

# St. Anne's Catholic Primary School



*Working together: in faith, learning and love.*

## **Early Years Policy**

## **Mission Statement**

**Working together: in faith, learning and love.**

### **EYFS:**

## **The Intent, Implementation and Impact of our Curriculum**

### **Intent**

Our Early Years curriculum is designed to provide all children with the opportunities and experiences that they need to develop positive relationships and attitudes to be able to succeed as learners in our school. It is designed to form the foundation and the initial building blocks for the curriculum that the children will experience throughout the rest of the school in Key Stage 1 and 2. We particularly focus on ensuring that all children develop a sound base of early reading skills and phonics from their starting point.

We take into account the challenging and wide variety of backgrounds and experiences that many of our pupils bring to the school and the transient nature of our setting. Some children in our setting have English as an additional language. As a result, within nursery and reception, the planned learning opportunities are heavily weighted around the Prime areas of learning, with a particular focus on Personal, Social and Emotional Development and upon developing pupils' ability to communicate effectively and interact positively. An example of this is our work in developing and promoting all transitions from home to school, nursery to school, our school nursery to reception and reception to year 1. Once these foundations to learning are embedded then other areas will be focused upon.

We aim to foster excellent attitudes to learning by providing effective and timely adult interactions to ensure that learning is instantly captured and enhanced. This is through our 'in the moment' observations and instant or planned next step activities as discussed in daily staff discussions or our weekly planning meetings. Evidence can also be seen in teachers planning files and in the children's Tapestry folders.

### **Implementation**

All staff have high expectations and the enhancement of skills for learning is achieved through recently refurbished, stimulating environment that allows children to develop, repeat and consolidate their own learning. Children are encouraged to take an active part in their learning journeys and become independent learners. We foster a love of learning by ensuring that we capture and learn through the children's interests as much as possible. Every opportunity is a learning opportunity!

Our high-quality teaching and learning are based on a team input approach, centred around children's individual needs and interests, as well as providing the initial building blocks for the wider whole school curriculum which follows. Staff are skilled in the teaching of phonics. We deliver this through an ambitious effective provision:

- A streaming process - Prior to October half term, children are assessed through the Read, Write, Inc scheme assessment process and grouped according to the outcomes. From October half term onwards, Reception streams with Key Stage 1.
- Groups are taught upon their starting points.
- The groups are fluidic and are constantly changing reflecting the needs and progress of the children.
- Identified children have additional intervention to accelerate their progress or to close the gap in age related expectations.

All of the above points are based upon rigorous consultations with staff and the assessment outcomes. Our curriculum provision enthuses and generates a love for reading whilst effectively teaching new ideas, concepts, and vocabulary. This can be seen through our 'Book a Week' teaching focus which is driven

through exposure to quality texts, which is also linked to all areas of our curriculum. Our children also have access to our school library each week, home readers, guided reading, story time, nursery rhyme time and individual reading time with a member of staff when they have reached this stage of Read, Write, Inc. Children also have a different story sack bag sent home each week. Inside is a story book, props, and a small book for parents and/or children to make comments draw a picture relating to the story.

Our mathematics curriculum is taught daily through exposure and exploration of number, shape, and measures. It encapsulates real life scenarios for example, cookery (weights and measures), shopping (money role play) and general day to day teacher daily activities and routines.

Staff are skilled at asking questions that encourage children to think more deeply about their learning, to extend their use of language across the curriculum and to make connections to embed new learning.

Prime areas are a key part of our curriculum. They are covered though all areas of our curriculum provision, but specific examples are:

- We have a welcoming and inclusive environment
- We have our key person system
- We have key interventions that cover particular areas of need, specific to individual children
- Educational trips to enhance the children's language skills
- Daily or Weekly PSED sessions where appropriate
- Weekly PE sessions

Assessments are relevant and purposeful, leading to improved outcomes for children. We have continuous, daily assessment which influences provision lesson to lesson, day to day, week by week. This can be seen in our planning files, daily practice and the learning environment. We strive to involve parents to engage in supporting their child's learning. We do this through parent workshops, information leaflets, weekly newsletters, regular Tapestry uploads and website class page updates. For Example:

- Early Years and Key Stage 1 have a termly reading morning session.
- Early Years and Key Stage 1 phonics introduction meetings.
- If parents are unable to attend, the school will send the information and resources home.
- Our EYFS staff meet, greet and welcome children and parents at the start and at the end of each day.

### **Impact**

Children enjoy their learning and participate eagerly and enthusiastically. They are beginning to manage their own feelings and behaviour and understand how these have an impact on others. We endeavour to create and build upon confident and enthusiastic mathematicians and many pupils use mathematics within their play and are eager to use it in problem solving and reasoning. For those children that have been present for the larger part of their early year's education at our school, we will see them flourish and develop into confident, motivated and independent learners, will make good or better progress and often achieve ELG. By the end of the Foundation Stage, majority of children read accurately and are starting to develop fluency in their reading. Their vocabulary and understanding of language are good and many children achieve the early learning goals, representing high achievement from low starting points.

**Date to be reviewed:**

**July 2023**