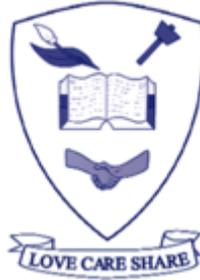




## **St Joseph's Catholic Primary School, Bingley**



### **Early Years Policy**

#### **Our Vision**

*'Learning with Jesus, to be the best we can be'*

#### **Our Mission**

*"Go ye therefore and teach all nations" Mtt 28: 19*

- We aim to grow in knowledge and friendship with God
- We, the governors, the Headteacher and the staff will uphold the Catholic Values of our school life
- We will feel compassion for others in difficulties
- We aim for a welcoming, Christian atmosphere
- We live our lives according to Gospel values, following the examples of the Saints
- We will achieve the best we can academically, spiritually and in everything we do
- We will work in partnership with our families, our parish, other schools and our diocese to create a community of faith
- We welcome other faiths working in harmony with Catholic traditions
- We will deliver a high standard of Religious Education which will be reflected in all of our teaching
- Prayer and Collective Worship will be at the heart of our school life and we will enjoy regular visits from our parish priest who leads us in our spiritual development
- We will care for our world and everything in it

Date written: June 2017

Reviewed:



### **Aims:**

Early Years education forms the foundation upon which all learning is built. This policy outlines the purpose, nature and management of Early Years education in our school. The policy for Early Years education reflects the consensus of opinion of the whole staff and has the agreement of the Governing body. The implementation of this policy is the responsibility of the teaching staff.

Early years in this policy refers to all children in the reception class. Early Years education is concerned with developing confidence and competence to respond positively to a wide range of situations and problems. Early Years education is concerned with the physical, social, emotional, aesthetic and intellectual development of the individual child.

### **Statutory Requirements:**

All children will be given opportunities to develop physically, emotionally, aesthetically and intellectually. Each child will be viewed as an individual with specific needs. Each child will be encouraged to reach their full potential regardless of gender, race or ability.

### **Curriculum Provision:**

Children will be taught through a structured programme where learning has been clearly identified. The curriculum balances experiences in all areas of development. Initially emphasis will be placed on the social and emotional development of the children. Activities are based around topics which introduce skills and concepts from the national curriculum subjects.

The Early Years Foundation Stage (EYFS) curriculum identifies seven areas of learning and development. They are separated into the prime and specific areas.

The prime areas for learning and development are:

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

These prime areas are the most essential for children's learning and development. As children grow, the prime areas will help them to develop the specific areas of learning. These are:

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

There will be a balance between adult – led and child – initiated learning opportunities. Children will also have access to both indoor and outdoor learning activities.



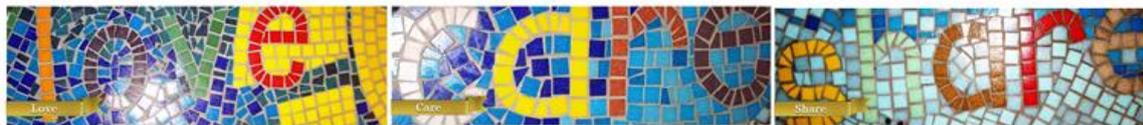
Educational programmes must involve activities and experiences for children, as follows:

- **Personal, Social and Emotional Development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- **Communication and Language Development** 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.
- **Physical Development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- **Literacy Development** 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.
- **Mathematics Development** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measure.
- **Understanding the World Development** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive Arts and Design Development** 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.

### **Assessment, Recording and Reporting:**

Children will be assessed against developmental stages through formative assessments. This involves observing children to understand their level of achievement, interests and learning styles and to then shape learning experiences for each child reflecting those observations. Parental observations will also contribute towards the formative assessments of a child.

In the final term of the Reception year, each child's level of development will be assessed against the Early Learning Goals (ELG). Teaching staff must indicate whether children are meeting expected levels of development, or if they are exceeding levels or not yet reaching



expected levels (emerging). This forms the EYFS profile. Parents will receive a report outlining their child's progress against the Early Learning Goals and their child's effort in each area of learning.

### **Inclusion:**

In order to provide learning opportunities that are appropriate to the learning needs of the individual children, it is necessary for the teacher to be aware of the statements/individual educational programmes that apply to children in the class that he/she is teaching.

Teachers take account of the three principles of inclusion that are set out in the National Curriculum and mirrored in EYFS curriculum. These principles are related to how teachers plan and teach the curriculum through:

- setting suitable learning challenges
- responding to the diverse learning needs of pupils
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

### **Monitoring and Evaluation:**

The subject Leader will be responsible for monitoring the teaching and learning pertaining to the statutory requirements of the EYFS curriculum (2012) and in line with the school policies listed in 'Other Documentation'.

Lesson observations, profile scrutiny and learning walk opportunities will enable staff to monitor the curriculum and quality of teaching and learning in the Early Years. Feedback will be shared with teaching and management staff as a model of good practice.

### **Roles and Responsibilities:**

Teaching staff are responsible for the teaching and learning in the Early Years. The Early Years Leader will oversee the Early Years curriculum as a whole.

The Head Teacher and staff will review this policy each year and any suggested amendments will be presented to the Governors at a suitable meeting. This will take place as part of the ongoing review cycle.

### **Other documentation/ Appendices:**

Please also refer to:

- Early Learning Goals outline



- Assessment Policy
- Handwriting and Presentation Policy
- Marking Policy
- Special Educational Needs Policy
- Curriculum Policy
- School's Curriculum Plan



## Early Learning Goals Outline

| <b>PRIME AREAS OF LEARNING</b>          |  |
|---|--|
| <b>COMMUNICATION AND LANGUAGE</b>       |  |
| <b>01</b>                               | <b>Listening and attention:</b> Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.  |
| <b>02</b>                               | <b>Understanding:</b> Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.   |
| <b>03</b>                               | <b>Speaking:</b> Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.   |
| <b>PHYSICAL DEVELOPMENT</b>             |  |
| <b>04</b>                               | <b>Moving &amp; handling:</b> Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.   |
| <b>05</b>                               | <b>Health &amp; self-care:</b> Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.   |
| <b>PERSONAL, SOCIAL &amp; EMOTIONAL</b> |  |
| <b>06</b>                               | <b>Self-confidence and self-awareness:</b> Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.  |
| <b>07</b>                               | <b>Managing feelings and behaviour:</b> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. |
| <b>08</b>                               | <b>Making relationships:</b> Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.   |



| LITERACY                 |   |
|--------------------------|---|
| <b>09</b>                | <b>Reading:</b> Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.   |
| <b>10</b>                | <b>Writing:</b> Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.  |
| MATHEMATICS              |   |
| <b>11</b>                | <b>Numbers:</b> Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.              |
| <b>12</b>                | <b>Shape, space and measure:</b> Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them. |
| UNDERSTANDING THE WORLD  |   |
| <b>13</b>                | <b>People and communities:</b> Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.  |
| <b>14</b>                | <b>The world:</b> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.   |
| <b>15</b>                | <b>Technology:</b> Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.   |
| EXPRESSIVE ARTS & DESIGN |   |
| <b>16</b>                | <b>Exploring and using media and materials:</b> Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  |



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**Being imaginative:** Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.