

EYFS Policy

We deliver an EYFS curriculum through high quality teaching and an enriched learning environment. There is a balance between adult led teaching experiences and child-initiated experiences. We ensure that all children reach their full potential by developing skills, confidence and imparting knowledge as the children take their first steps on their unique educational journey.

Our EYFS curriculum is rooted in our Gospel values teaching the children to care for themselves, others and the environment. It has been designed to reflect our beautiful local environment, the nature, farming and agriculture around our school and the seasons of our year. It aims to teach the children how their environment compares to other places, cultures and nature in other parts of the world. There is a strong focus on caring for the environment around us and the impact that they have on this.

The Early Years Unit allows FS1 (Preschool) and FS2 (Reception) to work together for parts of the day, as well as having separate classroom areas and outside space when required. Our curriculum prepares children to enter the next stage of their education ready to tackle new challenges with confidence and a positive mindset.

Principles

Children learn best when they are happy and secure. We want them to develop a positive attitude to school and a love of learning. We build their confidence and encourage them to explore new ideas and take risks.

Children learn at different rates. We will respond to individual needs identifying when there is a need for additional support and intervention. Teaching and learning meets the needs and interests of the unique child allowing every child to thrive.

Children's ability to listen and communicate increases their learning capacity. We teach them to express themselves with confidence responding to the thoughts and feelings of others.

The Learning Environment

The EYFS classrooms are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, explore and investigate, be creative and imaginative or be quiet and rest. The classroom is set up in learning areas, where children are able to find and locate equipment and resources independently. The EYFS class has its own enclosed outdoor areas. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children space to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all seven areas of learning.

Curriculum Overview

Weaving throughout our EYFS curriculum are three **Characteristics of Effective Learning**.

- **playing and exploring** - children investigate and experience things, and 'have a go'
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Our curriculum is based on the seven areas of learning and development. All areas of learning and development are important and interconnected. Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships, and thriving.

These are called the prime areas:

- **communication and language**
- **physical development**
- **personal, social, and emotional development.**

Four areas help children to strengthen and apply the prime areas. These are called the specific areas:

- **literacy**

- **mathematics**
- **understanding the world**
- **expressive arts and design**

We plan for an ambitious varied curriculum which ensures children progress towards the end of foundation goals defined as Early Learning Goals. (ELGs)

Assessment

Daily practice includes working closely with children and noticing how they are developing and progressing.

Discussions are held with all adults in the setting about individual children's development.

Where there is a barrier to learning these are discussed and where this is significant, advice is sought from the school SENCO.

Within the first 2 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 or,
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

The school has their own set of preschool goals which we feel reflect school readiness.

Preschool Goals

Communication and Language

- Speaks in sentences of 4-6 words.
- Understands why questions.
- Link phrases using 'because'

PSED

- Settles in and becomes a confident learner

- Plays alongside others within the environment
- Talks about their feelings.

Physical Development

- Uses the toilet independently.
- Balance along an obstacle course.
- Uses scissors confidently and safely.

Literacy

- Write the first 4 letters of their name with correct formation.
- Sequence a story that they know well.
- Match words that have the same initial sound.
- Enjoy sharing a book.

Maths

- Fast recognition of 3 items
- Deep understanding of numbers 1-5
- Know that the last number reached when counting a small set of objects tells you how many there are in total.

Understanding the World

- Care for a plant.
- Observe and talk about a lifecycle. (eg. chicks and caterpillars)
- Understand the need to care for living things.
- Talk about their family.
- Talk about a difference in another country.

Expressive Arts and Design

- Sing 3 nursery rhymes.
- Sing a song by heart.
- Draw a picture that expresses emotion.

In Reception we work towards the Early Learning goals as set out in the Early Years Framework 2025.

Transition

Before starting in our preschool parents and practitioners have the opportunity to discuss the child's development and interest to date.

We offer children settling in sessions. This is an opportunity for a child to get used to the setting with their parents present. These sessions are tailored to meet the needs of the child.

Children's transition to Reception is supported by the fact that they are returning to the same FS unit with familiar adults.

Any pupils who are new to our Reception class are offered settling in sessions in the summer term. Home visits are offered to all new parents. Parents are invited into school to discuss their child's development to date.

Working with Parents

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

Parents and/or carers are kept up to date with their child's progress and development.

We make ourselves available to parents at the end of the school day should they have any concerns and are in regular contact through Class Dojo, Tapestry or face to face.

For our younger children we take the opportunity at the end of the day to feed back any significant events of the day with parents directly.

November 25

Review November 28