, the Head teacher, EYFS lead and Pastoral worker. At this meeting parents are given key information about the school and staff are available to answer any questions.

The children are then invited to attend 3 sessions:

Session 1: stay and play (parents stay)

Session 2: drop off

Session 3: drop off

Further visits are available on request and will be offered if transition difficulties are anticipated. These transition visits help to build up a picture of the group and allows reception staff to make provision for any children or families who may need further support during the transition process.

September transition: All reception children begin together on the first day back of term. Children in reception are encouraged to come into the classroom independently. Staff will discuss and advise families as to strategies which may be appropriate to support children in the separating process. If parents leave their child and are concerned, they will always be telephoned and reassured during the session. A staggered start timetable can be offered if appropriate.

## **8.4 Transition from Reception to Year 1**

Children are given a number of opportunities to meet and get to know the Year 1 teachers. The Year one teachers visit the Reception classes and visa versa. Reception staff will meet with the Year one staff in July to discuss individual children and their needs. Copies of children's end of year reports will be passed on, along with any other relevant information

## **9. Monitoring arrangements**

This policy will be reviewed and approved by senior leadership team every year.

At every review, the policy will be shared with the governing board.

## Appendix 1. List of statutory policies and procedures for the EYFS

| Statutory policy or procedure for the EYFS                                  | Where can it be found?                                                                            |
|-----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| Safeguarding policy and procedures                                          | See child protection and safeguarding policy<br>(copy available for the office)                   |
| Procedure for responding to illness                                         | See health and safety policy<br>First aid<br>Support children with medical needs<br>(see website) |
| Administering medicines policy                                              | See supporting pupils with medical conditions policy<br>(copy available for the office)           |
| Emergency evacuation procedure                                              | See health and safety policy<br>Lockdown and Fire Policy<br>(website)                             |
| Procedure for checking the identity of visitors                             | See child protection and safeguarding policy<br>(website)                                         |
| Procedures for a parent failing to collect a child and for missing children | See child protection and safeguarding policy<br>(website)                                         |
| Procedure for dealing with concerns and complaints                          | See schools complaints policy<br>(see website)                                                    |