

## Early Years Foundation Stage Policy

### Our Vision

Happiness and a sense of belonging are the keys to success, and at St Monica Primary School we hold this at the heart of all we do. We are committed to providing a positive, safe and stimulating environment, that supports us in delivering memorable and purposeful experiences. By creating curious minds, we encourage a thirst for learning and a willingness to take risks. We nurture children within our St Monica family and our wider Inspire Learning Partnership to be respectful of themselves, each other and of our world, and be the best they can be: proud of who they are.



### Inspire Values

At the core of everything we do, we live and learn by these Inspire values:

**Innovation-** trying out new things

**Nurture-** growing in a community of care and support

**Success-** achieving our best

**Passion-** enthusiasm and a love for learning

**Integrity-** being honest

**Responsibility-** accepting accountability for our actions

**Excellence-** achieve the extraordinary

### Our Intent in the Early Years Foundation Stage

- To provide a structured, secure, caring and well- resourced learning environment that meets the needs of individual young learners, which underpins their future learning.
- To enable children to become confident, curious, motivated independent learners who can develop the skills and attitudes necessary for their own successful future learning.



## Our Principles in The Early Years Foundation Stage.

At St Monica Primary School, we will develop a carefully planned curriculum that will cater for individuals needs based on the following principles:

- Speech, language and communication is at the heart of all learning.
- Promote and develop personal, social and emotional well-being.
- Encourage, and promote independent learning.
- Lay the foundations for early reading and writing, through structured phonics teaching
- Develop early mathematical skills and concepts □ Enhance creativity, curiosity and imagination in learning.
- Develop an enquiring mind about the world.

## The Statutory Early Years Foundation Stage Curriculum 2021

The statutory framework for 'The Early Years Foundation' states four guiding principles that should shape practice in the early years. These are:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through **positive relationships**.
- children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- **importance of learning and development**. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

These principles are underpinned by characteristics of effective learning. These are interlinked throughout the curriculum.

### Characteristics of Effective Learning

We carefully observe the children, whilst at play to gain an understanding of their individual characteristics of learning as outlined in the EYFS statutory framework. These are:

**Playing and Exploring** – children investigate and experience things and 'have a go'

**Active Learning** – children concentrate and keep trying even if they encounter difficulties, and enjoy achievements

**Creating and Thinking Critically**- children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Through these characteristics the children will develop the skills needed to become effective learners. Through carefully planned provision, environments and



interactions with skilled adults the children will develop skills to observe, investigate, be determined, use their imagination and develop an adventurous and inquisitive mind.

## **A Unique Child**

At St Monica Primary School, we know that children develop in different ways and at varying rates. Children's learning behaviours are influenced by their experiences at home and at school, and by ensuring that we work closely with families we can ensure a greater impact on children's learning and progress from the beginning of their learning journey.

## **Inclusion**

All children and families are valued within our school. We give each individual child every opportunity to achieve their best, taking into account individual needs and their individual developmental starting points. Planning for children with special educational needs is robust and personalised with the support of our Special Educational Needs Co-ordinator.

## **Positive Relationships**

We develop caring, respectful, professional relationships with children and their families, to enable children to become confident and independent learners.

## **Parents as Partners**

We recognise the importance of working closely with parents to ensure that children are happy and make the best possible progress in our school. We do this by

- Talking to parents prior to their children starting school with us.
- Inviting children and their parents to transition sessions in the summer term prior to starting school in September.
- Encouraging to attendance at parents' evenings, to discuss progress and support learning at home with personalised targets.
- Sharing our approach to phonics and reading.
- Organise a range of 'parents' events throughout the year to enable parents to learn alongside their child and gain knowledge of how the children learn at school.
- Provide a written report at the end of the year on progress and attainment on the Early Learning Goals.

## **Enabling Environments**

At St Monica we understand the important role that the learning environment both indoors and out plays on the learning and development in the Early Years Foundation Stage. Both the indoor and the outdoor environment adapts and changes to reflect the needs and interest of the children. Resources are carefully planned to enable the children to develop skills, problem solve, use their imagination and develop curiosity. The resources we use are open-ended, so they can be moved and combined in a variety of ways to stimulate learning.



## **Observation, Assessment and Planning**

We design our planning around a range of hooks, these can include classic stories e.g. Goldilocks and the Three Bears, real life experiences for example people who help us and guided by children's current interests.

We plan first hand experiences and exciting 'hooks' throughout our learning to engage pupils.

In EYFS assessment of attainment and progress is based on observation, discussion, questioning and evidence from the children's independent learning. This is used to inform planning each child's next steps which in turn is incorporated into the planning cycle.

At the end of the year the children's independent evidence, alongside teacher judgements are used to assess the children against the 17 statutory Early Learning Goals (ELGs).

## **Areas for Learning in EYFS**

### **Prime Areas**

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development

### **Specific Areas**

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

These areas are all planned for and delivered through a carefully structured play based curriculum.

## **Implementations of the Early Years Foundation Stage Curriculum**

Throughout the day children will learn in a variety of ways both indoors and out. These include:

- Teacher lead
- Independent
- Child initiated
- Adult initiated

The timetable in the Early years is responsive to the age and stage of development of the children, and will change and adapt over the year to enable the children to develop independence and to support the effective transition into the National Curriculum in Year 1.



## **Play in EYFS**

Play is an integral part of the Early Years Foundation stage. Young children learn best, consolidate and embed learning when given opportunities to play. Playing with their peers with motivating resources enable children to make links in their learning and rehearse and apply previously taught skills. The adults interact with the children to move learning on in combination with the environment which facilitates play through open ended resources.

## **Focused group work**

During focused group worktimes, the children will have adult led focused teaching, across the curriculum. The learning is based around stories we have been reading which are chosen around the children's interests or mathematics. There are also independent learning challenges to complete. These challenges are used for the children to demonstrate embedded learning of previously taught skills in phonics, reading writing, mathematics and other areas of the curriculum.

## **Phonics**

Phonics is taught daily in a clear and consistent way. Children are taught to read during phonics. They will learn the sounds that letters make to enable them to read phonetically decodable words, alongside high frequency and tricky words. The children are assessed frequently to monitor progress and grouped according to their phonic knowledge. Carefully planned provision enables child to apply phonic knowledge in guided reading sessions and throughout the day.

## **Maths**

Mastery Mathematics is taught daily. The children will learn and explore numbers and are encouraged to use stem sentences, resources and pictures to explain their understanding and reasoning. Numbers are explored and concepts of addition, subtraction and sharing are taught and explored with practical resources. The learning environment supports the embedding of mathematical skills throughout the day.

## **Funky Fingers**

All children need to develop gross and fine motor skills to enable them to use pencils, scissors and other tools effectively. During Funky Fingers the children will complete a range of targeted movement activities to develop shoulders, arms, hands and wrists. They will then complete fun fine motor activities to develop hand eye co-ordination. As these skills become refined the children will learn how to form the letters of the alphabet.

