

XII Apostles RCPS Early Years Foundation Stage Policy



Mrs Parry
September 2024

Date Approved by the Governing body;

(Chair): _____

(Headteacher):



XII Apostles EYFS Policy

Mission Statement

Our school's Mission Statement says

'Through Learning and Loving we will follow Jesus'

- To place Christ at the centre of everything we do
- To recognise that each child is unique and to ensure that each child is educated to fulfil their human potential
- To develop an understanding of Community; being able to recognise, respect and celebrate the diversity of all within it.

Our school's Mission Statement affirms those beliefs and helps us to keep these beliefs as the basis for everything we do and gives us the purpose for all our work in Twelve Apostles.

To recognise that each child is unique and to ensure that each child is educated to fulfil their human potential everyone will matter and be treated with love and will be helped to carry out their special role in God's World.

1. Statement of Intent

At Twelve Apostles. We aim to encourage every child to develop a positive attitude to both school and learning, through the use of praise, encouragement and celebration of their work. We believe that all children should receive the very best educational experiences, allowing them to fulfil their unique human potential, thus providing them with the essential substantive and disciplinary knowledge that they need for their future success.

This approach is supported through the implementation of the statutory Early Learning Goals (see Appendix 1) contained within the Early Years Foundation Stage Learning and Development requirements and the Characteristics of Effective Learning. The EYFS learning and development requirement comprises of seven areas of learning and development and the educational programmes (see below)

The Seven areas of learning and development are:

- Communication and Language Development
- Physical Development
- Personal, Social and Emotional Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

As the children at Twelve Apostles begin their learning journey, a large emphasis is placed on teaching early reading and systematic synthetic phonics. The dominant focus is on developing word

recognition. However, we recognise the importance of also developing the children’s language comprehension at the early stages.

2. Aims:

At XII Apostles, we recognise the unique needs of each child and support them in reaching their human potential. We have a supportive ethos and our approaches support the children in developing their collaborative and independent skills, as well as empathy and the need to recognise the achievement of others. The impact of our Early Years curriculum is measured in the experiences, confidence and competence of our children across the seven areas of learning. We ensure children receive the experiences they require, both within and beyond the curriculum, to develop their skills and essential substantive and disciplinary knowledge and become confident, independent learners who are ready to move on to accessing the National Curriculum, if applicable. Progress in Early Years is a major strength, as the school successfully tackles the many gaps in children’s learning, particularly in language and communication skills. Children at Twelve Apostles experience a broad, relevant and challenging curriculum that addresses their needs utilising adaptive teaching methods and leads to children achieving well and making good progress.

3. Legal framework

This policy has due regard to all relevant statutory and good practice guidance including, but not limited to, the following:

- The Education Act 2002
- The Children Act 2004
- The Equality Act 2010
- DfE (2017) ‘Special educational needs and disability code of practice: 0 to 25 years’
- DfE (2006-updated 2018) The Childcare Act.
- DfE (2024) ‘Statutory framework for the early years foundation stage’
- Ofsted (2024) ‘School inspection handbook’

This policy operates in conjunction with the following school policies:

‘Teaching and Learning Policy’

‘Assessment Policy’

‘Marking and Feedback Policy’

‘Behavioural Policy’

4. Roles and Responsibilities

The SLT and Governing body are responsible for approving and monitoring this policy

Subject Leaders responsibility includes :

- Providing strategic leadership and direction for your subject

- Producing Long Term Plans which aim to develop the children’s substantive and disciplinary knowledge.
- Reporting termly to Governors on standards in your subject
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Monitoring pupil progress in your subject and report to SLT.
- Providing efficient resource management.
- Ensuring the curriculum is inclusive and accessible to all
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Making any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.
- Creating and maintaining an up-to-date curriculum intent statement.
- Ensuring the curriculum is created in accordance with this policy.
Updating and maintaining this policy.

5. Organisation, Planning and Teaching

At Twelve Apostles, we believe that children benefit from engaging first hand experiences and activities, through continuous and enhanced provision both indoor and outdoor. These activities are well matched to the children’s needs, utilising adaptive teaching methods and are carefully supported by adult interactions, when necessary.

At Twelve Apostles, the children follow the Supersonic Phonics Friends Programme (SSPF) phonic programme, which is taught daily. Phonically regular texts are provided at these early stages so that children have the opportunity to practise and apply their phonic knowledge and skills and their knowledge of common exception words. Teachers plan sessions, which also involve the teacher reading good quality and engaging texts to the children. We believe that reading is not only an important life skill and a way of learning new information, but is also a great source of pleasure. Therefore, many different opportunities are planned to develop both the children’s reading skills and their enjoyment of reading across the curriculum.

At Twelve Apostles, we believe that play and practical exploration are key to both developing a strong conceptual understanding in maths and in engaging children in the enjoyment of maths. Concepts are introduced through concrete representations, and practice and consolidation play a central role in developing children’s understanding and confidence.

At Twelve Apostles, staff aim to develop warm, trusting relationships with all children, interacting well with them and taking time to listen to their views and opinions. The gospel values are interwoven into all aspects of the curriculum and school life, facilitating children’s spiritual, moral,

social and cultural development. Children learn about the importance of having a healthy body and mind through direct teaching experiences and through activities, such as yoga and PSHE.

At Twelve Apostles we believe that effective teaching and learning takes place where:

- staff have a clear understanding of how children learn.
- staff plan, co-operate and work as a team.
- activities are stimulating, purposeful and clearly planned to match the child's developmental needs, utilising adaptive teaching methods.
- there is a balance of self-chosen, adult initiated and directed work.
- children's play is supported and extended sensitively.
- there is a good use of space, materials and equipment both indoor and outdoor.
- staff have high expectations of all children.
- children feel secure, valued and confident. We believe that developing a strong partnership between staff and parents is essential.
- children are interested and motivated. Activities are planned around topics which interest the children.
- children are given first hand experiences. Children have many opportunities to explore through free play and adult led activities.

Play

At Twelve Apostles we recognise that during play, children learn at their highest level and that play with peers is important for children's development. We believe that play is the vehicle by which children gain access to the curriculum. As young children learn through first hand experiences, they need many opportunities to fulfil their natural desire to experiment. It is vital therefore that practical, play activities are carefully planned to promote investigation, observation, communication, creativity and imagination within meaningful contexts.

Throughout R.E; 'Religious Education Directory, RED' and daily worship, children are introduced to the concept of what it means to be Catholic and to follow the teachings of the gospels. Our school Mission Statement underpins such values and beliefs and the relationships that we seek to develop throughout the whole school.

Planning

The planning within the EYFS follows the schools' Long Term and Medium Term Plans, which are based around half termly topic themes. We also follow the R.E. scheme 'RED', using activities recommended for the Foundation Stage. The weekly plans are based on the Medium Term topic plans, but these may be altered in response to the needs (achievements and interests) of the children.

In planning and guiding children's activities, practitioners must utilise adaptive teaching methods and reflect on the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning are:

- 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; and
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

6. Cross Curricular Link

Where possible, we teach using a holistic, cross curricular approach, enabling learning to be more meaningful for children. All areas of learning (see Appendix 1) are valued equally.

7. Assessments and Reporting

Assessment is usually by observation by the teacher and teaching assistant. These observations are then used to inform future planning, utilising adaptive teaching methods to support and challenge the children. Observational evidence is recorded on Class Dojo. Practitioner judgements are moderated regularly through in-house moderation and Locally organised events (LLG).

At the end of the Reception Year, each child's level of development must be assessed against the early learning goals (see Appendix 1). There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected. The areas are split between three prime areas and four specific areas. Practitioners must indicate whether children are meeting expected levels of development or not yet reaching expected levels ('emerging'). These judgements must then be reported to the Local Authority.

8. Resources

The classroom is arranged into learning areas, where children are able to find and locate a rich range of equipment and resources appropriate to young children's developmental needs. Additional resources are kept in labelled boxes within the classroom and the outdoor shed.

Inclusion Supporting Pupils with SEND

The EYFS curriculum is adapted to meet the needs of individual children taking into account their primary need, making reasonable adjustments and through adaptive teaching.

9. Equal Opportunities

The diversity of individuals and communities is valued and respected at Twelve Apostles. No child or family is discriminated against. All children are treated fairly, irrespective of race, religion, gender or ability. We regularly monitor and adapt our provision to ensure that every child's learning is well supported, building on children's home, cultural and linguistic backgrounds. We use materials, equipment and displays which reflect the local community and the wider world.

We meet the needs of all our children through:

- constantly monitoring the progress of all children to ensure that children receive extra support when necessary.
- by utilising adaptive teaching methods, ensuring that all children have equal access to enjoyable experiences and activities which are well matched to their needs.
- adopting and adapting a variety of teaching strategies which match children's learning styles and needs.
- providing a safe and supportive learning environment in which the contribution of all children is valued.

10. Parental Involvement

At Twelve Apostles we recognise that parents are children's first and most enduring educators. We endeavour to work closely with parents as we recognise that when parents and practitioners work together, the results have a positive impact on children's development and learning. We work closely with parents' through:

- The pre-school workshops. Children and their parents are invited into school for workshops, enabling children and their families to spend time with the reception class staff.
- Reading workshops (a reading workshop is held in the Autumn Term)
- Formal Parents' Evenings which are held twice a year, at which the teacher and child's 'key person' discuss the child's progress.
- Parents receiving a report on their child's attainment and progress at the end of each school year.
- A range of activities throughout the year which encourage collaboration between the children, parents and school: Class assemblies, Collective Worships and Sports Days etc.
- Parents are invited to join 'Class Dojo', the online tracking system. Parents can view their child's learning journey online and can contribute to their child's learning journey by sending online postcards to celebrate their child's learning at home.

Reviewed: Every 2 years

Next review date: September 2026

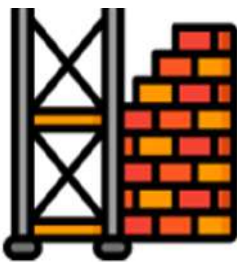




Appendix 1

Area of Learning	Aspect	ELG- Emerging	ELG- Expected
Communication and Language (Prime Area)			
Listening, Attention and Understanding ELG	<ul style="list-style-type: none"> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 		
Speaking ELG	<ul style="list-style-type: none"> - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher. 		
Personal, Social and Emotional Development (Prime Area)			
Self-Regulation ELG	<ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. 		
Managing Self ELG	<ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave 		

	accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices		
Building Relationships ELG	Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.		
Physical Development (Prime Areas)			
Gross Motor Skills ELG	Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.		
Fine Motor Skills ELG	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.		
Literacy (Specific Area)			
Comprehension ELG	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play		
Word Reading ELG	Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.		
Writing ELG	Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.		

Mathematics (Specific Area)			
Number ELG	Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.		
Numerical Patterns ELG	Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.		
Understanding the World (Specific Area)			
Past and Present ELG	Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling;		
People Culture and Communities ELG	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.		
The Natural World ELG	Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in		

	class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.		
Expressive Arts and Design (Specific Area)			
Creating with Materials ELG	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.		
Being Imaginative and Expressive ELG	Invent, adapt and recount narratives and stories with peers and their teacher; 13 - Sing a range of well-known nursery rhymes and songs; - Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.		

Strategy:	Scaffolding	Explicit Instruction	Cognitive and Metacognitive Strategies	Flexible Groupings	Use of Technology
					
EYFS	<ul style="list-style-type: none"> Quality First Teaching Interactions Guided steps with visuals Tasks focused on acquiring knowledge or skills and avoids cognitive overload Word banks Writing frames Sentence starters Vocabulary with definitions Different ways to record 	<ul style="list-style-type: none"> Adult Modelling Visuals Guided sessions with modelling Learning broken into appropriate chunks. Repetition SALT 	<ul style="list-style-type: none"> Directed questioning Live feedback given constantly 	<ul style="list-style-type: none"> Mixed ability for talk Small groups Mixture of support throughout the lessons - rotation of adults support/ whole class /independent Peer feedback <p>Sensory breaks</p>	<ul style="list-style-type: none"> Visualiser Google maps /Digimaps Research online - secondary sources Youtube - to help children understand places/creatures Class Dojo