



EYFS POLICY

Policy Review	
Review schedule September 2024	Annually

1. Introduction

The Early Years Foundation Stage (EYFS) framework 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 are ready for the next stage in their education and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

2. Curriculum Intent

By the end of Reception at St. Bartholomew's, all pupils will:

- have developed their independence, self regulation, confidence, resilience and curiosity through adult led and child initiated learning
- have a positive 'can do' attitude towards school and learning and know the behaviour expectations in order to be ready for the next stage in their education
- develop awareness, self-confidence and self-esteem and make informed choices regarding personal and social issues
- have been provided with a balanced curriculum, based on the EYFS, across the seven areas of learning to enable the children to achieve the early learning goals (See appendix A)

3. Implementation

At St Bartholomew's school our EYFS team write long term and weekly plans using the EYFS curriculum, based on a series of topics, each of which offers experiences in seven areas of learning.

The Prime areas are:

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

Children are also supported through the four specific areas, through which the three prime areas are strengthened and applied.

The Specific areas are:

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

Phonics

Our school has chosen *Little Wandle Letters and Sounds Revised* as our systematic, synthetic phonics (SSP) programme to teach early reading and spelling. All teachers and teaching assistants have completed Little Wandle training in Phonics and Reading.

Whole class daily phonic lessons are taught from phase 1 to 4. The children will receive a daily timetabled phonics lesson. We teach four new sounds each week with a revision session on a Friday.

There are specific resources for the Little Wandle Programme which the children will be very familiar with. Each sound that we teach to begin with has either a mnemonic (like a for astronaut) or a phrase like boing-boing for 'oi'. This helps the children recognise and remember the graphemes. Every time we teach a new sound, we also read words during the phonics lesson that contain that new sound so that the children practise what they have learned. We then go on to reading a sentence containing some of those words. We have displays in the classroom and on the tables to support the children throughout the day.

Tricky words

Some words are not yet decodable; we call these tricky words. Children are taught these during phonics lessons. We segment the word find the part of the word that doesn't follow the usual phonetic code and learn the alternative spelling.

Reading

Reading is a central part of early years. Our school has chosen *Little Wandle Letters and Sounds Revised* as our systematic, synthetic phonics (SSP) programme to teach early reading and spelling. All teachers and teaching assistants have completed Little Wandle training in Phonics and Reading.

Reading Practise

The children take part in three timetabled reading practice sessions per week. They will read the same book three times in a week. The first session is when we work on decoding (sounding out) the words, the second session, we work on prosody which is reading with expression – making the book sound more interesting with our story-teller voice and the third session we look at comprehension. We read the books three times at school because we want to develop the fluency. The more they see words the more they begin to read them automatically without having to sound them out. Through assessments, the books will be expertly matched to the children's ability. This means:

- They should know all the sounds and tricky words in their phonics book.
- Read many of the words by silent blending (in their head) – their reading will be automatic.
- Only need to stop and sound out about 5% of the words by the time they bring the book home – but they should be able to do this on their own.

The same book will then be sent home for the children to read to an adult. This will be their '*learning to read*' book. They will also have the opportunity to choose a library book once a week. This will be their '*reading for pleasure*' book for sharing with an adults. The library book will need to be returned before they are able to choose a new book.

Outdoor Learning

The children are given daily opportunities to explore and learn outside in our safe garden area during their child initiated learning.

Our natural climbing equipment offers children the opportunity to develop core stability, balance and coordination as well as developing the ability to challenge themselves and set safety boundaries.

At St Bartholomew's school, the EYFS children will take part in 'Forest School'. Forest school is a long-term approach to education for children that maximises the benefits of learning in the outdoors. It offers the children the opportunity, over repeated experiences, to engage with the rich natural diversity of the woodland environment to help build confidence, independence, sensitivity, resilience and curiosity. The children will have one session each week.

Physical Development

P.E. (physical education) is taught at St. Bartholomew's as a lesson in its own right as well as being promoted in other areas of the curriculum such as Forest School and child initiated learning. The children have one P.E. session per week. Premier Sport supply highly skilled, qualified sports coach to plan and deliver exciting sessions.

Funky finger morning sessions take place daily. This is where the children will be coming into school and will go straight to their allocated animal groups where a personalised activity will be set up to help improve and progress their fine motor and gross motor skills as well as current learning.

Adult led activities

Adult led activities are planned for by teachers and delivered in either small groups or whole class time. Each lesson will consider the topic, the individual needs, interests and stage of development of each child. Lessons aim to be challenging and enjoyable experiences for each child.

Child Initiated Learning

Activities are planned throughout the learning environment to help the children independently develop in all areas of learning. The classroom is organised in such a way that children can explore and learn in a safe environment. Our children explore and develop learning experiences which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. Equipment and resources are accessible and can be located and used independently by children. The enclosed outdoor space is secure and offers children the ability to explore a different environment, presenting them with different challenges and experiences.

4. Impact

Children are monitored throughout the year on their development and progress in relation to age related expectations. Evidence of children's learning is built up throughout the year using a variety of means these include;

- learning journeys built from mostly independent activities.
- Writing, Maths and Independent books.

The children are regularly assessed and tracked throughout the year against the EYFS age related expectations in order to monitor each child's progress and to recognise and plan for

any gaps in their learning. The children are also assessed at the end of the year against the EYFS Early Learning Goals.

5. Intervention

At St Bartholomew's School we consistently monitor the progress of every child in EYFS. There may be children that will either need extra support in order to meet the age related expectations or those who may exceed the age related expectations. These children will take part in 1:1 or group interventions planned to support their individual needs. We will also provide enhanced provisions to give them an opportunity to practice their learning and focus their play.

There are daily keep up sessions planned for any children that require extra support in phonics or reading.

Children will take part in a language screening using WellComm this will identify a group of children that would benefit from 1:1 and group sessions focused on improving communication and language.

If a child's progress in any prime or specific area of learning gives cause for concern, we will discuss this with the special educational needs coordinator (SENCO) and the child's parents/carers and agree how to support the child.

6. Community/Parents

Parents will be invited into school to look through their children's learning journey observations every term. They will also have an opportunity to offer feedback.

Towards the end of the year the children will perform a class assembly to celebrate and share their learning with their parents.

There will be 2 parents' evenings, which provide the opportunity for teachers and parents to discuss each child's progress.

Parents are encouraged to share the children's achievements and WOW moments from home. The children will bring a record sheet for parents to keep at home and use to record these special moments, they can then be brought in to school.

7. Resources

Resources and equipment that enable children the opportunity to access all areas of learning within their child initiated and adult led learning.

8. Role of the subject leader

- Raising the expectations in EYFS in order for all children to reach their potential.
- Ensuring that all resources are sufficient and appropriate and replacing and acquiring new resources.
- Classroom walks to ensure that the indoor and outdoor learning spaces provide a safe and enabling environment where children can thrive.
- Assisting colleagues to analyse assessment information and from this address future needs of the children.
- Improving the subject through analysing the strengths and weaknesses and writing an improvement plan each year.