

Poulton St Chad's C of E Primary School

Early Years Foundation Stage Policy



Introduction

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 2021

The overarching aim of the Early Years Policy at Poulton St Chad's is to promote the principles of the EYFS Statutory Framework (and the non statutory Development Matters in the Early Years Foundation Stage Guidance. (Revised Framework September 2020 and/or Birth to Five Matters)

The Statutory framework states the requirements for schools and early year's settings to support children's learning and development, assessment, safeguarding and welfare.

The Statutory framework sets out the educational programmes which provide the overview of learning and development from which practitioners can refer to, to develop a curriculum for their children.

It also sets out:

- The Areas of learning, the aspects within them and the early learning goals for each area. The areas of learning and development must shape activities and experiences (educational programmes) for children in all early years settings.
- Each child's level of development must be assessed against the early learning goals at the end of reception. Practitioners must indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging'). This is the EYFS Profile.
- Assessment arrangements for measuring progress (and requirements for reporting the EYFS Profile to parents and/or carers).

The safeguarding and welfare requirements cover the steps that providers must take to keep children safe and promote their welfare.

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS seeks to ensure:

- quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind
- a secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- partnership working between practitioners and with parents and/or carers
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported

The Development Matters in the Early Years Foundation Stage Guidance provides guidance on observing what children are learning at different age phases, plus examples of what practitioners might do or provide to support children's learning across each aspect of each area. It offers a top-level view of how children develop and learn. It guides, but does not replace, professional judgement.

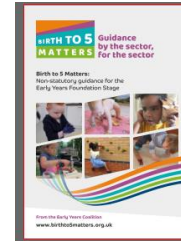
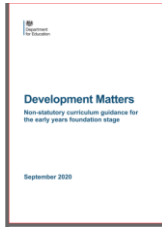
The guidance can also help practitioners to meet the requirements of the statutory framework for the early years foundation stage.

Development Matters sets out the pathways of children's development in broad ages and stages. However, the actual learning of young children is not so neat and orderly. The main purpose of these pathways is therefore to help you assess each child's level of development. Accurate assessment helps practitioners to make informed decisions about what a child needs to learn and be able to do next.

Birth to Five Matters is another updated non-statutory guidance document which some early years practitioners may find useful, the following extract from the document explains:

'Birth to 5 Matters provides comprehensive guidance, drawing on previous guidance for the Early Years Foundation Stage (EYFS) which has been updated in order to reflect recent research, to meet the needs of practitioners, to respond to current issues in society, to meet the needs of children today and to lay a strong foundation for their futures.' *'Birth to Five Matters can support practitioners in all their statutory responsibilities within the EYFS areas of learning and development and educational programmes, and to help children make progress toward the Early Learning Goals (ELGs).*

This guidance is a reference point for practitioners developing their practice, not a "how to" manual or a tick-list. We want Birth to 5 Matters to support practitioners to implement the Statutory Framework for the Early Years Foundation Stage (EYFS) in a pedagogically sound, principled and evidence-based way. Practitioners can then use their professional judgement based on their knowledge of the children in their setting and their wider context including family, community and the setting itself to construct an appropriate curriculum.'



Themes, Principles and Practice:

Seven Key Features of Effective Practice – (from Development Matters, also referred to in Julian Grenier’s book)

1. **The best for every child**
2. **High-quality care**
3. **The curriculum: what we want children to learn**
4. **Pedagogy: helping children to learn**
5. **Assessment: checking what children have learn**
6. **Self-regulation and executive function**
7. **Partnership with parents**



In our school/setting these seven key features permeate through our practice, philosophy and the environment for learning we provide.

Safeguarding

Relevant Documents:

Statutory framework for the early years foundation stage: setting the standards for learning, development and care for children from birth to five’, DfE, 2021¹

Inspecting Safeguarding in Early Years, Education and Schools Ofsted 2019

‘Prevent duty guidance for England and Wales: guidance for specified authorities in England and Wales on the duty of schools and other providers in the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism’, HM Government, 2015.²

As a school and in our early years provision safeguarding is a priority. We look to ensure children feel safe, and we always aim to promote children’s welfare and strive to safeguard children . This includes:

¹ www.gov.uk/government/publications/early-years-foundation-stage-framework--2.

² www.gov.uk/government/publications/prevent-duty-guidance.

- regular safeguarding training, including child protection training and updates for staff. There are named and designated leads who play an effective role in pursuing concerns and protecting children and learners:

Mrs Nicole Bitsakaki – Headteacher/ Safeguarding Lead

Mr Jonathan Leeming -Deputy Headteacher/ Safeguarding Lead

Mrs Suzanne Shrewsbury – Assistant Headteacher

Mrs Bethany McCann – EYFS Lead Teacher Paediatric First Aid

Miss Charlotte Siddall – EYFS/Y1 Teacher

Mrs Carol Stallard – Teaching Assistant Paediatric First Aid - 2022

Miss Louise Eggleston – Teaching Assistant Paediatric First Aid – 2022

Mrs Lisa Coulson -Teaching Assistant Paediatric First Aid - 2022

Miss Chloe Dale – Teaching Assistant

- staff and other adults working within the setting are clear about procedures where they are concerned about the safety of a child or learner :

- <https://www.poultonstchadsce.lancs.sch.uk/safeguarding-policies/>

- <https://www.poultonstchadsce.lancs.sch.uk/wp-content/uploads/2020/10/SAFEGUARDING-CHILD-PROTECTION-POLICY-2020-2021.pdf>

- A robust safeguarding policy : <https://www.poultonstchadsce.lancs.sch.uk/wp-content/uploads/2020/10/Behaviour-and-discipline-policy-Oct-2020-LWw.pdf>

- the extent to which children behave in ways that are safe for themselves and others – this is clearly modelled and explained by EYFS practitioners.
- children’s understanding of dangers and how to stay safe, including e-safety days/ www.thinkuknow.co.uk)
- the extent to which children show that they feel safe and are confident to confide in adults at the setting/school – children are encouraged to share news daily in allotted key children time and also with all members of staff including teacher, assistants, welfare and wraparound care staff.

- the steps taken by the key people to safeguard and promote the welfare of children and how well adults teach children about keeping safe
- the necessary steps taken to encourage good oral health, to prevent the spread of infection, particularly measures to combat the pandemic and to ensure appropriate action is taken when children are ill.
- the suitability and safety of outdoor and indoor spaces, furniture, equipment and toys
- the maintenance of records and policies and procedures required for the safe and efficient management of the Early Years Foundation Stage and for ensuring that children are safeguarded and their needs are met
- the suitability and qualifications of the adults looking after children or having unsupervised access to them, *with reference to code of conduct for staff and whistle blowing policies*
- supervision of staff, particularly opportunities for coaching and training, peer support, teamworking, continuous improvement of skills, and confidential discussion of sensitive issues, appraisal opportunities and support.
- the effectiveness of risk assessments and actions taken to manage or eliminate risks. – We regularly discuss as a team....what do you do if....

We also refer to whole school policies that are located on our website and displayed in our staffroom .

EYFS Risk assessments are carried out daily in indoor and outdoor classrooms – see Planning & Information board at entrance to Dolphins Classroom.

EYFS Provision in this setting consists of:

Early years in our school refers to the foundation stage children in our Reception Class (Dolphins) and those in our mixed Reception/ YR 1 Class (Whales)

This policy reflects the main aims of the school which are:

The main aims of education are that all children, in accordance with their age, ability, aptitude and any special needs they may have, will become active and responsible members of their own community and of society’.

Children will acquire and develop the following

- skills – including mindset, metacognition and mastery
- knowledge
- understanding
- cultural capital

- characteristics of effective learning.....including independence, curiosity, resilience, seeking challenge, persistence and perseverance

EYFS Provision at Poulton St Chad's

Staff in the early years are:

Mrs Bethany McCann – EYFS Lead Teacher Paediatric First Aid – 2023 Mon -Fri

Mrs Carol Stallard – Teaching Assistant Paediatric First Aid – 2022 Not Wed

Miss Louise Eggleston – Teaching Assistant Paediatric First Aid– 2022 Mon-Wed

Miss Chloe Dale – Teaching Assistant -Wed -Fri

Miss Charlotte Siddall -EYFS/Year 1 Class Teacher -Mon -Fri

Mrs Lisa Coulson -Teaching Assistant Paediatric First Aid – 2022 Mon-Fri

Organisation and management of provision:

Early Years provision at Poulton St Chad's school is organised into two purpose built classes, one for Reception only(Dolphins) for 30 pupils aged 4-5, which share access to the outside play space with the Y1/R Class (Whales) for pupils aged 4 -6. A wide range of indoor /outdoor equipment and resources are available to meet the needs of the children in the early years department. The children also have access to other equipment and facilities throughout the school, e.g. hall, Infant and Junior library (hub) , adventure playground, field and pond area.

Each morning children are involved in collective worship, key children talking and sharing time, Maths and English sessions including focused Phonics in groups at the appropriate level.

In accordance with the Statutory Framework 2021 we place emphasis throughout our setting on securing the prime areas of:

Communication & Language – vocabulary focus

Personal and Social Education – self regulation training

Physical Development – skill and mastery of basic gross & fine motor skills

We also provide high quality learning opportunities in the specific areas of:

Literacy – focus on developing a love of reading

Mathematics- Mastery focus

Understanding of the World – A sense of self

Expressive Arts & Design – A way to self expression & wellbeing

Reception children are admitted at in the September half term on a short part - time basis.

Early Years Foundation Stage Curriculum

Intent

Our Early Years Curriculum is based on the principles of child development and the educational programmes in the revised EYFS Statutory Framework 2021. It is planned to lead smoothly into the National Curriculum at KS 1 in a way which is relevant and meaningful for all children. Reception and KS1 staff work together through the year to ensure a successful transition into YR1.

The EYFS curriculum stresses the importance of the prime areas of learning - the child's personal, emotional and social development, the vital element of communication and language and the role of physical development. It also emphasises that the knowledge and skills in the specific areas of early literacy and numeracy, understanding the world or expressive art and design lay the foundations for the future learning of all children.

The EYFS framework is organised into seven areas of learning and development, all of which are interdependent and of equal importance;

Prime:

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.

Key Learning:

Self regulation	Building Relationships	Managing Self
<p>Express feelings – show how they feel in response to different experiences as appropriate (happy, sad, excited, upset, angry, frustrated, worried,) show pride in their own achievements.</p> <p>Communication – make choices, communicate what they need, listen to others, maintain attention in familiar and unfamiliar situations, attend to other people (adults, peers) both familiar and unfamiliar.</p> <p>Recall experiences, initiate an apology when appropriate.</p> <p>Respond – Follow instructions, requests, and ideas in a range of contexts and situations.</p> <p>Understand feelings – talk about and discuss with others how they feel; explain why they are experiencing particular feelings.</p> <p>Manage feelings and behaviour – understand and follow rules, share with others, work with others, change and adapt their behaviour in response to</p>	<p>Build friendships – engage in positive interactions with adults and peers, form relationships with others, seek others to share activities and experiences, seek familiar adults and peers to engage in conversations, ask for help.</p> <p>Work together – understand and follow simple rules, share and take turns, listen to others, be considerate to the needs of others, respect the view point of others, take on ideas of others, work together in collaboration.</p> <p>Use language – to negotiate, co-operate, plan and organise play, resolve conflict. Social skills – observe others, initiate and understand the rules of social interaction, negotiate, resolve conflict, able to compromise, take responsibility for themselves and others.</p> <p>Recognise the needs of others - show sensitivity to others, demonstrate empathy, show awareness of how their actions may impact on others, know that other children think and respond in different ways to them.</p>	<p>Self-awareness – know what they like and do not like, talk about what they are doing and why, talk about and discuss their interests, share their ideas and interest with others, take pride in themselves and their work and achievements, share their achievements with others.</p> <p>Work together – understand and follow simple rules, share and take turns, listen to others, be considerate to the needs of others, respect the viewpoint of others, take on ideas of others, work together in collaboration.</p> <p>Independence – select own resources, carry out tasks without help, will try to complete a task themselves before asking for help, can work on own and with others.</p> <p>Confidence – try new activities, make own choices and decisions, talk to others about what they need or their ideas, ask for help, initiate own ideas, seek a challenge.</p> <p>Responsibility – take care of their own belongings, take care of the belongings of others and class resources.</p> <p>Communication – Use language to negotiate, co-operate, plan and organise</p>

<p>different situations, deal with anger and frustration, negotiate with others to solve simple problems.</p> <p>Understand how others feel – show care and concern for others, show sensitivity to others, show awareness of how their actions may impact on others, know that other children think and respond in different ways to them.</p> <p>Active learning – engage in challenges, show awareness of strengths and what they need to learn, develop ability to plan, adapt, persist and review their progress</p>	<p>Communication – use gestures, non-verbal communication, facial expressions, body language, appropriate language and vocabulary; listen to others, speak to peers and adults and engage in discussions in a positive way, reflect on experiences, explain reasons why, respond to experiences and people, recall events, make suggestions</p>	<p>play, resolve conflict, listen, speak, reflect, explain, respond, recall, review.</p> <p>Self-care – eating, drinking, making or helping to make own snacks, personal hygiene, cleaning teeth, dressing undressing, takes care of own belongings.</p> <p>Safety – understand and follow rules on how to keep safe when using and transporting tools, equipment and resources; understand rules linked to road safety.</p> <p>Keeping healthy – knowledge of food groups including healthy foods; knowledge of importance of exercise to keep their body healthy.</p> <p>Vocabulary – use vocabulary linked to: foods and food groups, body parts, exercise and effects on body, dressing skills, road safety, safety including using and transporting tools and equipment.</p> <p>Communication – communicate own needs in relation to being thirsty, hungry tired, use of toilet; communicate when they need help from others including peers and adults</p>
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Communication & language - involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Key Learning

<p>Listening, Attention and Understanding</p> <p>Listening – listen to others 1:1/in groups/whole class, in familiar and new situations, during conversations or activities, listen to stories with enjoyment and interest.</p> <p>Attention – maintain attention in different contexts, attend to other people (adults, peers) both familiar and unfamiliar. Show attention and interest in stories read to them in whole class and small group contexts.</p> <p>Respond – with relevant comments, questions of their own or actions when listening to stories, to instructions and when engaged in play activities e.g. role play/creative expression.</p> <p>Interact with and respond to others in a range of situations including small group interactions, whole class discussions and during play.</p> <p>Engage in purposeful conversations with others during play, in response to stories or questions, daily routine, etc.</p> <p>Demonstrate Understanding – follow</p>	<p>Speaking</p> <p>Speaking – speak clearly, speak in full sentences, use sentences that give many details, express ideas about feelings and experiences.</p> <p>Vocabulary – use an increasing range of vocabulary appropriately, understand the meaning of new words and use appropriately in discussions and conversation.</p> <p>Communication – communicate freely with different people, engage in conversations taking into account the listener, and take turns to listen and to speak in different contexts including small group, whole class and 1-1 discussions. Talk about and discuss familiar events or characters in stories.</p> <p>Questioning – ask and answer questions in different contexts including group activities, during their play, daily routine, personal conversations with others etc.</p> <p>Uses Tenses – past, present and future – in conversations with peers/adults about themselves</p>
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<p>instructions, requests, and ideas in a range of contexts and situations. Ask and answer questions in different contexts including in response to stories, ask questions to check understanding.</p> <p>Respond to and answer questions – ‘where’ ‘how’ and ‘why’ questions about self and own experiences; ‘how’ and ‘why’ in response to stories and events; answer questions in response to thoughts, ideas, predications, speculation, provocations in different contexts and situations, including their play.</p>	<p>and their experiences, activities, ideas and events. Begin to use conjunctions to extend ideas.</p> <p>Reasoning – talk about, explain and give reasons for actions, events and activities linked to their experiences, stories, or other contexts. Offer explanations for why things might happen.</p> <p>Clarify Thinking – use talk to connect ideas, and share their thinking in different contexts.</p> <p>Narrative – use language of stories, rhymes, poems and non-fiction to imagine and recreate ideas in different contexts and offer explanations for why things happen</p>
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Physical development - involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. 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

Key Learning

<p>Gross Motor Skills Fundamental movement skills – run/running fast, travel on feet/feet and hands, underhand throw, underhand roll, catching, vertical jump and land, hop, static balance, balance on body parts and balance using equipment, side roll and rock and roll, pencil roll.</p> <p>Gross motor skills/movements – climbing, crawling, skipping, sliding, slithering, shuffling.</p> <p>Spatial Awareness – awareness of own space, negotiates space, finds a space, changes direction, stops.</p> <p>Safety Awareness – when moving themselves; when travelling on, under, over through equipment and apparatus; using small apparatus and equipment; carrying and moving equipment and apparatus; respond to safety instructions.</p> <p>Apparatus – control and balance when using equipment for climbing, jumping, scrambling, travelling, swinging; interacts with small equipment – drop, push, throw, roll, catch, kick. •</p> <p>Body strength – with and without tools and equipment</p>	<p>Fine Motor Skills Fine motor skills – demonstrates left/right hand dominance, demonstrates hand-eye co-ordination; dexterity, manipulation and control when interacting with materials, objects, equipment and toys; manipulation and control when using tools and equipment.</p> <p>Linked to Handwriting/Drawing Movement of body parts – rotation of shoulder; bending, flexing and rotation of elbow and wrist; making a fist; finger isolation, wriggling and stretching fingers, grasp and release, exploring mark making using fingers and media.</p> <p>Strength – shoulder, elbow, wrist, fingers.</p> <p>Pencil grip – holds writing tools and implements with a mature pencil grip, uses appropriate amount of pressure.</p> <p>Lines and Patterns - uses a variety of media and tools to scribble and doodle, draw lines, shapes and patterns: undulating, wavy, vertical, horizontal, diagonal, straight, parallel, zig-zag, curved, circular, enclosed abstract shapes, dots.</p>
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<p>e.g. sky writing outdoors, carrying, pushing, pulling, digging. •</p> <p>Movement of body parts - rotation of waist, shoulder, hip, knee; bending, flexing and rotation of elbow and wrist; making shapes with arms and hands, legs and feet; wriggling and stretching elbows, wrists, fingers, knees, ankles, feet, toes. •</p> <p>Use of Vocabulary linked to Movement - names of body parts, directional movement – up down, backwards, forwards, sideways; speed – fast, faster, slow, slowly, slower</p>	<p>Drawing - draws pictures using a range of media and materials, adds detail to pictures, demonstrates control of tools for drawing, takes care when drawing, demonstrates accuracy in their drawing.</p> <p>Communication - talks about their mark making, representations, drawings and writing; discusses mark making, writing and drawings with others.</p> <p>Manipulate and control a range of tools with increasing accuracy to represent their ideas and experiences.</p> <p>Control of writing tools and equipment – size of letters, correct starting points for different groups of letters, forms letters correctly.</p> <p>Letter formation – draws patterns, understands and follows language linked to talk about shape and movement of patterns and letters, knows the handwriting movements involved in the three basic letter shapes as exemplified by 'l' 'c' 'r' and forms basic letter shapes (linked to teaching of phonics and those letters in their name).</p>
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Specific

Literacy - It is crucial for children to develop a life-long love of reading. It involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

Reading

Key Learning: 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.

Phonics – GPC recognition (<i>hear, say, read letters</i>), oral blending, blending for reading	Word Reading – HFW both decodable and common irregular words (<i>tricky</i>)	Comprehension
<p>Orally blend sounds to make simple words.</p> <p>Decode a number of regular words using Phase 2 phonemes.</p> <p>Phase 3 phonemes/Phase 4 (combination of adjacent consonants) with build and blend strategy.</p> <p>Link sounds to letters, naming and sounding letters of the alphabet as well as digraphs (Phase 3</p>	<p>Read decodable HFWs sight words (list 1) (e.g. a an as at if in).</p> <p>Read decodable HFWs sight words (list 2) (e.g. will that this then them).</p> <p>Read common exception words (tricky) from Phase 2 (e.g. the to no go into).</p> <p>Read common exception words (tricky) from Phase 3 (e.g. he she we me be was you they all are my her).</p> <p>Read some common exception words (tricky) from Phase 4 (e.g. said like have so).</p> <p>Distinguish between a word, a letter</p>	<p>Listen attentively to a story at the appropriate interest level.</p> <p>Recite simple rhymes, songs and poems.</p> <p>Differentiate between text and illustrations.</p> <p>Understand that print conveys meaning. • Hold a book correctly and turn pages from front to back and recognise front and back cover.</p> <p>Know that in English print is read from left to right and top to bottom.</p> <p>Use picture clues to help read a simple text.</p> <p>Predict storyline and key events (e.g.</p>

<p>phonemes).</p> <p>Use decoding to read – using build and blend strategy – towards automatically reading known words.</p> <p>Blend phonemes to read a range of words using build and blend towards automaticity, fluency and accuracy.</p> <p>Use phonic knowledge to attempt unknown words</p>	<p>and a space.</p> <p>Read simple sentences and books consistent with their phonic knowledge.</p> <p>Recognise some capital and lower case letters</p>	<p>the ending and appropriate vocabulary, aided by illustrations). Talk about events, settings and characters. Retell stories and narratives in the correct sequence and in their own words, drawing on the language patterns of stories. Use and show understanding of recently introduced vocabulary appropriately when retelling stories and narratives, and during discussions about stories, non-fiction, rhymes and poems. Respond to questions about who, what, where, when linked to text and illustrations. Sequence a simple story or event. Use gestures and actions to act out a story, event or rhyme from text or illustrations. Make predictions and anticipate key events based on illustrations, story content and title. Respond to questions about how and why something is happening. Say what a character might be thinking, saying or feeling. Say how they feel about stories and poems. Recall the main points in text in the correct sequence. Use the structure of a simple story when re-enacting and re-telling in their own words. Talk about the themes of simple texts, (e.g. good over evil). Act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary</p>
<p>Writing Emergent Writing – mark-making</p> <ul style="list-style-type: none"> • Develop language skills (listening and talking) in a range of contexts. • Show awareness that writing communicates meaning. • Give meaning to the marks they make. • Understand that thoughts can be written down. • Copies adults writing behaviour, (e.g. writing on the whiteboard, writing messages when on the phone, etc). • Make marks and draws using increasing control. • Know there is a sound/symbol relationship. • Use some recognisable letters and own symbols. • Write letters and strings, sometimes in 	<p>Composition: vocabulary, grammar, punctuation/composition</p> <p>Composition:</p> <ul style="list-style-type: none"> • Use talk to organize, sequence and clarify thinking, ideas, feelings and events. • Understands that thoughts and stories can be written down. • Have their own ideas and reasons for writing. • Orally compose a sentence and hold it in memory before attempting to write it. • Begins to use simple sentence forms. • Can talk about the features of their own writing. • Writes a simple narrative. • Write different text forms for different purposes (e.g. lists, stories, menus, instructions, labels, captions, recipes, 	<p>Transcription: (Spelling/handwriting)</p> <p>Spelling: GPC recognition, Oral segmenting, segmenting for spelling</p> <ul style="list-style-type: none"> • Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Segment sounds in simple words. • Segment to write VC and CVC words independently using Phase 2 and Phase 3 graphemes (e.g. it, mop, bell). • Make phonetically plausible attempts when writing more complex words, (e.g. using Phase 4 CCVCC). • Spell some irregular common words (tricky) the, to, no, go, independently. • Write own name. <p>Handwriting: (also see Physical Development –gross/fine motor)</p>

<p>cluster like words.</p> <ul style="list-style-type: none"> • Beginning to use appropriate letters for initial sounds. • Beginning to build words using letter sounds in their writing. • Use writing in their play. • Use familiar words in their writing. • Show awareness of the different audience for writing. <p>(N.B links to daily systematic teaching of phonics)</p>	<p>postcards).</p> <p>Vocabulary, grammar, punctuation</p> <ul style="list-style-type: none"> • Begin to recognise and know there needs to be spaces between words in a simple sentence. • Recognise and know that full stops are at the end of a sentence. • Recognise and know that a sentence starts with a capital letter. • Write a simple phrase with finger spaces that can be read back by themselves. • Write simple sentences using finger spaces that can be read by themselves and others. 	<ul style="list-style-type: none"> • Write left to right and top to bottom. • Form some lower case letters correctly – starting and finishing in the right place, going the right way round, correctly orientated. • Know how to form clear ascenders ('tall letters') and descenders ('tails'). • Form some capital letters correctly, including the initial letter of their name. • Forms letters from their name correctly. <p>(N.B. the letters children can form correctly will relate to their name, phonics phases and other letters which children have been taught to form correctly).</p>
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Mathematics - 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

Key Learning

<p>Number</p> <p>Rote counting</p> <ul style="list-style-type: none"> • Rote count from 1. • Rote count on from a given number between 1 and 20. • Rote count back from 5 to 1 then from 10 to 1. • Rote count back from a given number between 1 and 20. • Know what number comes before, or after a given number. • Say a number between two given numbers. • Count in 10s, 5s, 2s. <p>Recognition</p> <ul style="list-style-type: none"> • Recognise numerals 1-5, 6-10, 0, 11-15, 16-20. • Order numerals 1-5, 1-10, 1-15, 1-20 based on knowledge of quantities. 	<p>Counting Items</p> <ul style="list-style-type: none"> • Understand that counting is to find out how many. • Use one to one correspondence when counting. • Understand the last number said is the number in the set. • Count items, sounds and actions. • Understand and use conservation of number. • Use the word 'zero' to represent 'none'. • Match numerals to sets of objects. • Understand more, less, fewer. • Compare two sets of different items saying which set is more, less, fewer. • Compare and order three or more sets of objects. • Can state without counting (subitise) quantities within 5. • Make a sensible guess of quantities within 10. 	<p>Number Sense</p> <ul style="list-style-type: none"> • Partition a set of objects in different ways using the terminology part/part-whole. • Make a group of 10 objects. • Arrange a group of items between 10 and 20 into 1 group of 10 plus another group. • Understand that 'teen' numbers are a group of 10 plus another number. • Understand 20 is the same as two groups of 10. • Recognise repeating patterns in the sequence i.e. 6,7,8,9 and 16,17,18,19. <p>Ordinal Numbers</p> <ul style="list-style-type: none"> • Understand and use ordinal numbers.
<p>Fractions</p> <ul style="list-style-type: none"> • Can share a whole item into two equal parts. • Understand that halving means sharing into two equal parts. • Understand the relationship between doubling and halving. • Know doubles of numbers and 	<p>Calculating</p> <ul style="list-style-type: none"> • Understand the concept of addition by practically combining sets of objects. • Understand the concept of subtraction by practically removing one amount from within another. • Relate subtraction to addition in 	<p>Graphics</p> <ul style="list-style-type: none"> • Represent amounts in their own ways. • Represent their thinking in their own ways. • Talk about their representations. • Write numerals 0-9, 10-20.

<p><i>corresponding halves.</i></p> <p>Vocabulary <i>Number, order, count, pattern, next, forwards, backwards. More, less, fewer, altogether, equals, the same as, how many, too many, lots of, not enough, fewer than, before, after. Zero, one, two, three.....</i></p>	<p><i>practical situations.</i></p> <ul style="list-style-type: none"> • <i>Identify one more and one less than a given number.</i> <p><i>Identify two more and two less than a given number.</i></p> <ul style="list-style-type: none"> • <i>Add two single digit numbers totalling up to 10 using practical equipment.</i> • <i>Add two single digit numbers totalling more than 10 using practical equipment.</i> • <i>Subtract a single digit number from a number up to 10, using practical equipment.</i> • <i>Subtract a single digit number from a number greater than 10, using practical equipment.</i> 	
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Shape, space and measures - 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.

Key Learning

<p>Shape</p> <ul style="list-style-type: none"> • <i>Use everyday language to talk about shapes in the environment.</i> • <i>Build and make models with 3D shapes.</i> • <i>Create patterns and pictures with 2D shapes.</i> • <i>Name common 2D (circle, triangle, square, rectangle, oblong).</i> • <i>Name common 3D shapes (sphere, cube, cuboid, cone).</i> • <i>Talk about using mathematical language (straight, curved, sides, flat, solid).</i> • <i>Sort shapes according to their own criteria.</i> • <i>Know that shapes can appear in different ways and be different sizes.</i> 	<p>Measurement – Distance</p> <ul style="list-style-type: none"> • <i>Understand that measures of distance can have different names including length, width, height.</i> • <i>Compare two objects of different length.</i> • <i>Compare two objects of different width.</i> • <i>Compare two objects of different height.</i> • <i>Understand and use language of comparison, (e.g. wider/narrower; longer/shorter; taller/shorter).</i> • <i>Order three objects of different length/width/height.</i> • <i>Understand and use language of comparison of three objects, (e.g. widest/narrowest; longest/shortest; tallest/shortest).</i> • <i>Find an object of similar length, width, height.</i> • <i>Understand the concept of the conservation of length, width, height.</i> • <i>Use uniform non-standard units to measure length, width, height.</i> 	<p>Measurement – Volume/Capacity</p> <ul style="list-style-type: none"> • <i>Understand the measurement of volume/capacity (empty/nearly full).</i> • <i>Compare two of the same container holding different amounts.</i> • <i>Understand and use language of comparison, (e.g. empty, full, more/less; most/least).</i> • <i>Order three of the same container holding different amounts.</i> • <i>Understand and use the language of comparison of three of the same container holding different amounts, (e.g. more/least).</i> • <i>Understand and the concept of conservation of volume/capacity.</i> • <i>Use uniform non-standard units to measure volume/capacity.</i>
<p>Space</p> <ul style="list-style-type: none"> • <i>Understand and use positional language in everyday situations.</i> 	<p>Measurement – Weight</p> <ul style="list-style-type: none"> • <i>Understand the measurement of weight (heavy/light).</i> 	<p>Measurement – Time</p> <ul style="list-style-type: none"> • <i>Talk about significant times of the day, (e.g. hometime, lunch time, snack time,</i>

<ul style="list-style-type: none"> • Understand and use ordinal numbers when describing position. • Understand and use the language of movement/ direction. • Recognise patterns made of objects, numbers and shapes. • Describe patterns made of objects, numbers and shapes. • Create and describe their own patterns made of objects, numbers and shapes. <p>Measurement – Money</p> <ul style="list-style-type: none"> • Understand that we need to pay for goods. • Talk about things they want to spend their money on. • Talk about different ways we can pay for things. • Recognise that there are different coins. • Recognise 1p coin. • Use 1p coins to pay for items. 	<ul style="list-style-type: none"> • Compare two objects of different weights. • Understand and use language of comparison, (e.g. heavier/lighter). • Understand the concept of conservation of weight. • Use uniform non-standard units to measure weigh 	<p>bed time, etc).</p> <ul style="list-style-type: none"> • Use the language of comparison when talking about time, (e.g. longer/shorter; faster/slower). • Understand and use language (e.g. before, after, yesterday, today, tomorrow). • Sequence two or three familiar events and describe the sequence. • Know the names of the days of the week. • Say names of days of the week in order.
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Understanding of the world - involves guiding children to make sense of their physical world and their community.

Key Learning linked to People and Communities:

<p>Cultures and Beliefs</p> <p>Communication – <i>express feelings, give opinions and reasons.</i> <i>Comment on significant events in own lives, talk about family, friends and the local community.</i> <i>Consider issues of similarity and difference in gender, language, ethnicity, religion, culture and SEND. Use their developing language skills to share experiences, ideas, give explanations, make suggestions, choices and decisions, either verbally or nonverbally.</i> <i>Respect – themselves, special things in their own lives, other people including their ideas, feelings, beliefs, culture, possessions.</i> <i>Observe – look closely and consider the people and the lives of different</i></p>	<p>Historical Development</p> <p>Communication – <i>talk about key events, in own lives, about family, friends, other people including significant people.</i> <i>Observe – show an interest in significant events and experiences in the lives of others, including friends and family members.</i> <i>Describe – features of objects, people, places at different times, make comparisons.</i> <i>Research – find out about, people, places, events, objects, ask questions, use different sources to find the answers.</i> <i>Chronology – order simple experiences in relation to themselves, and others including stories, events, experiences.</i> <i>Vocabulary – language of time</i></p>	<p>Working Scientifically</p> <p>Explore/Observe: <i>look closely at/notice.</i> Describe: <i>talk about what they notice/observe; talk about changes they notice and changes over time.</i> Record: <i>draw pictures, take photographs, make models or scrapbooks.</i> Questioning: <i>shows an interest in/is curious about; ask questions about what they notice/observe or changes that occur.</i> Explain: <i>talk about why things happen/occur; talk about how things work.</i> Research: <i>talk to people (visits/visitors/family), think of questions to ask to find things out and find out how things work; use first hand experiences /use secondary sources, (e.g. books, photographs, internet).</i></p>
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<p><i>people and events in the world around them, examine objects and find out more about them.</i></p> <p><i>Describe – themselves, friends, family, other people, significant places, events, objects or artefacts.</i></p> <p><i>Research – show curiosity and interest, find out about people, special places and events or objects, explore and ask different types of questions, examine possibilities, consider alternatives.</i></p> <p><i>Vocabulary – language of tolerance, respect and co-operation</i></p>	<p><i>when talking about past/present events in their own lives.</i></p> <p>Geographical Development</p> <p><i>Communication: talk about the features of different places (familiar/other places), talk about patterns and change in relation to places with which they are familiar.</i></p> <p><i>Mapping: know about features of different places, recognise and talk about the features in familiar/other places.</i></p> <p><i>Fieldwork: look closely at similarities and differences between different places (familiar/other places), make simple comparisons.</i></p> <p><i>Enquiry: comment and ask questions about familiar places/other places, and about familiar/other people.</i></p> <p><i>Use of Technology: use technology and IT equipment (e.g. camera, iPad, video/video clips, apps, visualisers or the internet) to make observations or find information about different locations and places.</i></p>	<p><i>Equipment and measures: use senses/use simple equipment to make observations, (e.g. magnifiers, pipettes, egg timers, digital microscopes, etc).</i></p> <p><i>Compare/sort/group/identify/classify: notice similarities, notice differences; talk about similarities and/or differences.</i></p> <p><i>Test: make suggestions, show resilience, work with others.</i></p> <p><i>Vocabulary: use simple vocabulary to name and describe objects, materials, living things and habitats.</i></p>
<p>Technology</p> <p><i>Generic Skills and Knowledge linked to IT</i></p> <p><i>Use a finger or control a mouse to move a pointer around a screen. Know that a mouse and keyboard are tools for communicating with a computer.</i></p> <p><i>Use the keys on a real or virtual keyboard e.g. letters, numbers, space bar and develop familiarity with letters, numbers, backspace (to delete), arrow keys and space bar.</i></p> <p><i>Use an interactive whiteboard/large screen or tablet for mark-making.</i></p> <p><i>Interact and respond to a range of IT stimuli, including media and IT texts.</i></p> <p><i>Print out text and images using appropriate software.</i></p>	<p>Text and Digital Imagery</p> <p><i>Know that marks can be made on screen as well as paper and that a range of tools can be used to change the effects.</i></p> <p><i>Use simple tools/apps (e.g. to make effects or use brushes to add or change colour or etc.) on a paint program/app or interactive screen to communicate ideas.</i></p> <p><i>Explore changing text size, style and colour (with appropriate simple software).</i></p> <p><i>Be aware that text comes in different colours, sizes and styles.</i></p> <p><i>Know that there are various ways of capturing still and moving images.</i></p> <p><i>Use multimedia equipment including digital cameras, tablets,</i></p>	<p>Data Handling</p> <p><i>Know that information can be sorted both practically and by using a computer program.</i></p> <p><i>Collect information, (e.g. by taking photographs or collecting objects).</i></p> <p><i>Sort, classify or group various objects progressing from practical activities to the use of IT, (e.g. practically sorting fruit into colours, or types, and then on-screen).</i></p> <p><i>Use IT to sort and sequence objects on a screen or interactive whiteboard.</i></p> <p><i>Produce simple charts (pictograms, bar charts).</i></p> <p><i>Understand how a computer/tablet allows:</i></p> <ul style="list-style-type: none"> <i>– objects to be moved around easily on screen</i> <i>– changes to be made easily</i>

<p><i>Interact with multimedia software to make something happen on screen.</i></p> <p><i>Understand that ICT can be used to communicate through text, images and sound.</i></p> <p><i>Can use simple tools on an interactive whiteboard, (e.g. software and pen tools).</i></p> <p><i>Use of different forms of electronic communication (e.g. mobile phones, hand held devices, walkie-talkies, etc).</i></p> <p><i>Use equipment to make a simple video.</i></p> <p><i>Use a shortcut such as an icon on the desktop to navigate to a specific website.</i></p> <p><i>Explore a teacher-selected website to find a desired page, using hyperlinks and navigation buttons.</i></p> <p><i>Know that IT sources, (e.g. Espresso, and the World Wide Web).(SWIGGLE: www.swiggle.org.uk) can be used to find things out.</i></p> <p><i>Know that information can be in different forms, (e.g. video, pictures, sound and text)</i></p>	<p><i>video cameras, microscopes, webcams and visualisers to capture still and moving images.</i></p> <p><i>Use control buttons to play back captured still or moving images, becoming familiar with the control buttons, (e.g. using play, stop and pause).</i></p> <p><i>Know that still objects can be animated using the computer.</i></p> <p><i>Use a program to select objects and animate them.</i></p> <p>Audio</p> <p><i>Know that computers and other devices can be used to record and play back sounds.</i></p> <p><i>Use simple programs and devices to make and listen to sounds.</i></p> <p><i>Record sounds and speech using a microphone and computer or a recording device (e.g. talking tins, recording pens, talking postcards).</i></p> <p><i>Use buttons to play back sounds on a computer and a sound player.</i></p> <p><i>Choose pre-recorded sounds within a piece of software.</i></p> <p><i>Know IT software and equipment can be used to select, control and change sounds.</i></p> <p><i>Experiment with pitch and sound using simple programs and tools.</i></p>	<p><i>– changes to be saved</i></p> <p><i>– information to be revisited at another time and changes made</i></p>
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Expressive arts and design - involves enabling children to explore and play with a wide 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.

Key Learning Linked to Expressive Art and Design

Art	Being imaginative
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<p>Observation – <i>look closely at the world through real experiences, objects and artefacts, in natural and made environments.</i></p> <p>Communication – <i>talk about what they are doing, talk about colours, patterns, shapes, textures, in what they see, touch, and feel.</i></p> <p>Aesthetic Awareness – <i>respond to creative and aesthetic experiences, showing pleasure and enjoyment, awareness and appreciation of sensory experiences/different stimuli.</i></p> <p>Physical skill – <i>manipulate and control a range of tools and equipment for different purposes.</i></p> <p>Art processes and techniques – <i>use different techniques within painting, drawing, collage and sculpture using a variety of media and materials.</i></p> <p>Evaluation – <i>talk about their work/work of others, say what they like and dislike and why, make suggestions about changes they could make or different tools or techniques they could have used.</i></p>	<p>Experiment – <i>explore media and materials freely and in different ways.</i></p> <p>Respond – <i>to different stimuli using gestures, actions, talk, movement and performance.</i></p> <p>Represent Ideas – <i>initiate own ideas, make choices/decisions using objects, media, materials, own voice, dance, instruments and props.</i></p> <p>Recreate – <i>familiar experiences, familiar activities and familiar stories.</i></p> <p>Expression – <i>of feelings, ideas, thoughts and emotions in response to different media and materials.</i></p> <p>Communication – <i>communicate their ideas, thoughts, feelings and preferences through talk, gestures, actions and performance.</i></p>
<p>Designing and making</p> <p>Explore – <i>experiment and build with a range of construction resources, find out about the properties and functions of different construction materials.</i></p> <p>Design – <i>talk about ideas, choose resources, tools and techniques with a purpose in mind.</i></p> <p>Make – <i>make models using different construction materials, e.g. construction kits, reclaimed materials, experiment with different ways to build, construct and join resources.</i></p> <p>Evaluate – <i>talk about what they like/dislike about their models/constructions, say why, and how they would change them.</i></p> <p>Tools and equipment – <i>use equipment and tools to build, construct and make simple models and constructions; use tools and equipment linked to food preparation.</i></p> <p>Safety – <i>handle and use equipment appropriately and safely.</i></p>	<p>Music</p> <p>Listening to – <i>sounds in the environment, vocal sounds, instrumental sounds, matching, sorting and reproducing sounds.</i></p> <p>Rhythm – <i>follow steady beat or pulse, follow rhythms and patterns.</i></p> <p>Movement – <i>in response to music, beat, rhythm.</i></p> <p>Singing – <i>familiar songs, chants, activities which develop the voice as a sound maker.</i></p> <p>Making Music – <i>using voice, objects, home-made and real musical instruments and a range of ICT.</i></p>

Reception and Key Stage 1 children also have access to RE and daily access collective worship

Collective Worship is delivered 4 days a week in our school hall by a member of SLT and on a Tuesday by a member of the clergy from St Chad's Church. On a Wednesday worship this is delivered in class by the teacher. We have a wonderful prayer and praise singing session on a Thursday morning and a celebration assembly on a Friday. RE is taught in class cohorts on a Monday afternoon and also through our Church school learning programme 'Heartsmart'. The Christian values of love, forgiveness and

restoration permeate through our school and each day a child is awarded the 'Heartsmart' badge for demonstrating these qualities.

Implementation

In line with the principles of the EYFS our practice starts with the child and their individual/cognitive development. We observe and assess children on-entry to determine their needs, interests, abilities and skills which we use to develop our curriculum. We offer a play based curriculum inside and outside the classroom which is carefully organised and planned for and includes opportunities for children to develop knowledge and skills through a wide range of opportunities and experiences. Play is fundamental to children's development, building their confidence as they learn to explore, to think about problems, and relate to others.

We use the Development Matters and/or Birth to Five Matters and Lancs EYFS Curriculum Framework when planning provision to support learning and development across all seven areas of learning & development /aspects, and when planning for characteristics of learning.

Our pedagogy is founded on our understanding of how children learn and develop and the needs and interests of the children, for example We follow a core book approach to give all children a love of reading and a wide vocabulary. We aim to ensure children's access to a diverse and appropriate range of books containing exciting and gripping stories, evocative and fascinating language, thought provoking imagery and situations which will develop their imagination, understanding of the world, emotional resilience and empathy.

Our curriculum is implemented in a considered structured way, by staff modelling and teaching in continuous provision using activities which develop children's skills, knowledge and understanding. This adult led/adult guided learning enables them to learn independently in continuous provision, building on, practising and developing what they have been working on. Children's interests are developed through areas/stations created in tuff spot trays, and interest tables, planned or deconstructed role play experiences in the indoor and outdoor environment.

Key learning is developed through children's interests, topics and themes in continuous provision, adult led and adult guided learning and is sequenced through observation, assessment and planning.

EYFS Planning

At our school planning includes:

Long Term Planning: this forms an overview of learning, predictable themes, topics and core texts and helps us focus on our medium term planning:

- ❖ We ensure coverage of all areas of Learning and Development in line with the educational programmes of the EYFS Framework, Lancashire's planning framework & whole school initiatives
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- ❖ We follow the requirements for the locally agreed syllabus for RE as appropriate
- ❖ We identify how we meet the requirements of the educational programmes in relation to the seven areas of Learning and Development, and the Characteristics of effective learning, including ongoing monitoring and evaluation

Medium Term Planning: this informs the sequencing and teaching of content, knowledge, understanding and skills.

- ❖ We include a range of learning experiences and activities appropriate to our groups of children in line with the EYFS educational programmes using Lancs curriculum framework/development matters positive relationships/enabling environments to support planning effective provision
- ❖ Our daily routines which will include snack or mealtimes, time for arrival, settling in and leaving, provision for outdoor activities as well as indoor, time for individual or small group interaction, whole class activities with staff
- ❖ Main resources such as planning for areas of continuous provision, planning for outdoor learning, planning for special events and celebrations, planning for identified children's interests and themes for Reception and KS1 children, e.g. ourselves, seasons, change and growth, etc
- ❖ We review and plan for the balance between activities both indoors and outdoors, to meet the observed needs and interests of individual and groups of children
- ❖ We review and plan for the balance between activities both adult directed, adult guided and child initiated to meet the observed needs and interests of individual and groups of children, which will change throughout the year
- ❖ We evaluate our provision in relation to the principles of the EYFS, and as part of our Early Years action plan we review our progress, e.g. parental involvement, procedures for observation and assessment, awareness of child development

Short Term Planning: We continually use the observation, assessment and planning cycle to determine the children's starting points, needs and interests. (Birth to Five Matters p 38). Short term planning is responsive to the children's needs/fascinations and provides a weekly overview of the implementation of the curriculum through teaching and learning activities covering the seven areas of learning and opportunities for the development of the characteristics of effective learning.

For Reception and children at the beginning of KS1 this would include knowledge of prior learning and takes account of the children's prior learning through Nursery Induction visits/parental consultation, to build upon to develop knowledge, skills etc. Planning for adult led or adult guided activities, enhancements in continuous

provision, activities to support observed interests of the children.

The wider curriculum at Poulton St Chad's consists of

- Educational visits and visitors, e.g. family members, members of the local community
- Opportunities to access the local and wider environment including shops, parks, countryside, libraries, forest school, beach school
- British values and cultural capital are promoted and developed through story and media research and inviting people into school.
- Links with local community organisations, e.g. .Local organisations & business, Community Hospital/High schools/
- Links with pre-school playgroups, day nurseries and local authority maintained nurseries.

Our long and short term planning is displayed on our Information Board in the Dolphins Entrance and includes:*

- How on-going observations are used to inform planning and next steps in children's learning
- How staff are deployed within the provision indoors and outdoors
- How activities are differentiated to meet the needs of all children
- Enhancements in areas of provision indoors and outdoors
- Key vocabulary and questions as appropriate
- Overview of daily activities and events through the year...
- How are children with SEN supported, monitored and by whom.

Teaching and learning is organised inside and outside the classroom including areas of continuous provision :

Indoors - role play, small world, construction, malleable / sensory experiences, mark making, reading area, creative workshop, ICT, gross and fine motor skill development etc.

Outdoors - gross motor/fine motor, gardening, exploration and investigation, wildlife, pondlife

Practitioners provide **for** 'planned, purposeful play' and ensure that learning is organised to include a balance between adult directed or guided and child initiated with an emphasis on following the needs and interests of the children in order to ensure learning is real, relevant and purposeful. As experienced practitioners we engage in prior discussions, observations, reflection and evaluation of learning experiences.

The learning environment enables children to demonstrate the characteristics of effective learning and adults to support the children in playing and exploring, active learning, and developing creativity and thinking critically with our wide range of areas and activities.

Staff organise a range of experiences and opportunities based on 'real' events, which give children chance to make decisions and choices, work individually or in groups and explore the learning environment for example, planning a meal to celebrate Chinese New Year or growing caterpillars into butterflies

On going access to outdoor provision is organised and managed to develop learning and differentiated to meet the needs of individual children placing awareness and inclusion of SEN/EAL as a priority. The learning environment is changed and developed throughout the year and according to topics as described in our long term plans to ensure progression of learning and challenge for all child. Carefully planned and selected intervention groups are organised to 'narrow' gaps in achievement for specific groups of children and regularly evaluated as to their impact and effectiveness with next steps and targets clearly identified and shared with parents/carers

Impact

At Poulton St Chad's our overarching aim is for all children to make the best possible progress, enjoy learning and fulfill their potential. We set out to ensure all children are achieving a good level of development in the early learning goals by the end of the reception year. However we also recognise the importance of a broad curriculum meeting the needs of the children, enabling them to become deeply engaged and to develop life enhancing knowledge, skills and attitudes. We aim to create a curriculum which enables everyone to succeed, where children are resilient, co-operate and work well with each other. Development Matters age phases or Birth to Five age ranges, plus practitioners knowledge of child development help staff identify children's developing interests, strengths and talents as they make progress through our curriculum, towards the early learning goals at the end of reception.

Observation and Assessment

On Entry Assessment

Information is gathered from induction, previous settings, parents and other professionals, e.g. transition documents from previous settings, observations during induction sessions, discussions with parents and other professionals, meetings, photographs, samples of children's work, alongside staff's own on entry baseline assessments and the mandatory RBA to form a holistic view of the child..

Information collected is collated, organised, analysed and used to plan for and adapt/inform provision including learning walls, learning journals, EYFS tracker systems such as the 'Tapestry' observation toolkit, our school Maths and Phonics assessment trackers for individual pupils and as a cohort.

Formative Assessment

Practitioners develop knowledge of individual progress, in order to inform future planning, e.g. talking to and listening to children, discussion with parents, participating in activities in and out of school and record this in their Key Children group time. We also use photographs, video clips, post it notes, observation sheets, discussion notes, samples of child's work included in floor books or scrap books and our online monitoring tools – Tapestry and Seesaw.

Summative Assessment

We use summative assessment in our setting to ensure that:

- Practitioners have a clear understanding of a child's progress across all areas of learning and development.
- Parents understand their child's progress and are helped to support learning and development at home.

- Concerns about individual children’s progress are identified and addressed.
 - The quality of provision is monitored, and improvements made where necessary.
 - The progress of groups of children can be monitored to make sure they are being given the best opportunities to learn.
 - The staff have the skills and knowledge they need to enable the children to make progress.
- **EYFS Staff to consider attainment on entry to Reception in terms of the proportions of children who are considered to have typical development.**
 - **In which areas of learning and development do children make most/least progress? How is this being tackled? Observations, reflections and evaluations to be discussed with SLT.**

Statutory assessment for reception is currently the Reception Baseline Assessment

The RBA is an activity-based assessment of pupils’ starting points in:

- language, communication and literacy, and mathematics
- The RBA is a short task-based assessment, children use practical resources to complete these tasks and staff record the results on a laptop, computer or tablet.
- Schools are required to carry out the assessment within the first 6 weeks of pupils starting reception.
- Numerical score are not shared and the data will only be used at the end of year 6 to form the school-level progress measure. (These measures will be published for all-through primaries in the summer of 2028 for the first time)
- Teachers receive a series of short, narrative statements that tell them how their pupils performed in the assessment. These can be used to inform teaching within the first term.

The EYFSP (Early Years Foundation Stage Profile) which takes place at the end of the school year in reception and is reported to the local authority.

‘Each child’s development must be assessed against the early learning goals. Practitioners must indicate whether children are meeting expected levels of development, or not yet reaching expected levels (‘emerging’). This is the EYFS Profile’ Statutory Framework

We use practitioner knowledge of the children plus any significant information collected each term as determined by the school .., ***The Profile must reflect: ongoing observation, practitioner knowledge of child development and pupil progress discussions ; discussions with parents or carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution..*** EYFS Statutory Framework

Information is shared with YR1 staff to ensure effective transition to YR1, through the profile and an optional ***‘short commentary on each child’s skills and abilities in relation to the three key characteristics of effective learning’*** Statutory Framework

Reporting to Parents and YR1

- At the end of the reception year, currently, schools must share the results of the Profile with parents to inform them of their child's progress towards the Early Learning Goals and the profile must be completed for all children, including those with SEN or disabilities.
- Assessment should inform an ongoing dialogue between practitioners and year 1 teachers about each child's learning and development, to support a successful transition to key stage 1.

Information about the child is shared between staff and parents on an ongoing basis throughout the year, e.g. interactions at the beginning and end of the day, sharing WOW moments or Learning Journals, Tapestry and Seesaw, parents videos, afternoons or evenings for formal information sharing with the teacher who completes the EYFSP

Induction/Parental Engagement & Involvement

Bethany McCann organizes all pre-school induction visits, admission information, liaison with nursery or play group etc, booklets for parents, arrangements for children starting school, introduction to key person and other staff, contact phone numbers or emergency procedures, sharing information on children's interests and learning with parents, sharing information on any concerns relating to child's progress in the Prime areas and how the child will be supported.

Parents are welcomed into school initially with a letter from the headteacher then an invitation to join our ParentsApp which sends direct information and links to, meetings, workshops, newsletters, activity sheets, diaries, phone contacts, videos, and how they can support their children's learning at home. At our Induction meeting and tour parents are informed about how the EYFS is delivered and how they can get more information, the procedures to be followed if a child is not collected from school, how children with SEN and disabilities are supported and where details of where relevant policies can be accessed. Our thriving PTA also give information about informal school events such as parents support groups and fund-raising activities.

Children themselves are invited into school to become familiar with our setting and are sent a welcome letter from a Y6 Buddy who will support them as they begin school and throughout their first year and joins in events such as the Buddy Tea Party, and Teddy Bears Picnic.

Transition Procedures

Information to be transferred:
Nursery to Reception

- Personal information from parent / nursery about child e.g. who is picking child up from setting, allergies & medical needs, permission for photographs and school visits
- Record of achievement / learning journal if used
- Information about progress in relation to EYFS

Reception to Y1

- EYFS Assessment data, characteristics of effective learning information and how this is used to plan for teaching & learning in Y1
- Record of achievement / learning journal if used
- On-going assessment documents e.g. reading records, writing assessments, behaviour programmes, care programmes

Liaison with other agencies

Bethany McCann / Suzanne Shrewsbury (SENCO) are responsible for liaison with other agencies and sources of contact and will support parents to access help for children from health, speech therapy, Child and Family Wellbeing etc

Staff Development

All staff working in foundation stage are becoming conversant with the revised EYFS Framework 2021, the features of the EYFS curriculum and procedures for observation, assessment and planning. Training given to all EYFS Team in June 2021.

All staff will have understanding of early years pedagogy, child development, attachment theory and key person role. All permanent members of staff will be key person to a group of children, '***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 class teacher is usually the main point of contact for curriculum matters.

The identification of training needs for teaching and non-teaching staff will take place through Appraisal from SLT and Supervision/Signposting meetings with Bethany McCann and SLT on a termly basis.

The Early Years co-ordinator Bethany McCann will ensure that:

- ◆ appropriate dissemination of training/materials/good practice takes place regularly.

- ◆ a record of INSET activities is maintained.
- ◆ teaching and learning is monitored formally by performance management and appraisal systems and informally through provision audits, talking to children, peer review and supportive observations and discussions
- ◆ there is an assessment of the impact of INSET etc on the quality of teaching & learning.

Resource Audit

- All EYFS Staff are responsible for upkeep of resources and monitoring of provision in order to identify development needs and ensure that there are appropriate resources for children with SEN/EAL.
- Resources are to be stored neatly and securely in both the in and out door classrooms.
- The Early Years Action plan takes into account the need to update and replace both consumable resources and expensive items such as sand & water trays, construction materials, or outdoor play equipment.

Reviewing the Early Years policy.

'A formal review or update of this policy take place annually and will be monitored by SLT/EYFS Governor M Hancock. The head teacher, staff and governors will review this policy on a regular basis to ensure it is being implemented appropriately and to take account of changing circumstances.

Review Date	Signature	Position
		Head EYFS Governor EY co-ordinator BJ McCann

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