



St Michael's C E Primary

Early Years Foundation Stage

"We are the seeds. Our school is the good ground which provides everyone with all they need to grow and achieve." (Our children)

St Michael's is a Church of England Primary School built on distinctive Christian Values at the very heart of its community.

We will provide:

- a welcoming, inclusive school with strong relationships across our community, that celebrates diversity;
- excellent teaching with a nurturing approach, guiding first steps to next steps;
- an inspirational and challenging curriculum which ignites curiosity, encourages resilience and grows confidence so children become lifelong learners;
- a happy, safe and stimulating environment in which children can achieve their full potential;

So that our children will flourish in all they do and become good citizens

"And some seed fell on good ground. This seed grew and made 100 times more grain." (Luke 8:8)

Respect, Persevere, Achieve

Intent

At St Michael's CE Primary School, we greatly value the importance that the EYFS plays in building secure foundations for long-term well-being and life-long learning. We offer a curriculum rich in language with reading and core books at the heart of a balanced approach recognising the importance of both knowledge and basic skills in equipping children for their lives and future learning.

We believe that every child deserves the best starting points in life and an equal chance of success. Parental involvement and knowledge about each child's interests and needs is crucial. We strive to support families in our school community through strong partnerships with parents. As such, our Early Years Foundation Stage offers places for children to enter our Two Year Olds, Rising Threes and Nursery provision, through to the end of Reception year in order to support early learning and development.

A significant proportion of our children start our early years with skills and knowledge, which are significantly below those typical of their age. By identifying speech, language and other developmental needs as soon as possible we aim to improve outcomes in the Early Years by closing specific skills gaps with individuals and vulnerable groups. We see the value of embedding specific skill-based interventions to make them part of daily practice and a targeted approach of teaching and interactions. As such, we prioritise Communication and Language, Personal, Social and Emotional and Physical development in our Nursery provisions, as they are fundamental to all other areas of learning and well-being. We understand that language development is central to self-regulation and children use language to guide their actions and plans.

We designed our curriculum progress models, across all the seven areas of learning, with the particular strengths and individual developmental needs of the children of St Michael's in mind. Building a balance of knowledge, skills and vocabulary successfully and sequentially over time, we aim to give our children the cultural capital they need for future success. Research indicates that 'children become more proficient learners when they develop metacognitive and cognitive strategies, such as being able to retrieve and connect their knowledge' (Muijs, 2020; Brown, Roediger and McDaniel, 2014). Our curriculum helps them to acquire the knowledge and skills that they need and then gives them opportunities to practice and apply them over time, in order to store and recall from memory and refine skills to become powerful learners.

We understand that play is an integral part of learning and pretend play gives many opportunities for children to focus their thinking, persist and plan ahead. We believe that the correct mix of adult directed and child initiated play ensures the best outcomes for our children and as our children enter our Reception provision. We value play and consider it an integral part of learning. Purposeful play provides many opportunities for children to focus their thinking, make sense of the world and embed learning. We believe that the correct mix of adult directed and child initiated play ensures the best outcomes for our children and as our children enter our Reception provision.

We work hard to provide stimulating and engaging environments both indoors and outside, providing teaching and learning experiences which promote challenge, exploration, adventure and a passion for learning. We intend to create a place where our children aspire to be storytellers, artists, explorers, inventors, chefs and outdoor enthusiasts. Warm, positive and skilful adult interactions support children to build upon prior learning experiences by aiming high and developing a love of reading,

writing and maths, an understanding of the world and the expressive arts. The St Michael's community has local amenities and a wealth of places of interest on its doorstep. As such, we plan to use local resources for trips and topic hooks relevant to our children. We aim for our children to become happy, healthy, independent and confident learners who are ready, able to access and experience the awe and wonder of the world and diversity of the community in which they live.

The school's core values are embedded in our EYFS aims.

Aims

- Our EYFS curriculum aims to equip all pupils in our care with basic skills and knowledge across the Prime and Specific areas of learning to ensure children are ready for Year One.
- In our EYFS, children begin to understand that we come to school to learn and aspire to have careers and jobs.
- We help children to learn rules, develop independence and a positive sense of both themselves and others around them so that they can manage in the classroom and school community and can demonstrate respect for others.
- The EYFS curriculum is designed to bring new challenges each day and interconnected with the Characteristics of Effective Learning, develop a mind-set of wanting to play, explore, keep trying, be willing to "have a go", link ideas and enjoy achieving what they set out to do.

Four guiding themes and overarching principles shape our practice:

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

2. **Positive relationships**- Children learn to be strong and independent through positive relationships.

3. **Enabling environments** - Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual needs and help them build learning over time. Children benefit from a strong partnership between the school and parents/carers.

4. **Learning and development** - Children develop and learn in different ways and at different rates. The EYFS framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities (SEND).

Implementation of the policy

To put these principles into practice, at St Michael's CE Primary School:

A unique child

- We understand and observe each child's development and learning, assess progress, plan for next steps.
- We support children to develop a positive sense of their own identity and culture.
- We identify any need for additional support.

- We keep children safe.
- We value and respect all children and families equally and work closely with parents/carers to foster parental involvement and partnerships.

Positive relationships

- Positive relationships are calm, happy and stimulating and foster a sense of belonging.
- We are sensitive and responsive to the child's needs, feelings and interests.
- We are supportive of the child's own efforts and independence.
- We are consistent in setting clear boundaries and have high expectations.
- We implement a key person approach to develop close relationships with children in our 2-Year-Old Provision and Nursery. The teacher is the key person in the Reception classes.

Enabling Environments

- We offer stimulating and high quality resources, relevant to all the children's cultures and communities.
- We provide rich learning opportunities through play and playful teaching both indoors and in our outdoor spaces.
- We support children to take risks and explore.
- We provide a provision rich in language, vocabulary, knowledge, skills, attitudes and experiences necessary to be school ready and achieve a good level of development.
- We value all people and learning. Our well-qualified, skilled staff strongly increases the potential to deliver the best possible outcomes for our children.

Learning and development

- We recognise that children develop in individual ways and at varying rates.
- The EYFS framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities.
- We teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development.
- We build secure foundations through independent learning opportunities within our continuous provision, enhanced provision and routines.
- We foster the characteristics of effective early learning: playing and exploring, active learning, creating and thinking critically.
- We secure foundations through well planned adult-led teaching to effectively develop basic skills in reading, writing and maths and to ensure children are ready for Year One. We use the Read Write Inc. programme in Reception. We follow White Rose planning for Maths development.
- We build secure foundations of knowledge and understanding of the school community, cultures, natural world and expressive arts through thoughtful sequencing of content in adult-led projects, topics, sustained challenges and enquiries, special events and themed days, linked to core texts.

- Communication, language and reading are at the heart of our curriculum enabling our children to access the community, cultures and world around them. Listening to, discussing and reading stories and poems over and over, is an exciting and integral part of our daily routine in EYFS.

Structure of our EYFS provision

2 Year olds

This provision is for eligible two-year olds. The school has a nurturing provision for 4 funded places. One qualified member of staff is the key worker in the Two-Year-Old provision.

Nursery

This provision is for eligible three-year olds. The Nursery has stimulating and natural indoor and outdoor areas designed for learning through play. One qualified member of staff is the key worker in the nursery provision.

Reception

We have one reception class led by a teacher and teaching assistants. We offer stimulating indoor and outdoor areas which promote learning, encourage independence and develop curiosity and creativity. Children are encouraged to access all areas of the indoor and outdoor environment. Our areas change regularly to reflect the children's interests and include inviting reading areas, a creative area, a construction area, small world play and a writing area. We have several areas for role play including an office, a home corner and a deconstructed role play area.

Outside we have a mud kitchen, large climbing equipment, digging and gardening areas, a construction area, imaginative sheds to explore and role-play in and bikes. Displays in the EYFS celebrate our children and their achievements and are stimulating resources for children to aid their learning.

Curriculum

Our Early Years setting follows the curriculum as outlined in the 2021 Statutory framework for the Early Years Foundation Stage.

The EYFS Framework includes seven areas of learning and development that are equally important and inter-connected. However, three 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. Our Two-Year-Old Provision and Nursery have a strong emphasis on the prime areas of learning.

Learning and Development

Learning and development is categorised into three prime areas of learning:

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

Additionally there are four specific areas of learning:

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

Inter-connected with the Characteristics of Effective Learning

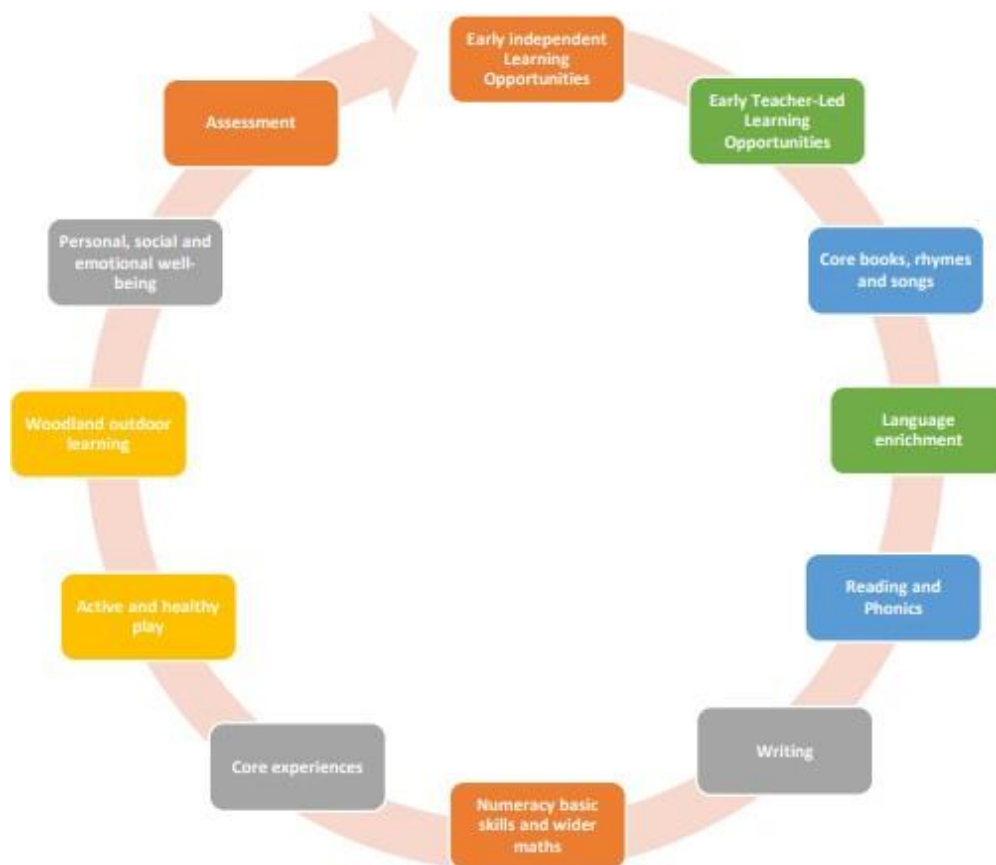
- Playing and exploring – children investigate and experience things, and 'have a go'
- Active learning- children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- Creative and critical thinking- children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Our St Michael's CE Offer and Approach

We offer a high quality broad and balanced curriculum, which has twelve main elements.

The prime areas of Communication and language, Personal, social and emotional development and Physical development, prioritised in our Nursery provisions and the specific areas of Literacy, Mathematics, Understanding the world and Expressive arts and design are taught through a well-planned adult-led programme of teaching and rich and relevant progressive opportunities for independent exploration and learning. The characteristics of teaching and learning are interlinked with these areas and are central to our pedagogy and practice.

Our Nursery and Reception follow a curriculum progression map, which includes the knowledge, skills and vocabulary to be taught in each term. Each year group has an overview of half-termly child-centred topics based on core books, projects and programmes of work for that half term ensuring progression and challenge. Topics have been chosen appropriate to our context and known interests of young children, ensuring our children develop and broaden their knowledge and understanding of the world. Our EYFS curriculum feeds into our Curriculum in KS1 and KS2. Children learn new concepts and build on the foundations of earlier concepts so they retrieve, repeat, remember and revisit to aid transference to long-term memory.



Communication and language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

This covers all aspects of language development and provides the foundation for literacy skills and underpins all areas of learning. Our children are encouraged and supported to develop competence in speaking and listening, being able to pay careful attention to what is being said and responding appropriately.

- In Reception we will use Power of Reading core texts, poems and rhymes with repetitive phrases, rhyme and key vocabulary and teaching sequences to extend and enrich the children's vocabulary and understanding of the world around them.

- Our Nursery will use core texts, poems and rhymes with book and language play, structured, repetitive or cumulative phrases, rhythmic and rhyming and rich language and illustrations and ideas.
- We will have daily story and rhyme time with a core text at the heart of each week's learning and planned activities, enabling our children to draw on knowledge of the world around them. Staff read and share stories with children in a way that excites and engages them.
- Children are encouraged to share their own experiences through speaking and acting out events in imaginative play and talking about their own ideas.
- They are encouraged to take part in class activities such as participating in music sessions, working with puppets, saying rhymes and singing songs together and participating in acts of worship and Story events for parents/carers and listening and talking to visitors.
- Writing teaching methods are used to develop talk, retrieval practice and ensure repetition and a wide and challenging use of vocabulary.
- We have 10 core nursery rhymes used in 2YO and through into Nursery. We are providing nursery rhyme bags for 2YO children to borrow and become familiar with. We also have texts that relate to the core areas of learning in reception and the children in Nursery have copies of these books so they are familiar with the texts before coming into reception.

Personal, social and emotional development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

The school fosters and develops relationships between home and school. We follow the Diocesan syllabus for Religious Education including 'Understanding Christianity' and the PSHE Association planning toolkit.

- Key core stories with personal, social and emotional themes are mapped each half term to support children's knowledge, understanding and skills.
- Each term has a key strand as a focus under the headings 'Health and Well Being', 'Relationships' and 'Living in the wider world'. Relationships and sex education are explained throughout the year and specific events during the year are recognised. E.g. Mental health day and Anti-bullying week.
- Children are encouraged to show understanding of their own feelings and set and work towards goals.
- Children are encouraged to respect; explain the reasons for rules, know right from wrong and behave according to our school rules.

- They are supported to be confident to try new activities, show independence and resilience and persevere in the face of challenge.
- Children are encouraged and supported to share, take turns and co-operate with others, forming positive attachments to adults and friendships with peers.
- They are encouraged to be sensitive to the needs of others and to respect other cultures and beliefs.
- Children will meet local people who help us, who inspire and motivate them to become caring and respectful to others.
- Children will learn about other cultures and beliefs through stories.
- Children's behaviour is celebrated and praised by all members of staff and children's peers.
- In Reception we have a weekly Helping Hands and Good Work Assembly.
In Reception we have a 'Work to be proud of board', a reading incentive and take part in whole school celebration worship each week.

Physical development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Our children are given opportunities to move to music, use equipment, develop and practise their fine and gross motor skills. They develop an increasing understanding of how their body works, what is needed to be healthy, active and how to take care of themselves.

- This is done both indoors and outdoors and by working with a wide range of resources and equipment in weekly hall and daily outdoor provision sessions.
- We use a variety of programmes to develop gross motor skills in readiness for handwriting. Finger gym and dough disco exercises develop shoulder, elbow and wrist strength, co-ordination and movement.
- We follow the Read Write Inc. handwriting phrases, to hold a pencil and form letters correctly.
- We encourage and support children to manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
- Staff in our Two Year Olds and nursery provision are knowledgeable about the typical development of our youngest children and their physical dependence on adults and care needs.

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

We use the Read Write Inc. synthetic phonics programme in Reception and into KS1 to teach children to learn to read and write single sounds and digraphs, decode and read words speedily, learn tricky words and write simple sentences with plausible spellings and spell some common exception words.

- Our children read books at school and home which match their phonic knowledge.
- In Nursery we start with the Phase One Letters and Sounds activities to develop phonological awareness and in the Spring and Summer terms begin Read Write Inc. small group time to learn Set 1 sounds and develop oral blending (Fred Talk).
- In Reception, this builds up to a daily group lesson learning new phonic sounds, paired reading, questions about the story, spellings, handwriting, dictation and build a sentence activities.
- Children are encouraged to use the mark-making areas indoors and outdoors independently.
- In Nursery, children are encouraged to make their own marks through the Talking table method and begin to recognise and write their own name through the daily routines of self-registration and adult support in provision.
- Power of Reading sequences, in Reception, encourage the children to begin to write their own labels, captions, lists and sentences in response to the engaging core texts.
- We encourage children to treat books with respect and children's love of reading is developed through many opportunities to enjoy fiction, poetry and non-fiction books in the book corners and in other areas of provision by themselves and with their peers and to listen to stories and rhymes read aloud by adults.
- We include and encourage parents to read to children and develop a love of reading rhymes and storybooks together.
- We are developing a stimulating and exciting early years library to be used by children across the unit to select books from.
- Our Read Write Inc. (RWI), reading leader runs workshops at the beginning of the Reception year to show parents how to teach sounds, support their child to blend words and listen to them read their RWI book bag book. Our school website includes supporting videos for parents, introducing them to our school's phonic scheme and we provide additional home learning packs filled with resources for home learning.

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those

numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

We aim for children to achieve mathematical understanding and a firm foundation for numeracy through practical activities, using and understanding vocabulary and language in the development of simple mathematical ideas. We choose to teach by breaking down maths objectives into the smallest steps, so that children are secure in each new concept before moving on. We focus upon teaching for fluency, reasoning and problem solving to enable our children to represent numbers, count reliably, recognise amounts and understand totals. We aim for children to be able to explain their thinking and how to solve a problem in lots of contexts and situations. We allow them to seek solutions, spot patterns, explore everyday objects and shapes and measurements and think about the best way to do things.

- White Rose Maths resources are used to plan and develop half-termly overviews of units of work.
- Clear use of consistent concrete manipulatives to pictorial and then abstract model are used with opportunities to apply mathematical knowledge within the provision.
- Children deepen their understanding of concepts through core experiences. E.g. through cookery, outdoor learning, dice and board games, construction areas, water and sand areas, role play and PE lessons.
- Time is taught throughout the day and across areas of learning.
- Children are targeted for intervention in provision and in small group tasks.
- We also use NCETM Mastering Number in Reception as a short afternoon input.

Understanding the world

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

We have thoughtfully sequenced the content of our EYFS curriculum, to build upon our children's starting points and needs and to develop their knowledge and understanding of the world around them.

- We use our stimulating and relevant child-centred topic projects to develop knowledge, understanding and key vocabulary related to people, places and cultures, the natural world and environment and technology based on core books.
- Key vocabulary and talk is the focus of curriculum leaflets and home learning which are shared with parents/carers and are the base of the half termly learning and activities.
- Children will explore and understand their world through carefully selected books, songs, STEM themed days, visual aids, high quality resources and interactive, technology resources.
- Key areas of continuous provision are the investigation, technology, construction, small world, sand and water and role-play areas in developing understanding of the world.
- Daily routines and visual timetables will support children's understanding of time, the weather and seasons throughout the year.
- Our children will explore our school grounds and experience trips to local places, including the local church, library, farms and parks.
- We will be visited by our local heroes and people who help us in the community, developing aspirations to have careers and jobs in the future.
- Children will explore and understand their natural world and how it changes throughout the year using our outdoor environment and gardening activities in Forest School. During these themed days, they will learn to respect the natural world and look after plants and animals.
- Our Two Year Old provision will focus on heuristic play and sensory learning about the everyday and physical objects and natural surroundings in the world around them. The staff plan in the moment in order to provide high quality relevant learning.
- We will focus on our children's own lives and family, important events and celebrations to develop an understanding of passing of time and important people and cultures.
- We will celebrate our children's cultures and religious events and encourage them to share photos and their experiences with their class peers.
- We follow the Diocesan Agreed Religious Education syllabus. Units of work include lines of enquiry, developing knowledge and understanding of Christianity through special stories and books, celebrations and objects. Children learn about the diversity of religions through special celebrations, food and buildings.
- We will teach children British Values through our local community and culture, important National events and famous people and our daily routines.
- All our children's achievements and experiences outside of school and in the local community are celebrated and discussed in circle times and wow moments.
- We will learn about places near and far and imaginary places through stories and through children's own travels, knowledge and experiences. Children will be encouraged to record their understanding through making simple maps and plans.
- We will provide high quality technology resources for children to access in continuous provision. We use interactive whiteboards, iPad and coding equipment for children to explore and challenge children's problem solving skills.
- Children are taught about e-safety.

Expressive arts and design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling

them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

- In our Nurseries, singing and rhymes, music and movement and role-play are part of our daily routines and linked to our core texts and topic themes. Children listen to high-quality music in gross motor skills and dance activities. Children can explore a variety of instruments in the music areas in continuous provision indoors and outside. Story-maker Friday involves the children acting out their story of the week.
- In Reception, we follow the Charanga programmes to develop children's skills and knowledge of music. This involves using their voices expressively and creatively by singing songs, speaking chants and rhymes. Children play tuned and untuned instruments in adult led lessons and in independent continuous provision, where they can select, create and combine sounds from the music areas indoors and outside on the stage. Children listen to a piece of music of the week to discuss the instruments they can hear, the pulse, the dynamics and tempo of the music and how it makes them feel.
- We provide creative and construction areas where children are encouraged to select resources independently, explore a variety of media and materials creatively, experiment with wooden blocks, Duplo, Lego, Meccano, paints, clay, modelling materials, crayons and chalks and think of their own ideas. They are encouraged to challenge themselves to join materials using different techniques and tools to create design and technology models, fabric projects and artwork.
- Outdoor, children experience woodwork skills as part of Forest School
- In Reception we explore key artists and learn their about their use of colour, techniques and paintings and artwork.
- Adult-led activities develop children's basic skills in using tools, mixing colours, drawing and forming shapes and creating planned artwork inspired by and linked to our core text illustrations, characters and themes.
- We provide stimulating and engaging role-play areas.
- In our Nursery, these are "home corners" based on children's real and known experiences of home life, where we can build from our children's starting points.
- In Reception, the role-play areas provided are based on the topic theme and encourage imagination, talk and respect for others playing together. They foster aspirations within children to be shopkeepers, space adventurers, metro drivers, dinosaur hunters and explore the characters in traditional tales. Our outdoor area has role-play sheds, stepping stones and bridges to act out their own and known tales.

Outdoor Learning

The environment outdoors, plays a key role in enabling and extending children's learning and development and can bring new and exciting challenges for our children.

When planning for outdoor learning we will:

Use the outdoor space as a natural resource for learning.

- Include the outdoor area when planning for continuous provision.
- Include children when planning for learning outdoors.
- Provide the opportunity for children to access the outdoor area on a daily basis.
- Ensure that the outdoor area offers children the opportunity to investigate and explore, problem solve, use their imagination and creativity.
- Ensure the outdoors offers children the opportunity to develop their gross motor skills.
- Encourage the children to respect the outdoor environment and care for living things.
- Give children the opportunity to manage and use the space and freedom afforded by the outdoors.
- Give children the opportunity to work alone or in collaboration with peers or adults.
- Teach the children to use tools safely and appropriately.
- Provide children suitable clothing, including waterproofs.
- Develop health and wellbeing (PD, PSED) understanding nature and growing opportunities.
- Ensure opportunities for all.
- Conduct a risk assessment each day ensuring the area and resources are safe.
- Be mindful of safety whilst outdoors and if they feel safety is compromised in any way they must report it to the EYFS Lead and Designated Safeguarding Lead.
- Ensure that there is a first aider available and an adequate first-aid kit to hand in the case of an accident.

Learning through Play

At St Michael's CE Primary School we recognise that young children learn best when they are active. We understand that active learning involves other people, objects, ideas and events that engage and involve children for sustained periods. Therefore, we believe that Early Years education should be as practical as possible. We recognise the importance of children's play. It is an essential and rich part of their learning process, supporting them in all areas of development. Play is a powerful motivator encouraging children to be creative and to develop their ideas, understanding and language. Play is also flexible and able to suit the preferred learning style of the child. It can provide multiple ways for children to learn a variety of different skills and concepts.

In the EYFS setting at St Michael's CE Primary School, practitioners provide both structured and unstructured play opportunities inside and outside. These activities are designed to engage children in practical, first-hand experiences which will support children to discover, explore, investigate, develop their personal interests and areas of curiosity, and help to make sense of the world around them as they begin to understand specific concepts. Play opportunities are also set up to provide children with opportunities to apply newly acquired knowledge, demonstrating their skills and level of understanding.

At St Michael's CE Primary School, children learn through purposeful planned play activities and staff will decide when child-initiated or adult-led activities would provide the most effective learning opportunities. We come together at least three times a day for class based or group learning which focuses on key skills and knowledge. This may include the teaching of Phonics, Maths, an Understanding the World or Expressive Arts session and a Storytime session. We also ensure that all

teaching is linked to our project based approach to learning where at all possible. As children grow older and enter our Reception classes, 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 One in the summer term.

Early Learning Goals (ELGs)

The level of progress children should be expected to have attained by the end of the EYFS is defined by the early learning goals. The ELGs support teachers to make a holistic, best fit judgement about a child's development and their readiness for Year 1. Our EYFS provision helps children work towards the knowledge, skills and understanding they should have at the end of the Reception year.

Communication and Language

ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- 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;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- 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.

Personal, Social and Emotional Development

ELG: Self-Regulation

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;

- 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.

ELG: Managing Self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

Physical Development

ELG: Gross Motor Skills

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Literacy

ELG: Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

Mathematics

ELG: Number

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- 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.

ELG: Numerical Patterns

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

ELG: Past and Present

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;

- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- 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;
- 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.

ELG: The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- 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;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

ELG: Creating with Materials

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Observation, Assessment and Planning

Assessment supports our curriculum starting with practitioners meeting parents in transition and settling in visits. Parent's knowledge and understanding of their child is crucial and we encourage their input, engagement and dialogue with an Online Individual Learning Journal 'Tapestry' and in reading and celebration events. This works in a respectful partnership to support children's learning at home and school.

All EYFS staff observe children in their play and activities to make on going 'here and now' formative assessments about their progress to inform future teaching and learning. The characteristics of effective learning are viewed as an integral part of all areas of learning and are reflected in our observations of children and staff also take note of a sense of their 'emotional well-being' and 'involvement' – two vital components of learning, development and progress in children. We do a weekly observation for each child highlighting a milestone/achievement. Teachers record a half termly short written update of progression in the prime areas and evidence of mark making/writing for parents on Tapestry.

Baseline observations of children's basic skills and contextual information are made as they settle into our provisions focussing on the Prime areas and Literacy and Maths. From these starting points, we can adjust our provision to suit the needs of the children and follow our curriculum progress models. Early identification of children who need temporary extra help or who may have special educational needs is important and we act quickly to respond to children's needs. If progress in any prime area gives cause for concern, practitioners discuss with child's parents and agree how to support this, including referrals to specialist outside agencies.

We make diagnostic assessments of children's learning and we use this information to ensure that future planning reflects identified needs.

Evidence in the English and Maths books of our Reception children's progress and half termly assessments for Read Write Inc. are used to inform next steps and group children.

Further summative assessments are made at key points in the year to show progress based on our curriculum progress map and identify those who need intervention or additional support. These assessments are recorded on a school tracker and used to inform the Senior Leadership Team of those children on track and not on track. This will include pupil progress meetings to discuss actions for those working below expectations each term.

Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can already do consistently and independently in a range of everyday situations. We follow our EYFS curriculum long term map and half termly planning, consisting of exciting child centred topics based around our children's needs and interests. We have termly planning to maintain a balanced curriculum, follow basic skills progression in Literacy and Maths and sequence other areas of learning skills and knowledge which is relevant to the context of our school to develop our cultural capital. Through weekly planning we respond to children's needs, next steps and abilities. However, we may alter these in response to the needs of the children and their interests as our projects and learning progress over time.

We report to parents formally in teacher parent interviews at key points in the year, to discuss settling in, progress and this may include an exploration of a child's barriers to learning. This discussion includes how we can work together to help the child overcome these. Parents receive a written report at the end of the year. This gives a personal statement about their child's interests, learning, progress, goals achieved and next steps.

Our regular monitoring of teaching and learning includes coaching from the Early Years Lead and other subject leads. We tailor our staff CPD to be early years specific and are focused on moderating outcomes of expectations across our EYFS phase so that every member of our team feels confident in making accurate judgements about where individual pupils are and their next steps for learning. We seek out support from outside agencies to build subject knowledge of working with children who have communication and language difficulties.

Statutory Assessments

Statutory Progress Check at Two

The Progress check at two is completed and a short written summary is shared with parents when a child is aged between two and three. This is based on the prime areas of learning. If a child's progress in any prime area gives cause for concern, we discuss this with the child's parents and/or carers and agree how to support the child with a targeted plan for future learning and development. Practitioners encourage parents to share information from the progress check with other relevant professionals, including their health visitor. Practitioners must have consent from parent to share information with other relevant professionals.

Statutory Reception Baseline Assessment (RBA)

The EYFS Lead will complete the Statutory Reception Baseline Assessment (RBA) in the first six weeks of a child entering our Reception provision. The RBA assesses a child in early mathematics, literacy, communication and language. The purpose of the RBA is to form the starting point for cohort-level school progress measures.

Statutory Early Years Foundation Stage Profile (EYFSP)

At the end of Reception, it is a statutory requirement that parents receive a report in relation to the early learning goals attainment. The profile is completed for all children, including those with special educational needs or disabilities (SEND). The profile provides parents, practitioners and teachers with a well- rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for Year 1. Children are assessed as whether they are on track or not on track to meet the early learning goals. The EYFS Profile is reported to the local authority, parents and Year one teachers so children can continue their learning journey as seamlessly as possible.

Parents in Partnership

We recognise that parents and carers are a child's first and most enduring educators and we aim for the school and parents/carers to work closely in the Foundation provision. This can have a very

positive impact on a child's development but relies on a two-way flow of information and knowledge. We will develop this working relationship between the school and parents and carers as follows:

- We will hold a parent teacher interview early in the year to establish how a child is settling into the school environment and early observations of attainment and progress.
- We will use Tapestry to enable Foundation staff and parents or carers to record outstanding achievements.
- We will provide weekly observations using Tapestry to document wow moments.
- Regular update on social media keep parents involved and assured their children are happy and safe in our EYFS provision, as well as seeing their child's learning in action.
- We will publish knowledge organisers detailing the areas of learning and the overarching theme of the half-term and weekly home learning activities.
- We will operate an "open door" policy that will allow parents and carers to discuss concerns and developments in an informal manner. Conversely, if Foundation staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss them.
- We will conduct family learning events for parents and carers to enable them to be familiar with the teaching methods used in school to make it easier to emulate them at home. These will be mostly based around our Reading curriculum.
- We will conduct further parent teacher interviews at various points in the year to inform parents and carers formally of a child's overall progress and achievements.
- There will be opportunities for parents and carers to go on trips and visits to assist with the children's learning in our Nursery provisions. We actively welcome these partnerships.
- We will invite parents and guardians to visit the school informally in order to fully appreciate the work that has been produced in that term and/or to attend celebration events/concerts and exciting workshops with their child.
- The head teacher asks parents in the form of a questionnaire to comment on our EYFS provision and acts upon these comments to improve our practice and celebrate our strengths and successes.

Safeguarding and Welfare

Child protection

The school takes its safeguarding, child protection and promoting the welfare of children responsibilities very seriously. Any concerns, which the school has, will be noted accurately and, if deemed necessary, will be reported to the relevant agency. This is in line with the guidance and procedures of the LA.

The health and safety of the child is always of paramount importance and is fundamental to a child centred and coordinated approach. Everyone who comes into contact with children and their families has a role to play in identifying concerns, sharing information and taking prompt action.

Staff are trained to understand our safeguarding policy and procedures, and ensure they have up to date knowledge of safeguarding issues. Staff are trained to enable them to identify signs of possible abuse and neglect, and to respond by following our policy and procedures. These may include:

- Significant changes in children's behaviour
- Deterioration in children's general well-being
- Unexplained bruising, marks or sign of possible abuse or neglect
- Children's comments which give cause for concern
- Any reasons to suspect neglect or abuse outside the setting, for example in the child's home or that a girl may have been subjected to (or is at risk of) female genital mutilation
- Inappropriate behaviour displayed by other members of staff, or any other person working with the children, for example: inappropriate sexual comments; excessive one to one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images

The full Safeguarding Policy is available in school and on our website for parents to read. This should be read in conjunction with the child protection policy, the behaviour policy, staff behaviour (code of conduct) policy, mobile phones/cameras and missing from education policy.

Staffing

A robust Recruitment policy and system is in place, which aims to ensure that members of staff employed in the EYFS are suitable and qualified. Staff have sufficient understanding and use of English to ensure the well-being of children in their care.

All newly qualified staff with a Level 2 or 3 qualification will be Paediatric first-aid trained (PFA). The list of staff who hold a PFA can be found in the school office and the school organise PFA training to be renewed every three years.

Each child is assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.

The key person in Reception is the child's class teacher.

The school provides the ratio in line with the Statutory framework for the EYFS 2021.

- For children aged two, there is one member of staff for every four children. At least one staff member holds a full and relevant level 3 qualification, and at least half of the other staff members hold full and relevant level 2 qualifications.
- For children aged three and over: where a staff member with qualified teacher status (QTS), early years professional status, or another suitable level 6 qualification is working directly with the children, there is one member of staff for every 13 children, and at least one other member of staff holds a full and relevant level 3 qualification.
- Where a member of staff does not hold QTS, early years professional status, or another suitable level 6 qualification, there is one member of staff for every eight children. At least one staff member holds a full and relevant level 3 qualification, and at least half of all other staff hold a full and relevant level 2 qualification.
- Reception classes in maintained schools and academies are subject to infant class size legislation. The School Admissions (Infant Class Size) Regulations 2012 limit the size of infant classes to 30 pupils per school teacher (subject to permitted exceptions) while an ordinary

teaching session is conducted. 'School teachers' do not include teaching assistants, higher level teaching assistants or other support staff. Consequently, in an ordinary teaching session, a school must employ sufficient school teachers to enable it to teach its infant classes in groups of no more than 30 per school teacher.

- Only those aged 17 or over are included in ratios if suitable. Suitable students on long term placements and volunteers (aged 17 or over) may be included in the ratios if we are satisfied that they are competent and responsible

Staffing arrangements meet the needs of all children and ensure safety. Children are supervised, including whilst eating. Children are usually within sight and hearing of staff and always within sight or hearing. Parents are informed about staff deployment in the event of a staff absence for a long period of time.

Training, Support, Monitoring and Evaluation

The Head teacher and EYFS lead alongside other subject leaders are responsible for the monitoring and evaluation of Early Years provision and learning. This information is used to inform teaching and learning, staff training and development and the School Improvement Plan.

All staff receive induction training to help them understand their roles and responsibilities. Induction training includes information about emergency evacuation procedures, safeguarding, child protection, and health and safety issues.

Staff are supported to undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves.

The Senior Leadership Team (SLT) provide supervision, coaching and training for practitioners and promote the interests of children. Supervision fosters a culture of mutual support, teamwork and continuous improvement, which encourages the confidential discussion of sensitive issues.

The SLT provides opportunities for staff to:

- Discuss any issues-particularly concerning children's development or wellbeing, including child protection concerns
- Identify solutions to address issues as they arise
- Receive coaching to improve their personal effectiveness

To monitor and evaluate the EYFS the EYFS Lead does the following:

- Purchases and organises the appropriate resources.
- Coaches and supports colleagues in the teaching of EYFS
- Keeps up-to-date on the use of the EYFS curriculum and regularly attends training for EYFS leaders held by the LA and feedbacks new information and ideas to staff in regular EYFS staff meetings.
- Monitors EYFS to assess the standards of Teaching and Learning through the children's work and learning in the provision.

- Regularly reviews and updates the EYFS Policy and contributes to the school's self-evaluation programme.
- Analyses EYFS summative assessment data.

Promote good health

Intimate Care

"Intimate" care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child's age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet and changing underwear following an accident. We do encourage parents and carers to ensure that their child is as independent as possible prior to entry to our Nursery Foundation Stage provision. This is to empower your child in their learning and independence for this exciting stage in their lifelong learning journey. Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child. If staff or carers have a concern about a child's development in toilet training, we ask Occupational Health for advice and website information. The staff record and inform parents/carers of intimate care carried out, such as changing nappies, cleaning after soiling and changing underwear.

Inclusion and Equal Opportunities

Children with Special Educational Needs will be supported as appropriate to enable them to access the curriculum fully. This includes children that are more able and those with specific learning difficulties and disabilities. Individual Education Plans identify targets in specific areas of learning for those children who require additional support commensurate with the school's Special Educational Needs Policy. The school's SEN Co-ordinator is responsible for providing additional information and advice to staff and parents and for arranging external intervention and support as necessary.

In line with the school's Equal Opportunities Policy and Equalities Statement, we will provide access to all aspects of learning for all children, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability to ensure that every child is valued as an individual.

For children whose home language is not English, we take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. We also ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS: ensuring children are ready to benefit from the opportunities available to them when they begin Year 1. When assessing communication, language and literacy skills, we assess children's skills in English. If a child does not have a strong grasp of English language, we explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.

All staff are role models and are aware of the influence they have in promoting positive attitudes they use that influence to challenge stereotypical attitudes. We follow the Local Education Authority's Relationships, Sex Education Primary Scheme and PSHE Association planning documents to ensure all children's personal, social and emotional development in the EYFS.

At St Michael's CE Primary School we are extremely proud of our inclusive approach to teaching and learning and our partnerships with parents and the wider community to ensure the very best for all children.

Interventions

Children who are identified as being on the SEND register will be given support as identified on their Individual Educational Plan. A variety of support materials and evidence-based intervention programmes are used in Nursery and Reception for those children who are working below expected. Children are supported in the first instance through quality first teaching.

Children identified with communication and language difficulties e.g. speech sound changes and omissions, are supported by outside agencies (Language and Communication Team) and trained teaching assistants.

Children in Reception who are working below expectations in reading receive regular Read Write Inc. one to one fast track tutoring to learn sounds and develop skills in blending sounds into words.

Lessons will be differentiated in line with the individual needs of the children and interventions provided by trained teaching assistants to target children not reaching expected levels. Teaching Assistants record focus children's progress on the school's Intervention Tracker. Interventions are evaluated half termly to ensure impact and cost-effectiveness.

More Able Learners

More able learners (exceeding children) will be identified as part of our formative and summative assessment procedures. We will provide for their needs through a framework of high quality first teaching which focuses on ensuring the children are challenged appropriately. In addition, we will focus on developing their learning behaviours, including, greater reflection, making connections, higher order thinking skills and independent learning. The progress of more able learners will be rigorously tracked to ensure more able children reach their full potential.

Legislation

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

- Childcare Act 2006
- Child Acts 1989 and 2004
- Equality Act 2010
- The Safeguarding Vulnerable Groups Act 2006
- The GDPR Data Protection Act 2018

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

- DfE (March 2021) 'Statutory framework for the early years foundation stage'
- DfE (2021) 'Keeping children safe in education' (Jan 2021) DfE (2018) 'Working together to safeguard children'

- DfE (2015) 'The Prevent Duty' Ofsted (2019) Inspecting safeguarding in the early years, education and skills settings
- Ofsted (2019) 'Early years inspection handbook for Ofsted registered provision'
- Early Education,
- DfE (2020) 'Development Matters'
- DfE (2021) 'Early Years Foundation Stage Profile'
- DfE (2013) 'Early Years Outcomes'
- DfE (2012) 'EYFS Progress Check at age two'

Other guidance: Safeguarding Children and Protecting Professionals in Early Years Settings Online
Safety Considerations for Managers 2019

This policy is intended to be used in conjunction with the following school policies:

Child Protection and Safeguarding Policy

Allegations of Abuse Against Staff Policy

Administering Medication Policy

Health and Safety Policy

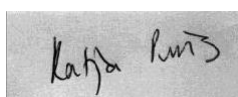
Data Protection Policy

Complaints Procedures Policy

This policy has been approved by the Governing Body and Head teacher of St. Michael's C of E Primary School.

Chair of Governors

Signed:



Print Name: Katja Purvis.....

Date:... .. 19.10.21.....

Head Teacher

Signed: 

Print name:.....GAVIN JOHNSTON.....

Date:19.10.21.....

REVIEW DATE ... OCT 2023

