



Rosary Catholic Primary School

Our school values: LOVE, RESPECT, ASPIRATION, INCLUSIVITY, CURIOSITY

EYFS Policy

Approved by	Full Governing Board
Links to	Online safety and acceptable use policy
Review period	Annual next review September 2024

Legislation and Guidance

The EYFS framework: sets the standards that all early years providers must meet to ensure that children learn and develop well. ensures children are kept healthy and safe. ensures that children have the knowledge and skills they need to start school.

Intent:

- Reception practitioners should ensure that all children feel included, secure and valued.
- To provide a relevant curriculum with tasks that make sense to the children and are both practical and purposeful.
- To provide opportunities for children to engage in activities planned by adults and those that children plan or initiate themselves. Practitioners must consider the individual needs and interests of each child, and use this information to plan a challenging and enjoyable experience in all areas of learning and development.
- Practitioners acknowledge the holistic nature of young children's learning and natural links will be made between different areas of the curriculum, with the emphasis on learning through play and the importance of developing speaking and listening skills.
- Practitioners must create a learning environment that develops children's imagination and encourages children to explore and express their ideas and feelings.
- Practitioners must respond to each child emerging needs and interests, guiding development through positive interaction.
- Involve parents and carers.

Printed copies of this document are available on request, from our school office.

EYFS Curriculum

Curriculum Planning (Implementation)

The curriculum for the Early Years forms the first stage of our Whole School Curriculum. It covers children in the Reception Class. We use the current 2021 development matters guidance for assessment.

There are seven areas of learning and development that must provide a framework for planning, teaching and assessing in early years settings. All areas of learning and development are inter-connected.

The three prime areas are:

- **Communication and Language** – The educational programme for Communication and Language focuses on the development of children’s spoken language and promotes a language-rich environment.
- **Physical Development** – Both fine and gross motor skills are central to the educational programme for Physical Development. It also includes a greater focus on development from birth to Reception.
- **Personal, Social and Emotional Development** – Aspects of health and self-care are now included within the educational programme for PSED rather than Physical Development. It includes building relationships with those around them along with healthy eating and managing personal needs independently.

There are also four specific areas, through which the three prime areas are strengthened and applied:

- **Literacy** – children will be taught to link sounds and letters and to begin to read and write. Children will be given access to a wide range of reading materials to ignite their interest.
- **Mathematics** – children will be provided with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces and measures.
- **Understanding the World** – Children will make sense of their physical world and their community through opportunities to explore, observe and find out about people and places.
- **Expressive Arts and Design** – Children will explore and play with a range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

The curriculum is planned through a series of themes that reflect and respond to the children’s interests, offering experiences in all areas of the curriculum and which carry equal importance to provide a broad and balanced curriculum with opportunities for play and child- initiated activities. The Foundation Stage curriculum is an overarching framework that informs all other stages of planning. It shows the range of experiences and learning opportunities that are available while children are in the early years. Medium term planning takes the form of a theme based upon the children’s interests. It is evaluated weekly to respond to other emerging interests that the children may have. Short term plans select activities and learning objectives from medium term theme plan as

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deemed appropriate to meet the needs and interests of the children. Plans are extended and differentiated accordingly.

Planning should provide a clear balance between challenging the most able children in some cases to exceed Early Learning Goals whilst recognising that an attempt to implement the more formal work before a child is ready could damage a child's disposition to learn. By the end of the Reception year, the Numeracy and Literacy lessons will be in place in preparation for children entering Year 1.

Assessment (impact)

Assessment in the early years is in line with the whole school assessment procedures (See assessment policy). The Early Learning Goals are defined as 'the level of development children should be expected to have attained by the end of the EYFS'. As in previous guidance, the goals should not be used as a curriculum but instead used to support teachers to make holistic and 'best-fit' judgements about a child's development, and their readiness for Year 1.

Resources

The organisation of the classroom reflects the importance that is placed on children learning through play and first-hand experience, developing independence and having opportunities to initiate their own activities.

The Reception class provides the following areas:

- Small world tray for retelling stories
- Role play area
- Large and small construction
- Sand and water
- Book corner with a range of fiction and non-fiction books
- Writing table with a range of writing resources
- Interactive whiteboard
- Malleable materials
- Musical instruments
- Creative equipment
- Maths games and equipment

Outside classroom – a safe, fenced area including a role-play, giant sand pit, outdoor chalkboard, planting equipment and toys for gross motor development.

Staff development

Staff receive support from the EYFS Lead in the form of planning support, lesson observation and curriculum developments. Staff are also encouraged to attend relevant external courses to support their professional development, when/if courses become available.

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Monitoring and Review

Monitoring of the standards of children's work and of quality of teaching in EYFS is the responsibility of the headteacher and link governor supported by the EYFS lead. Monitoring takes place through:

- Lesson observations;
- Planning support;
- Work sampling (where appropriate)
- Pupil conferencing;
- Discussions with classroom teachers and TAs.
- Discussions with little way partnership.

The work of the EYFS lead also involves supporting colleagues in the teaching of computing, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

Our EYFS policy will be subject to regular review to be carried out by the EYFS Lead.

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