



St Mary's RC Primary School and Nursery EYFS Teaching & Learning Policy

Vision: 'A Journey to Excellence'

We believe that each child is made in the image and likeness of God therefore we develop the 'whole child' to reach their individual potential. We have high expectations and celebrate success both academically and socially. We aim to provide an outstanding Catholic education so that we can make a valuable contribution to the community in which live and serve.

Mission statement:

'We are happy living and learning in God's Friendship'

Statement of intent

In the Early Years Foundation Stage at St Mary's Catholic Primary school and Nursery, we believe in providing a secure foundation for future learning and development for our pupils, giving them the best possible start to their education in which Christian values are fostered. We continuously encourage pupils to be independent, curious, creative and resilient learners who show respect for each other, their communities and the wider world. Through our personalised and skilled teaching and learning approach, we are able to offer children a platform to be expressive, to feel valued and to feel empowered. As well as following the children's interests, our creative thematic curriculum is specifically planned for our pupils with a careful balance of whole class teaching, group work and child-initiated play to support children to reach their full potential. By establishing effective, trustworthy and supportive relationships with our pupils, children enjoy their learning whilst achieving the Early Learning Goals. We are committed to providing our children with the knowledge and skills to make a positive difference and succeed in an ever-changing world.

Legal framework

This policy has due regard to statutory guidance and legislation including, but not limited to, the following:

- Childcare Act 2016
- Children and Young Persons Act 2008
- Education Act 2011
- DfE (2017) 'Statutory framework for the early years foundation stage'
- [Standards and Testing Agency (STA) (2020) 'Early years foundation stage profile'

Aims

Our school aims to support each pupil's welfare, learning and developmental needs by providing:

- Quality and consistency, so that every pupil makes good progress and no child gets left behind.
- A secure foundation through learning and development opportunities which are planned around the needs and interests of each pupil and are assessed and reviewed regularly.
- Partnership and collaboration between staff members and carers.
- Equality of opportunity, ensuring that every pupil is included and supported.

Learning and development

There are seven areas of learning and development that must shape education programmes in EYFS settings. These are split into two important and interconnected sections – prime and specific:

The ' prime ' areas of learning and development are:	The ' specific ' areas of learning and development are
<u>Communication and language</u>	<u>Literacy</u>
- Listening, attention and understanding	- Comprehension

- Speaking	- Word reading - Writing
<u>Physical development</u> - Gross motor skills - Fine motor skills	<u>Mathematics</u> - Numbers - Numerical patterns
<u>Personal, social and emotional development</u> - Self-regulation - Managing self - Building relationships	<u>Understanding the world</u> - Past and present - People, culture and communities - The natural world
	<u>Expressive arts and design</u> - Creating with materials - Being imaginative and expressive

Our EYFS curriculum is based on loose themes and an observation of children's needs, interests and stages of development. Activities in our EYFS are planned to reflect these interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.

Children are provided with a range of rich, meaningful first-hand experiences in which they can explore, think creatively and be active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

We always remain flexible to allow for unplanned circumstances and children's responses. Our planning is continually evaluated by all staff to ensure that children's individual next steps and personalised learning needs are met.

Learning strategies

- Everyone has their own learning style, and we recognise the need to develop strategies that allow everyone to learn in the ways that suit them best, including through the use of visual, auditory and kinaesthetic resources.
- Staff members will ask open-ended questions and challenge pupils to re-examine and extend their understanding of the world.
- Pupils' personal interests will be used as a basis to develop and extend their skills and knowledge by relating learning intentions to pupils' own life experiences.
- All pupils will be encouraged to make and modify plans as a method of ensuring that they review and reflect on their own learning.
- Evaluations of individual pupils' learning will be used to inform future planning.
- Open-ended resources will be utilised to support exploration and critical thinking, as well as providing provocations to enthuse and motivate pupils.
- In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and build these into our practice.

- Learning objectives and targets will be shared with the pupils and parents; setting clear expectations for what pupils are expected to achieve.

Learning through play

- Play is essential to pupils' cognitive, imaginative, creative, emotional and social development. We aim to provide play experiences which have a balance between adult-led and child-initiated play, allowing pupils to explore their own ideas and apply what they have learnt in different situations.
- Pupils will be able to explore at their own pace, but are given consistent boundaries.
- Staff members will be actively engaged in pupils' play, either by undertaking careful observations or by joining in with the pupils in order to develop their activity.
- We plan a balance between children having time and space to engage in their own child-initiated activities and those which are planned by adults. During children's play, the adults in class interact when appropriate to stretch and challenge them further.

Enabling environments

Our school recognises that the environment plays an important role in supporting and extending pupils' learning and development.

We ensure that pupils from all backgrounds are supported and given the opportunity to do well in accordance with our Equal Opportunities Policy.

Arrangements are in place to support pupils with SEND, with the support from our SENCo.

All staff members are responsible for ensuring that the emotional environment is warm and accepting of everyone.

In order to create an environment in which pupils feel confident to try new things, staff members empathise with pupils, support their emotions and ensure they feel valued.

The indoor environment contains resources which are age-appropriate, well-maintained and accessible to all children utilised to encourage independence.

Practitioners will ensure that the environment challenges all children and that there are opportunities for reading and writing throughout all areas where relevant.

All indoor spaces are sufficiently maintained and appropriate for the activities planned in the spaces.

We recognise the positive impact that outdoor learning can have on pupils' wellbeing and development; therefore, we ensure that pupils have the opportunity to learn outside throughout the day.

Our outdoor provision incorporates the prime areas of learning, offering pupils the freedom to explore, use their senses and be physically active through:

- The use of natural materials.
- Learning about growing and the living world.

- Research and experimentation.
- Playing with water.
- Physical play and movement.
- Imagination and creativity.
- Construction and den building.

Educational visits are arranged in order to further expand pupils' learning experiences. Prior to a trip, a risk assessment of the space is carried out and it is ensured that the area is appropriate for the activity and pupils involved.

ICT in EYFS

While there is no set curriculum for early years ICT, children should learn about technology and ICT as part of a number of the early learning goals (ELGs). Our EYFS setting is committed to equipping all pupils with the tools they need to lead successful and fulfilling lives. It is imperative that pupils are given the opportunity to use technology throughout their education to be equipped to meet the demands of the developing digital world. With this in mind, our school has included technology on the EYFS Long Term Curriculum plan and outlines here how ICT links to the 7 areas of learning:

Communication and language

Utilising ICT and different computer programmes allows pupils to develop their confidence and skills in expressing themselves, and to speak and listen in a range of situations.

Physical development

By installing and making use of interactive programmes, and using a mouse and keyboard, pupils will develop their coordination, control and movement.

Literacy

ICT opens up possibilities for cross-curricular links, including in the teaching of English and literacy. By making use of the internet, pupils will be able to access a vast range of media and materials.

Mathematics

ICT will be used to enhance pupils' experiences of learning mathematics and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces and measure.

Understanding the world

Pupils will be taught to use the internet to enhance their knowledge of people, places, technology and their physical environment. They will also be taught how to stay safe online.

Expressive arts and design

As part of their learning, pupils will play interactive games and access a wide range of media and materials. Pupils will be encouraged to share their thoughts, ideas and feelings on what they access online through a variety of activities, including through art, music and movement.

Personal, social and emotional development

When using technology devices within the classroom, children will learn turn-taking and build relationships with their peers as they access a wide range of ICT programmes together.

Behaviour

Our EYFS rules and expectations of behaviour are consistent throughout the different learning areas and pupils are aware of these. Class rules are displayed in the classroom: Kind hands, kind feet and kind words.

Our carpet rules are visually displayed and children are recap them at the beginning of carpet sessions using Makaton to support: good sitting, good listening, good sitting, lips closed.

EYFS classes have a traffic light system approach of the green/amber/red approach for behaviour in class. For moving to red on the traffic light, EYFS pupils will have an instant 5-minute time out. Once calm, an adult will talk to the pupil and reflect on the incident. Then the child will move back to green and continue the session. Children also have the opportunity to move to the golden star each day for 'above and beyond' effort and behaviour.

Staff will use the language of choice and consequences to promote good behaviour.

A behaviour sticker chart may be used if necessary.

Class rewards include:

- Positive praise, praise pads, stickers and certificates;
- Half-termly whole class rewards.

For more information on behaviour approaches, please see our whole school Behaviour Policy.

Curriculum planning

Diversity and inclusion are at the heart of planning, ensuring provision is differentiated to allow every pupil access to learning at their stage of development.

We plan a balance between children having time and space to engage in their own child-initiated activities and those which are planned by adults. During children's play, the adults in class interact when appropriate to stretch and challenge them further.

Following our EYFS Long Term Curriculum Plan, we create half-termly topic webs based on our topic focus, which offers experiences in all seven areas of learning. Teachers use the topic webs alongside data and staff observations to inform weekly planning and learning experiences.

When planning activities, the following aspects are taken into consideration:

- Pupils' individual needs
- Pupils' learning styles
- Observable patterns of behaviour
- The learning environment
- Necessary resources
- Provocations
- The early learning goals (ELGs)

- Staff members' roles

All plans are evaluated to ensure breadth, challenge and relativity.

On-going formative assessment and daily evaluation meetings enable staff members to reflect on pupils' self-initiated learning and interests, helping to inform the provision plan for the next day.

Staff members provide pupils with action-specific, concise and positive feedback, allowing pupils to reflect and move on with their own learning experiences.

Each pupil has a 'Learning Journey', which is a working document containing their documented learning. This document is shared with parents at parent evenings.

Reception pupils also have an English book which documents children's learning each week. Parents will also have the opportunity to view their child's books at parent evenings.

Reception and Nursery also have class floor books for RE, Maths and PSHE to document learning each week.

Parental engagement

Our school is committed to working closely with parents and creating an ongoing dialogue in order to capitalise on pupils' school and home experiences.

Parents are encouraged to contribute to their child's Learning Journey by informing us of WOW Moments of learning experiences and goals from home.

Parents are encouraged to complete home learning with their child at home. In Nursery, parents are sent home 'Busy Bags' which have a range of activities in to complete around various themes. In nursery, children can have access to the nursery library to read books with their parents and are given ideas to support their child via the online notice board. In Reception, children take home a reading book and a piece of English and/or Maths learning each week to work through with parents.

Monitoring and review

The quality of teaching is continuously monitored, and any concerns are raised with the early years leader.

This policy is reviewed annually by the EYFS Lead, the governing board and the headteacher.

Any changes made to this policy will be communicated to all relevant stakeholders.

All members of staff directly involved with the EYFS are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction.

This policy was updated in September 2021 by A.Oldham. The next scheduled review date for this policy is September 2022.