

St. Michael's Catholic Primary School

Early Years Foundation Stage Policy



Approved by:	LGC
Last reviewed on:	September 2023
Next review due by:	September 2025

At St Michael's, we respect and care for ourselves and each other. We work hard and try our best to use the gifts that God has given to us.

In EYFS we recognise that learning begins at birth and continues throughout life. We acknowledge that everyone can be a competent learner, regardless of disability or other special needs. We also recognise that the early years are a time where children progress and grow at a rapid rate and where children are bursting with awe and wonder, fun and joy. All the EYFS staff at St Michael's recognise the special responsibility they hold as custodians of the early years and they do not lose sight of this treasured opportunity.

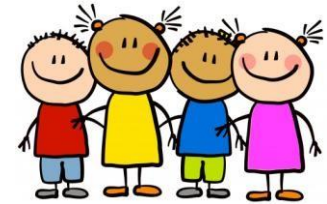
All children follow the Early Years Foundation Stage curriculum. The principles which guide the work of all early years practitioners are grouped into four themes:

A Unique Child – Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

Positive Relationships – Children learn to be strong and independent through positive relationships.

Enabling Environments – 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 carers.

Learning and Development – Children develop and learn in different ways. Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development.



They foster the characteristics of effective early learning

- Playing and exploring
- Active learning
- Creating and thinking critically

Teaching, Learning and Assessment Policy - School Aims and Implementation

St. Michael's Primary School aims to provide children the opportunity to develop towards their full potential - academically, emotionally and socially - by:



- Providing the highest standard of education to enable children to acquire the skills, knowledge and concepts relevant to their future.
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated.
- Enabling children to become active, responsible and caring members of the school and wider community.
- Ensuring the rights of the child are met.

The school works towards these aims by having high expectations which permeate through:

- Promoting high quality learning and attainment.
- Providing a broad and enriched curriculum.
- Providing an engaging and interactive learning environment.
- Valuing each other, ourselves and our school.
- Working in partnership with parents and the community.

As a Catholic Caring Community we promote Christian values and have strong values which dictate how we continually grow as a community.

School Values: As a Catholic Caring Community we promote Christian values and have strong values which dictate how we continually grow as a community.

Teaching, Learning and Assessment Policy – An Introduction

We believe the key principles that enhance the way children learn are:

1. **High expectations of behaviour and learning** – we aim to provide an inclusive culture of high expectations whereby every child succeeds and progress from their starting points is clear.
2. **Differentiation** – all of our children are supported to meet individual targets. Our curriculum meets the needs of the children.
3. **Independent learning and problem solving** – children are active participants in their own learning and develop understanding through real experiences and enquiry.
4. **Challenge and enrichment** – our curriculum is driven by stimulating and enthusiastic teaching which ignites a love of learning and motivates and inspires pupils to achieve more.

Teaching, Learning and Assessment Policy - Responsibilities

All staff work together for the needs of the children. We hold weekly team meetings with all staff. The actions of the meetings are followed up. They are always linked to our improvement plan.

The EYFS lead, Sarah Fowler will discuss any cause for concern in a child's progress, especially in the prime areas of learning, with the child's parents. A strategy of support will be agreed upon and consideration will be taken as to whether the child may have a special educational need or disability which requires additional support.

Teaching, Learning and Assessment Policy – Our Framework (child centered and purposeful)

Our language of learning MUST reflect our key principles (High expectations, Differentiation, Independent learning and problem solving, Challenge and enrichment).

We must strive to develop in our children the notion that their ability can be grown and developed. Learning is observed not as a straight forward process but rather a complex journey of success and failure, whereby mistakes are necessary.

Therefore we must believe in the fundamentals of our own practice:

- Be *creative and passionate* and *make learning enjoyable*
- Make learning real and give it a purpose
- *Know our children* and prioritise their learning
- Maintain *high standards* equipping children to reach them
- Allow children *time to improve*
- Establish an environment that *promotes ambition* where children regard difficulties not as obstacles but as stepping stones
- *Empower children* to be active participants in their learning



Teaching, Learning and Assessment Policy - Steps to Success

The learning environment

At St Michael's we recognise the importance of providing a stimulating, interesting, welcoming, safe and challenging learning environment. We teach in a shared area with Reception and Nursery children sharing resources and learning, to ensure progression and fluid transition. All areas are organised and resourced to provide learning opportunities in the seven areas of the EYFS curriculum. Children are taught how to access the equipment in each area of provision independently from the moment they are able, to enable them to follow their own ideas and interests. There are also planned age appropriate 'focused activities' for specific children, or groups of children providing a balance of child and adult initiated activity.

The outdoor learning environment is valued part of the curriculum and is organised into areas of provision that promote the seven areas of learning in the EYFS curriculum. Being outdoors offers children the freedom to explore, use their senses and be physically active. It also offers opportunities to do things in different ways and on different scales compared to indoors. Our outdoor environment provides a range of resources and activities for children to explore and we try to ensure each of the curriculum areas are incorporated into the outdoor environment each day.

The important role of all adults:

We recognise the importance of the role that all early years educators play in the care and education of our youngest children. These roles include:

- Building relationships.
- Observing children to identify their wellbeing and involvement, their needs, strengths and interests
- Planning for next steps in learning
- Supporting and extending child initiated activity
- Engaging children in focussed activity
- Maintaining and developing a stimulating, welcoming safe and challenging learning environment.
- Working as a team to ensure that all children reach their full potential.



The important role of parents:

Parents play a key role in children's development and it is essential for us to have a strong partnership with parents to ensure each child reaches their full potential. We ensure parents feel valued and shared partners in their child's learning by:

- Informal conversations at beginning and end of sessions
- Stay and play sessions
- Termly opportunities for parents to come and see learning for example through end of topic celebrations
- Sharing regular news via Facebook feed and website.
- Provision of regular homework/reading and advice to parents
- Holding parent workshops once a term
- Sharing observations our SeeSaw.
- Sending termly targets at parent's evenings
- Welcome liturgies and Buddie's assembly
- Termly parent's evenings for Reception
- Termly newsletters and curriculum information

Transition

Nursery to Reception

Nursery and Reception teachers work closely together throughout the year and take part in joint moderations. This ensures Reception teachers develop a good understanding of Nursery children's abilities and needs before they move up. The shared area ensures that all children feel comfortable with Reception staff. We have a new starters meeting for parents.

Reception to Year One

Reception children make use of the whole school facilities such as the hall and whole school playground to ensure the children are confident and well prepared for moving around the main school building. They attend whole school assemblies and Masses and play with whole school at lunch time. In the final summer term, the Reception have half a day with their new teacher. At the end of each school year, teachers meet to share information on each child with their new class teacher including their knowledge, understanding, achievements and end of year assessment data. This ensures all teachers have a well-rounded picture of the children prior to the new school year. Teachers are also provided with copies of end of year reports for the children in their new class.

Teaching, Learning and Assessment Policy - Subject clarity, consistency and high expectations in planning, delivery and assessment

At St Michael's we have clear expectations for each subject and each child with each lesson. All staff deliver learning that is challenging, high quality and provides consistency across year groups.

Assessment

Every child has an individual learning Journal which includes observations and information from both staff and parents that record the child's journey and progress through the foundation stage.

Children receive half termly targets linked to all areas of the curriculum.

The children in Nursery have learning journeys to record work. We also have floor books for RE. The children in Reception literacy books and a learning journey. They have a floor book for RE.

In both Nursery and Reception, observations are recorded on Seesaw.

Progress check in Nursery.

When a child begins in Nursery, practitioners must review their progress and provide parents and/ or carers with a short summary of their child's development in the prime areas. This progress check must identify the child's strengths and any areas where the child's progress is less than expected. If there are significant emerging concerns, or an identified special educational need or disability, practitioners should develop a targeted inform planning to support the child's future learning and development involving parents and/or carers and other professionals (for example, the provider's Special Educational Needs Co-ordinator (SENCO) or health professionals) as appropriate.

Assessment at the start of the reception year – the Reception Baseline Assessment (RBA)

The Reception Baseline Assessment (RBA) is a short assessment, taken in the first six weeks in which a child starts reception.

Assessment at the end of the EYFS – the Early Years Foundation Stage Profile (EYFSP)

In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile must be completed for each child. Each child's level of development must be assessed against the early learning goals. Practitioners must indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging'). The Profile must be completed for all children, including those with special educational needs or disabilities (SEND). Reasonable adjustments to the assessment process for children with SEND must be made as appropriate. Early years providers must report EYFS Profile results to local authorities, upon request.

Planning

Prime areas are fundamental and work together to support development in all other areas.

Personal, Social and Emotional Development, Communication and Language and Physical development. The specific areas are taught alongside these areas.



We follow Medium term plans, weekly plans and individual daily plans. These can be adapted and changed to suit children's interests and individual needs.

We believe it is essential to have a balance between adult and child-led learning in Early Years. A mixture of adult and child-led learning allows children to practice new skills and take ownership of their learning by applying it in different situations. Carefully planned adult-led activities are important to ensure children learn specific skills and knowledge. Through children's carefully structured play, they can practice these skills and we can then see how much of this learning children have embedded. Both Reception and Nursery follow daily timetables which provide set times

for adult-led sessions and time for children to learn through continuous provision. Teachers plan for both adult-led and child-led sessions based on children's needs and any gaps in their learning. Staff will make on-going assessments of the progress and attainment of each child and use this information to aid future planning

Suitably differentiated activities are organised to meet the learning needs of each child. There is some whole class teaching for short periods of time for nursery children. In the reception classes, whole class carpet times happen at the beginning and end of each session both morning and afternoon to ensure that children have access to daily phonics sessions, mathematics, RE and story and shared writing.

Nursery Non-Negotiables

General Curriculum

- All children will thrive and **be happy** to learn
- All children will experience a broad, balanced and **creative** curriculum
- All parents will feel like **partners** in their child's learning
- All staff will be secure in understanding of how a child learns and how to **enhance** learning
- All children will be valued as **individuals** and encouraged to flourish

Planning

- We will plan for all areas of the classroom.
- We will use a medium term plan as a skeleton for planning ideas
- We will completed weekly timetables and planning sheets, adapted as week progresses.
- We will include child initiated learning into our planning
- We will ensure all areas are planned for linking to focus for that week
- We will have regular EYFS team meetings to ensure consistency

Environment

- We will have working walls for maths literacy and RE which will be updated regularly
- We will always have a shop, a home area and role play area which will be changed regularly
- We will ensure an outstanding classroom environment that is vibrant and welcoming
- We will label or shadow resources
- We will ensure all areas of learning are evident in the setting

Outdoor area

- We will ensure all areas of learning are evident outside
- We will ensure children have clear structure for tidying and respecting the outdoor classroom
- We will ensure outdoor learning is planned for in weekly plans and timetables
- We will ensure the outdoor area has a link to our current topic
- We will use natural resources to enhance the outdoor area.

RE

- We will have evidence in learning journeys for each learning focus (x3 for each topic)
- We will complete a class floor book for all topics
- We will ensure RE is taught through areas and include role play areas
- We will use the prayer table to enhance our prayers every day.
- We will have liturgies for families to attend

Maths

- We will ensure all children recognise their numbers to 5 by the end of Nursery
- We will ensure all children have a maths focus day once a week
- We will high quality maths resources in classroom for child initiated learning

Literacy (reading and writing)

- We will have reading corner that encouraged a love of reading
- We will have weekly differentiated phonics sessions.
- We will introduce focus groups for children who need further support.
- We will ensure all children have a small group shared story time at least once a week.
- Reading records signed once a week
- We will ensure children experience a variety of opportunities to develop FMC such as write dance, letter formation and name formation.

Reception Non-Negotiables

General Curriculum

- All children will thrive and **be happy** to learn
- All children will experience a broad, balanced and **creative** curriculum
- All parents will feel like **partners** in their child's learning
- All staff will be secure in understanding of how a child learns and how to **enhance** learning
- All children will be valued as **individuals** and encouraged to flourish

Planning

- We will plan for all areas of the classroom.
- We will complete weekly timetables and planning sheets which will be adapted as week progresses.
- We will include child initiated learning into our planning
- We will ensure all areas are planned for linking to focus for that week
- We will ensure every minute counts
- We will have regular EYFS team meetings to ensure consistency

Environment

- We will have working walls for maths literacy and RE which will be updated regularly.
- We will ensure an outstanding classroom environment that is vibrant and welcoming
- We will label or shadow resources
- We will ensure all areas of learning are evident in the setting

Outdoor area

- We will ensure all areas of learning are evident outside
- We will ensure children have clear structure for tidying and respecting the outdoor classroom
- We will ensure outdoor learning is planned for in weekly plans and timetables
- We will ensure the outdoor area has a link to our current topic
- We will use natural resources to enhance the outdoor area.

RE

- We will have evidence in learning journey for each learning focus (x3 for each topic)
- We will complete a class floor book for all topics
- We will ensure RE is taught through areas and include role play areas
- We will use the prayer table to enhance our prayers every day.
- We will have liturgies for families to attend

Maths

- We will have high quality maths resources in classroom for child initiated learning
- We will ensure maths is taught at least 5 times a week and work is evidenced in numeracy books at least twice a week.
- We will ensure assessments are captured in pupil's individual maths books at least once a week.
- We will ensure maths activities are differentiated by ability
- We will ensure a range of high quality maths resources are used to enhance learning

Literacy (reading and writing)

- We will have reading corner that encouraged a love of reading
- We will have daily phonics sessions
- We will have at least 2 writing focus activities a week and 2 pieces of evidence in our writing books a week.
- We will ensure all children read to a teacher at least once a week.
- Reading records are signed once a week by class teacher.
- We will teach children the print handwriting style

Early Years Foundation Stage Unit Timetable

8:45-9:10	9:10- 9:40	9:40-9:50	9:50-10:30	10:30-10:40	10:40-10:50	10:50-11:20	11:20-11:30	11:30-12:30
Morning Challenge: Carousel of activities Readers Register/Lunch choice	Phonics	Snack Choosing board-whole class	Child initiated Playing, scaffolding and observations	Tidy up	Whole class T4W input	Adult led literacy task <u>*literacy</u> focus task <u>*phonics</u> focus task	Tidy up Hand wash Lunch	Lunch

12:30- 12:40	12:40-1:00	12:30-1:15	1:15-1:30	1:30- 2:00	2:00-2:40	2:40- 2:50	2:50- 3:00	3:00- 3:10
Register	Whole Class Maths	Adult led maths task <u>*maths</u> focus task <u>*Other</u> curriculum area focus <u>*box</u> time	Tidy up	Whole Class -squiggle whilst you wiggle -RE -PSHE -Music	Child initiated Playing, scaffolding and observations	Tidy up	Story	Home

Teaching, Learning and Assessment Policy – Pedagogy (Putting policy into practice)

Our teaching and learning MUST incorporate these 4 key areas: high expectations; independent learning; challenge and enrichment and assessment.

To be outstanding our lessons will demonstrate:

1. High expectations - Pace of learning is quick. All children aware of what they should do to achieve through clear explanations and expectations. Language of learning expects high standards.
2. Independent learning - All children are active learners and focused on their tasks throughout the full lesson. This is demonstrated by the proportion of time children are engaged in purposeful discussions and working towards their teacher target.
3. Challenge and enrichment- All children excited and motivated to learn. They are challenged according to ability. This is evident through questioning, tasks or support. Children demonstrate resilience in overcoming problems.
4. Assessment - All children make progress at a rapid rate. They respond to developmental feedback - peer and teacher assessment. Progress is clearly evident as a result of succinct, focused marking.

Teaching, Learning and Assessment Policy - Monitoring and Review

- Lesson observations and book scrutinies are regular. In line with new Ofsted guidance, individual lessons are not graded but an overall self evaluation of teaching and learning is made by the School Leadership Team. On a termly basis, teaching and learning is evaluated, detailing observations, planning audits, learning walks and book monitoring findings. Individual and general feedback allows for challenge, support and cascading of outstanding practice.
- The whole staff evaluate the effectiveness of our Teaching and Learning policy annually. Adaptations are agreed to by all staff so that we are constantly striving for further improvement.

- We regularly ask our parents to comment on how we are doing. We are pleased so many parents comment positively about the school. We are confident that parents value and appreciate the hard work of all the staff to ensure our children are happy, confident and achieve well. Equally we always welcome suggestions for further improvements and inform parents on how we are developing the areas identified.
- The Head teacher and link Governors report on the effectiveness of the Teaching and Learning through the Local Management Board.