



SS Peter & Paul Catholic Primary School



Curriculum Policy on EYFS



Policy Written & Agreed:

Ratified by Full Governing Body:

To be reviewed:

September 2022

September 2023



SS Peter & Paul Whole School Policy on English

This Early Years Foundation Stage (EYFS) policy:-

- reflects the consensus of opinion of the whole staff;
- was discussed, written and agreed by the whole staff;
- has been approved by the Governing body.

The implementation and ownership of this policy is the responsibility of the whole staff.

The overall accountability and effectiveness of the policy will be the responsibility of the Head Teacher, EYFS Leader and Senior Leadership Team.



SS Peter & Paul Curriculum Statement of Intent – EYFS

The Early Years of education are **vital** in setting the **foundations for life!** We aim to develop **creative, imaginative and independent lifelong learners** through carefully planned **play based opportunities** following **accurate observation** and **effective questioning** to inform a **structured, purposeful continuous provision**. Our learning environment is **stimulating** and **thought provoking** for our children, encouraging them to **explore, sparking a child's enthusiasm for learning**. Our teaching, based on the 17 **Early Learning Goals** which make up of the **7 Areas of Learning (Prime & Specific)**, promotes **inquisition** and a **love of learning** which will grow as the children move onto their next stages of development in the National Curriculum when they enter Key Stage 1.

Mission Statement

‘We live and learn in the light of Christ.’

Introduction

At SS Peter & Paul we strongly believe that every child deserves the best possible start in life and support to their full potential. A child’s experience in the early years has a major impact on their future life. We have designed a curriculum with pupil’s learning at the centre with the aim to ensure all pupils make progress. We recognise that a curriculum needs to be broad, balanced and engaging, offering all children opportunities to grow as learners and as individuals.

As a Catholic school we instil Catholic values and virtues allowing children to support each other with respect and kindness. The teachings of the Gospel are key and are at the centre of everything we do.

We aim to ensure that all children are offered exciting experiences that build confidence and resilience. We recognise that children should be challenged in school; learning from failures and celebrating successes. Our curriculum should enable children’s creativity, independence and a place that builds a love of learning.

This policy has been developed to ensure that each child has a happy and positive start to their school life in which they can build a foundation for a love of learning.

We ensure that children learn and develop well and are kept healthy and safe. We promote teaching and learning to ensure children’s ‘school readiness’ and give children a broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. In our school, all children join us, at the beginning of the school year in which they are five. The EYFS is based upon four principles:

- **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 the school and parents.
- **Learning and Development** - Children develop and learn in different ways and at different rates.

1.0 Roles and responsibilities

- 1.1. The Local Governing Body & Academy Board of Directors have the overall responsibility for ensuring there is a policy in place to safeguard children that includes an explanation of the action to be taken when there are safeguarding concerns about a child, the use of mobile phones and cameras, and staff safeguarding training requirements.
- 1.2. The Head Teacher has the overall responsibility for the implementation of this policy.
- 1.3. The Local Governing Body has overall responsibility for ensuring that this policy does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 1.4. The EYFS lead, in conjunction with the Head Teacher, has responsibility for the day-to-day implementation and management of this policy.
- 1.5. Staff, including teachers, support staff and volunteers, are responsible for familiarising themselves with, and following, this policy.
- 1.6. Staff, including teachers, support staff and volunteers, are responsible for remaining alert to any issues of concern in children.

2.0 **Aims**

2.1. Through the implementation of this policy we aim to;

- Give each child a happy and positive start to their school life in which they can establish a solid foundation for a love of learning.
- Enable each child to develop socially, physically, intellectually and emotionally.
- Encourage children to develop independence within a secure and friendly atmosphere.
- Support children in building relationships through the development of social skills such as cooperation and sharing.
- Work alongside parents to meet each child’s individual needs to ensure they reach their full potential.
- To inspire children to think creatively, openly share work and learn from mistakes.

3.0 **Areas of Learning**

3.1. The EYFS curriculum is based on an observation of children’s needs, interests and stages of development.

3.2. In partnership with parents, the school promotes the learning and development of pupils to ensure they are ready for the next stage of education.

3.3. There are seven areas of learning and development that must shape education programmes in EYFS settings. These are split into two sections – prime and specific; however, all the sections are interconnected and important.







3.4. The **‘prime’** areas of learning and development are:

- Communication and Language
 - Listening and Attention
 - Speaking
- Physical Development
 - Gross Motor Skills
 - Fine Motor Skills
- Personal, Social and Emotional Development
 - Self-Regulation
 - Managing Self
 - Building Relationships

3.5. The **‘specific’** areas of learning and development are:

- Literacy
 - Comprehension
 - Word Reading
 - Writing
- Mathematics
 - Numbers
 - Numerical Patterns
- Understanding the World
 - Past and Present
 - People, Culture and Communities
 - The Natural World
- Expressive Arts and Design
 - Creating with Materials
 - Being Imaginative and Expressive

EYFS – Seven Areas of Learning – SS Peter & Paul Statements of Intent

PRIME AREAS OF LEARNING	Communication & Language 	Children’s learning and competence in communicating, speaking and listening, being read to and beginning to read and write is supported through our structured and stimulating EYFS curriculum and classroom environment. We provide opportunities and encouragement to use their language skills in a range of situations and for a range of purposes , and support children in developing the confidence and inbuilt attitude and ability to do so.
	Physical Development 	Physical development is encouraged through the provision of opportunities to be active and interactive ; improving their skills of coordination, control, manipulation and movement . Our children use all of their senses to learn about the world around them, making connections between new information and what they already know. We support our children in understanding the importance of physical activity and making healthy food choices . Learning opportunities are personalised, dependent on pupil need.
	Personal, Social & Emotional Development	Children are provided with experiences and support which will help them to develop a positive sense of themselves and of others ; respect for others ; social skills ; and a disposition to learn . Our Personal, Social & Emotional Development provision helps develop the whole child as resilient and responsible individuals who know how to care for themselves and others , ready to take their place in a diverse and challenging society. They play fairly and respond well to other adults and their peers.
SPECIFIC AREAS OF LEARNING	Literacy 	This area of the curriculum incorporates both reading and writing . Through daily phonic sessions we encourage the children to link sounds and letters and to begin to read and write . Together we explore a wide range of reading materials (books, poems, and other written materials) to ignite their interest . Our children learn to recognise letters and sounds then form letters correctly to enable them to start communicating their knowledge, thoughts and ideas effectively in their mark making, words and sentences .
	Mathematics 	Children are supported in developing their understanding of problem solving, reasoning and numeracy in a broad range of contexts in which they can explore, enjoy, learn, practise and talk about their developing understanding. Children are provided with opportunities to practise these skills and to gain confidence and competence in their use. Learning to recognise numbers and understand what they mean is a key life skill. Exploring shape, space & measure in a fun way to stimulate curiosity to learn .
	Understanding the World 	Children are supported in developing the knowledge, skills and understanding that help them to make sense of the world. Their learning is supported through offering opportunities for them to use a range of tools safely ; encounter creatures, people, plants and objects in their natural environments and in real-life situations ; undertake practical ‘experiments’ ; and work with a range of materials .
	Expressive Art & Design 	Children’s creativity is extended by providing activities to develop their curiosity, exploration and play . They are provided with opportunities to explore and share their thoughts, ideas and feelings through a variety of art, music, movement, dance, imaginative and role-play activities, mathematics and design and technology.

Activities are planned to reflect children’s interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.

4.0 Inclusion

- 4.1. All children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender.
- 4.2. The EYFS curriculum is planned in order to meet the needs of the individual child and support them at their own pace.
- 4.3. The Equal Opportunities Policy ensures that the needs of all children are met, regardless of any protected characteristics they have.
- 4.4. The Special Educational Needs and Disabilities (SEND) Policy ensures all children receive the support they need and are given the best learning experience possible.

5.0 Special Educational Needs

- 5.1. Attendance and external factors may impact on a child's achievement, however, in some cases a child's progress may be a result of a special educational need. Through effective tracking and a clear communication system with the SENCO, staff may then need to use the SEN toolkit to ensure the child can access the curriculum content. Regular monitoring in class, with support staff, SENCO and parents allow for achievable targets to be set and reviewed.
- 5.2. All children are baselined using our "WellComm" speech and language tool. This gives teachers a clear understanding of any early language difficulties. These findings will inform future planning and will allow targeted support sessions.
- 5.3. We ensure that we support children coming into our setting from Nursery or Pre-school with a support plan. Parent meetings are arranged in conjunction with pre-school staff to discuss plans and to create effective transition provision for each particular child.

6.0 The Learning Environment and Outdoor Spaces

- 6.1. The classroom is organised in such a way that children can explore and learn in a safe environment.
- 6.2. Children have access to an enclosed outdoor play area, and daily outdoor activities are planned, unless circumstances, such as the weather, would make outdoor activity inappropriate and unsafe.
- 6.3. It is the parent's responsibility to ensure that their child has appropriate clothing for all weather conditions as children will have access to both indoor and outdoor activities throughout the day.
- 6.4. There are toilet facilities available to the EYFS, and changing facilities located in the cloakroom of the Reception class containing a supply of towels and spare clothes.

7.0 Planning

- 7.1. At SS Peter & Paul Catholic Primary School we know that it is important to consider not only what a child learns but also how they learn. We place the Characteristics of Effective Learning at the heart of our planning.
 - Playing and exploring – children investigate and experience things.
 - Active learning – children concentrate, keep on trying if they encounter difficulties and enjoy their achievements.
 - Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.
- 7.2. Planning within the EYFS follows the schools' Long Term Plan and is based around termly themes. These plans are used by the EYFS teachers as a guide for weekly planning; however, the teacher may alter these plans in response to the needs (achievements and interests) of the children. We ensure that children's interests and current trends are used as opportunities for in the moment learning to ensure all children are engaged in their learning. This will be indicated on weekly planning.
- 7.3. We make regular assessments which in turn informs further planning and grouping of children. Any children needing extra support will be highlighted and support can then be put into place. Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as appropriate. These observations are recorded in children's individual pages on 'Tapestry'. They also contain information provided by parents and other settings.

8.0 Assessment

- 8.1. Each child’s level of development is recorded against 17 assessment scales derived from the ELG's. Within the final term of the EYFS, we provide a written summary to parents, reporting their progress against the characteristics of effective learning, ELG’s and R.E. Parents are given an opportunity to discuss these judgements with the EYFS teachers.
- 8.2. In EYFS a profile will be completed for each pupil at the end of their Reception year against the Early Learning Goals outlined in the “Statutory Framework for the Early Years Foundation Stage”. The progression and development will be shared with Year One teachers to ensure next steps are planned.

9.0 Safeguarding and Welfare

- 9.1. All necessary steps are taken to keep the children in our care safe and well.
- 9.2. Any safeguarding or welfare issues will be dealt with in line with the Child Protection and Safeguarding Policy, and all members of staff in the EYFS are required to read this policy as part of their induction training.
- 9.3. The Lead DSL’s are **Neil Porter** (Executive Head Teacher) and **Emma Calvert-Lyons** (Head of School).
- 9.4. The deputy DSL’s are **Donna Pawley** (Senior Leader) and **Elizabeth Flowers** (Senior Leader).
- 9.5. The DSL is responsible for safeguarding children and liaising with local children’s services as appropriate.
- 9.6. The deputy DSL will undertake the duties of the DSL in their absence, but overall responsibility for safeguarding will remain with the DSL.
- 9.7. The DSL and deputy DSL will undertake child protection training as required.
- 9.8. Staff will receive safeguarding training that enables them to understand the safeguarding policy and procedures, have up-to-date knowledge of safeguarding issues, and recognise signs of potential abuse and neglect.

10.0 Staffing in EYFS

- 10.1. A robust Recruitment Policy is in place, which aims to ensure that members of staff employed in the EYFS are suitable.
- 10.2. Upon employment, all EYFS staff receive induction training to ensure that they understand their roles and responsibilities, including information about emergency evacuation procedures, safeguarding, child protection and health and safety.
- 10.3. Staff will be supported to undertake the appropriate training and professional development to ensure children receive the best quality learning experience.
- 10.4. There will be at least one member of staff in the EYFS and on the school premises at all times who has a current paediatric first-aid (PFA) certificate.
- 10.5. Any member of staff who has sole responsibility for looking after a group of children will also hold a PFA certificate.
- 10.6. The school will organise PFA training to be renewed every three years.
- 10.7. The school provides a staffing ratio in line with the safeguarding and welfare requirements set out in the ‘Statutory framework for the Early Years Foundation Stage’.
- 10.8. The school adopts the following staffing ratio for children aged three and over:
Where a staff member with qualified teacher status (QTS), early years’ professional status, there is one member of staff for every 15 children.

11.0 Parental Involvement

- 11.1. At SS Peter & Paul School we believe communication with parents is essential and aim to involve our parents in their child’s education as often as possible. We do this in the following ways:
 - Transitional meetings and story time sessions.
 - Inspire workshops – set up to enable parents to see how children learn in EYFS and what they can do to support their child.
 - Induction meetings.
 - Children’s targets and progress against these targets are shared with parents at parent consultation evenings.


12.0 Transition

- 12.1. We believe that children need a high quality transition period in order to ensure all children are prepared for their next step in their Education.
- 12.2. Before the children start SS Peter & Paul Catholic Primary School we ensure that we have gained information to support a smooth transition, we do this by;
 - Meetings/ phone call and/or visits (if necessary) with nursery or pre-school placements.
 - Induction meetings
 - Story time sessions in the Summer term
 - Transition afternoon
 - “All about me” transition book to complete. This is then shared with the EYFS team to get to know more about each child individually.
 - Parent and child information books to ensure both are comfortable with the setting
 - One to one meeting in September to start baseline assessment and to allow for any questions from parents.
- 12.3. We also understand the importance of a quality transition from Reception to Year 1 - we ensure that children are well prepared to move on up into Key Stage One through visits to their new classroom and story time sessions with their new teacher. Transition meetings between EYFS staff and Year 1 staff allow for a smooth transition and any support needed to be put into place early.

13.0 Monitoring and Review

- 13.1. This policy is reviewed annually by the EYFS Leader, Local Governing Body and the Head Teacher.
- 13.2. The subject leader will monitor teaching and learning, ensuring that the content of the EYFS curriculum is met.
- 13.3. A named member of the governing body is briefed to oversee the teaching in EYFS, and meets regularly with the EYFS leader to review progress.
- 13.4. Any changes made to this policy will be communicated to all members of staff.
- 13.5. 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.

Policy Written & Agreed:
Ratified by Full Governing Body:
To be reviewed:



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