



Overton St Helen's CE Primary School

Surrounded by God, we inspire hearts and minds through learning, faith and love.

'Let your light shine before others, that they may see your good deeds and glorify your Father in heaven' (Matthew 5: 16)

EYFS POLICY

School Vision

We encourage children to be respectful, forgiving and compassionate. We are a nurturing, inclusive and safe community built on Christians Values that inspire positive trusting relationships between school, families and the wider world.

We aim high, engaging children in a dynamic and diverse curriculum with opportunities and experiences that allow them to excel, through discovering their unique talents, relishing challenges with courage and perseverance, knowing that God is with them.

INTENT

Rationale

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.”

- Statutory Framework for the Early Years Foundation Stage, Department for Education, September 2021.

At Overton St Helen's School we believe in the development of the whole child. In our Early Years Foundation Stage we strive to provide;

- a safe and nurturing space,
- a stimulating and challenging learning environment where the children are supported by skilled and knowledgeable practitioners,
- practitioners who will carefully observe the children, looking for opportunities to have meaningful, quality interactions that will enable the children to grow and achieve in all seven areas of learning and development of the Early Years Foundation Stage.

We will enable the children to develop a “sense of place” by exploring, experiencing and understanding Morecambe Bay as the place where they live.

At Overton St Helen’s School we promote teaching and learning to ensure children’s readiness for the next stage in their education and give children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. We seek to provide:

- **quality and consistency**, so that every child makes good progress and no child gets left behind
- **a secure foundation** through learning and development opportunities that are planned around the needs and interests of each child, and are assessed and reviewed regularly
- **partnership working** between practitioners and parents
- **equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported

Aims and Objectives

“ When we succeed in giving every child the best start in their early years, we give them what they need today. We also set them up with every chance of success tomorrow” – Development Matters.

At Overton St Helen’s School we aim to provide the highest quality care and education for all our children which will give them a strong foundation for their future. We aim to ensure that all our children develop into independent and lifelong learners.

The four themes of the EYFS express important principles underpinning effective practice in the care, development and learning of young children.

- **A unique child** – Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.
- **Positive relationships** – Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person
- **Enabling environments** – The environment plays a key role in supporting and extending children’s development and learning.
- **Learning and development** – Children learn and develop in different ways and at different rates and all Areas of Learning and development are equally important and inter-connected.

This Policy sets out how we aim to provide:

- A broad and balanced curriculum which builds upon children’s interests and experiences, giving them the broad range of knowledge and skills needed for good progress throughout school and life
- A curriculum that enables the children to develop a “sense of place” by exploring, experiencing, understanding and celebrating Morecambe Bay as the place where they live.

- A stimulating and challenging learning environment which encourages high levels of engagement.
- Opportunities for children to learn through child initiated and adult supported play in all areas of learning and development.
- Adults who respond sensitively to the individual needs of the children, helping them to build upon their learning over time.
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind.
- An environment where all children can develop positive relationships and become strong, independent, confident and resilient.
- Close partnership with parents/carers, valuing their contributions.

Role of Subject Leader

- to provide vision, direction and leadership of Early Years
- to ensure high quality early education that improves outcomes and narrows the gap between those children who are most vulnerable and the rest.
- to monitor and evaluate the impact of policies, practices, etc in the EYFS, identifying developments needed and constantly seeking strategies for improvement; working in partnership with the early years team, senior leaders and early years governor to achieve them.
- to ensure the successful development and implementation of high quality, developmentally appropriate, inclusive learning environments which promote a balance between learning through play and providing learning activities which will challenge and develop and preparedness children for Year 1.
- to review and evaluate the assessment management system to ensure it remains an effective tool that allows for precise tracking of children's progress
- to work in partnership with senior leaders in the cycle of school evaluation and development planning
- to work with colleagues in external settings and in Year 1 to ensure high quality transitions between phases
- to ensure the Early Years meets the criteria for a successful Ofsted inspection
- liaising with other subject leaders to ensure they know where children begin their learning in other curriculum areas.

IMPLEMENTATION

Approaches to learning

High quality early education is important for all children. We aim to provide high-quality education and care that is inclusive and will enable all children to thrive.

The EYFS provision and practice is based on observation of the children's needs, interests and stages of development. Learning and development in Overton St Helen's School are planned to reflect these interests and individual circumstances in order to provide every child with a stimulating, challenging and enjoyable experience.

In organising and implementing educational programmes, we will ensure that a broad range of activities and experiences are planned, having regard to the three 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
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

As part of our best practice we:

- provide high quality education for all children through a planned for, enabling learning environment which is accessible to all children.
- respond to the individual needs of all children by encouraging and supporting the development of knowledge and skills, led by the children's interests.
- seek to identify children's Special Educational Needs and Disabilities (SEND) quickly and ensure that all children promptly receive any extra help they need.
- develop strong, positive, caring relationships with all children by responding sensitively to the children's needs.
- support children to identify and understand their emotional state by modelling the use of language to express how they are feeling.
- support the children and families in the transition from Nursery to School through effective communication and opportunities to visit their new setting.

The Curriculum: What we want children to learn.

The Foundation curriculum is organised into seven areas of learning & development that must shape the educational programmes. All areas are important and inter-connected.

There are **3 PRIME AREAS**:

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

There are **4 SPECIFIC AREAS** - through which the Prime Areas are strengthened and applied.

- **Literacy**
 - Comprehension
 - Word Reading

- Writing
- **Mathematics**
 - Number
 - Numerical Patterns
- **Understanding of the World**
 - Past & Present
 - People, Culture & Communities
 - The Natural World
- **Expressive Arts and Design**
 - Creating with Materials
 - Being Imaginative & Expressive

To ensure we deliver a rich, broad and balanced curriculum we will:

- plan for experiences based on the children's interests to encourage and motivate their learning in all 7 areas of learning and development of the EYFS.
- provide "real" experiences that broaden the children's knowledge and understanding of their communities and the wider world.
- encourage our children to have a deep knowledge, understanding and respect for Morecambe Bay as the place where they live, through real life experiences and place-based learning.

As a church school we deliver discrete Religious Education sessions, delivered discretely within the classroom for one afternoon's session and daily access to collective worship either as whole school, Key Stage or within the class.

Pedagogy: Helping Children to Learn

As part of our best practice we help children learn in many encouraging, thoughtful and gently challenging ways;

- provide opportunities for play which is child-led: freely engaged and enjoyed by children; sensitively supported and extended by adults and guided towards specific educational outcomes
- create a rich, stimulating environment both indoors and outside, providing children with choice
- joining in with children's play where appropriate, modelling vocabulary, introducing challenges and ideas
- modelling skills
- having discussions with the children, using skilful questioning, and challenging their thinking
- directly teaching new knowledge, skills and concepts
- using scaffolding techniques: doing it for the child, offering some help, modelling, prompting and self-scaffolding to promote and support the development of Self-Regulation and Executive Function skills



Taken from Working with the Revised Early Years Foundation Stage: Principles into Practice

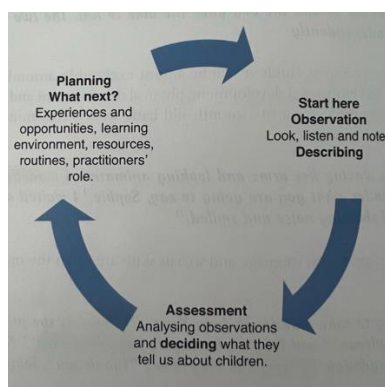
- supporting language development, which is central to self-regulation, by encouraging children to use language to guide their actions and plans.
- Encouraging children to focus their thinking, persist and plan ahead.

Planning

At Overton St Helen's School we are very much committed to following children's interests & fascinations, and as such our long term plan shows predicted/possible learning themes across the year and acts as a reference point for ensuring the curriculum remains broad & balanced.

We choose quality texts (Our Beloved Books), based around a broad predicted interest, as a starting point for the children's learning. Using our knowledge of the children and their interests gathered during our assessment processes we plan for activities, experiences, enhancements and enrichments that will enable all children to progress in their learning.

We follow a cycle of planning in the moment. The practitioners in the setting will observe the children's play, assess what they see, plan how to respond and then teach the next step immediately in a way that is uniquely suited to the particular child in that particular moment. We strive to focus is on the quality of our interactions with the children, always considering whether we are interacting or interfering.



Taken from Planning in the Moment with Young Children by Anna Ephgrave

Each week 2/3 children are chosen to be a "focus child" for whom observations and interactions will be recorded. The parents of the children are given a parent consultation sheet to complete and return. We use our knowledge of these children as well as the input from parents to guide our observations and interactions with these children. At the end of each week parents are provided with a short feedback report explaining what we observed and future areas for development.

This cycle will be completed for all children every term alongside additional recording of “Wow” moments of independent learning for all children, and collated in the children’s Learning Journey folders, along with examples of work produced by the children.

Learning Environment

We believe that a learning environment should respond to each child’s need for something familiar, something new and challenging and something which enables him or her to pursue a current interest. A classroom environment and daily programme which offer maximum choice to individual children in terms of access to equipment and space, use of time and opportunities for collaboration with others is most appropriate.

We offer a well-conceived, well organised and resourced learning environment, which provides opportunities for discovery across all areas of learning, is the best means of encouraging personal autonomy and a sense of responsibility. All resources and equipment are presented and stored in such a way as to be easily accessible to young children and may be used in flexible and imaginative ways.

We endeavour to ensure that the learning context we provide offers a rich and stimulating environment, both indoors and outside, which reflects the needs and interests of young children and provides appropriate opportunities for the children to meet new challenges as well as to practise and consolidate developing skills and concepts.

Resources

Phonics and Early Reading

We use a systematic approach to phonics and deliver discrete phonics sessions using the Red Rose Letters and Sounds scheme to support learning and development in this area. To ensure we choose quality texts for the development of vocabulary, early reading and early writing we refer to the CLPE resource and teaching sequences.

Literacy

We use CLPE texts and teaching sequences to enable our children to immerse themselves in a story, develop positive reading behaviours and a wide variety of vocabulary and story language.

Maths

We support the learning and development of Number and Numerical patterns using the White Rose scheme of work also supported by the NCETM Numberblocks resources.

Science

We use the ASE Primary Science Assessment PLAN to support the learning and development of the scientific concepts included in the Understanding the World area of learning.

PSED

We use resources from the SCARF programme of study to support the learning and development in the area of Personal, Social and Emotional development.

Physical Development

We follow the Lancashire PE planning for early years and make use of the Lancashire PE Passport resources to monitor and track children’s development in this area.

Religious Education

As a church school we deliver discrete Religious Education sessions using the Dioceses of Blackburn scheme of work to ensure the children gain a good foundation in Christian values and knowledge and understanding of the Bible. The children also take part in daily collective worship, either as whole school, Key Stage or within the class.

Art

We use the Access Art resource to help plan for meaning experiences and activities to develop the required knowledge and skills in the relevant aspects of the Expressive Arts & Design area of learning.

History

We use guidance from the Historical Association scheme of work to help plan experiences and activities which allow the children to develop knowledge and understanding within the Past and Present aspect of the Understanding the World area of learning

Equal Opportunities

At Overton St. Helen's C of E Primary School we provide a broad and balanced curriculum for all our pupils so that they all make progress. Learning challenges are matched to the needs of all the children including children with SEND, AGT and PP.

IMPACT

Assessment

Accurate assessment is essential to high-quality education and care. In the careful development and implementation of our curriculum we have a clear understanding of what we want our children to know and be able to do.

As part of our best practice we:

- carefully observe what the children can do and what they know.
- use our knowledge of child development and the Early Learning Goals to plan for children's next steps in their learning and development.
- through effective and accurate assessment identify children who are not making progress and provide early help and intervention where appropriate.

We aim to ensure all children progress through a balanced and creative EYFS curriculum. We strive to ensure each child makes a very good level of progress through the Early Learning Goals, from their individual starting points. All children get the best possible start to their school life and develop the knowledge and skills to reach and exceed their potential in KS1. To check that we are achieving this we take the following measures;

- Class teachers record observations and photographs of each child's whilst learning and playing. This is recorded using our Focus Child Learning Journey sheet and Tapestry journal software and linked to the areas of learning with any statements that are met. These observations are used to help teachers make formative assessments and inform potential next steps for each child, this includes careful consideration of children with SEND or are who are disadvantaged.

- Summative assessments are completed termly to judge each child's progress in the 7 areas of learning. Their progress against the Development Matters age related expectations is tracked. This allows us to assess the impact of our teaching and decide if sufficient measures are undertaken to help specific children. This is reported to members of the SLT during pupil progress meetings.
- Evidence of activities and independent learning are stored in individual Learning Journey Folders.
- The assessment judgements are moderated by the Early Years team and SLT internally and externally by other schools.
- Parents are invited to provide evidence of their child's progress of learning at home through Parent Consultation sheets and Magic Moment slips.

Baseline Assessment & the EYFS Profile

All children complete the statutory requirement of Reception Baseline Assessment (RBA) within the first six weeks of starting in the reception class.

In the final term of the children's reception year the EYFS Profile must be completed for each child. The Profile provides parents and carers, 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. The Profile must reflect practitioners' own knowledge and professional judgement of a child to inform discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution. Each child's level of development must be assessed against the early learning goals. Practitioners must indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging').

Parental Partnership/ Induction

We believe that all parents have a very important role to play in the education of their child. We recognise the role that parents have played, and their future role, in educating the children. We want to ensure a smooth transition from home to school and allow parents to ask any questions they may have about starting school.

We do this through:

- holding sessions in school for parents in the summer term to discuss school life and the curriculum;
- a member of staff visits all children in their pre-school setting prior to their starting school;
- the children have the opportunity to spend time with their teachers before starting school;
- holding a Phonics Session for all parents and other supporting adults in the Autumn term to explain how we teach Phonics and Reading in school and how they can help by supporting their child at home.
- inviting parents to comment on and ask questions about their child's learning in school and at home via the "focus child" parent consultation form.
- offering parents regular opportunities to talk about their child's progress in our reception class, parents are welcomed into the classroom at the end of each day;
- encouraging parents to talk to the child's teacher if there are any concerns. There are formal meeting for parents in the Autumn term at which the teacher and the parent discuss the child's progress in private. Parents are consulted at an extended

discussion at the beginning of the summer term so that they have input into the EYFS profile before it is submitted to the Local Authority later in the term. They receive a report on their child's attainment and progress at the end of each school year;

- having flexible admission arrangements to ensure a gradual induction of all children that enable both children and parents to become secure, and by allowing time to discuss each child's circumstances;
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents;
- encouraging continued parental involvement through informal helping in class, attendance at Class and Achievement assemblies and involvement with Fundraising activities through the Overton School Friends Association.

Transition Procedures

Points of transition:

Nursery to Reception

All children are visited at their setting in the summer term prior to them starting school. This provides an opportunity to see what stage they are at in their learning and development by talking to the child, seeing them at play in familiar surroundings and talking with their Key Worker. Children are invited to spend 2 afternoon sessions in the classroom during the summer term, unaccompanied by parents.

Reception to Y1

Children are already familiar with and to the staff in Holly Class through shared Worship time and other activities throughout the year. For the Autumn term at least, Holly Class has a similarly organised morning with focussed tasks and Continuous Provision, to ensure as smooth a transition as possible.

Information to be transferred:

Nursery to Reception

Information is collected from Parents prior to or at the Induction Session with reference to personal information, contact details, medical needs, allergies, and permission for photographs. Information is also collected on the children's strengths, activities they like to take part in and their favourite books.

Some parents and settings pass on the Learning journals or Records of Achievement so that we can check interests and achievements before returning them to the family.

Reception to Y1

The EYFS Profile results are entered onto the Lancashire Tracker to form the baseline for assessments from Year 1 upwards. In a discussion with the Year 1 teacher, data is shared as well as any other relevant information about the children. Any care plans and IEPs are also transferred.

Liaison with other agencies

There is a close involvement with the School nurse and Speech and Language Therapists who hold drop in sessions for parents and visits the school for assessments and regular sessions as appropriate.

Date of policy: November 2022

Next review date: November 2024

Appendix:

EYFS curriculum Map