

St. James CE Primary School



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EYFS Policy

Flourish
Respect Courage
Friendship Develop
StrongGrowth
Community StJames' Strive
God Trust Kindness
Freedom Unique Perseverance
DeepRoots Positivity
WholeChild
Responsibility

St James' CE Primary School is committed to the safeguarding of our pupils & staff.

Statement of Vision and Values

In consultation with pupils, parents, governors, community members and staff our vision and values were generated based on our inspiration from the Parable of the Sower and how this links to our children and their journey with us.

Our School Vision:

Within our community we strive to develop deep **roots**, strong **growth** and freedom to **flourish** as a unique and whole child of God.

Matthew 13 - The Parable of the Sower – ‘... but the seed falling on good soil refers to someone who hears the word and understands it.produces a crop, yielding a hundred, sixty or thirty times what was sown.’



Values

We decided at St James CE Primary School that **Kindness and Respect** are values which we feel underpin our vision and are incorporated in all we do and say – so therefore these two values will be taught alongside all the other six values we have chosen.

½ termly focus	Value
Autumn 1	Responsibility
Autumn 2	Friendship
Spring 1	Perseverance
Spring 2	Trust
Summer 1	Courage
Summer 2	Positivity

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1. Aims

In Reception at St James' Primary School, we aim to create a learning environment where each child feels individually valued, secure, motivated and confident to meet new challenges and high expectations with a sense of achievement.

We aim for all our children to be successful learners, to be confident individuals and to become responsible citizens.

This policy aims to ensure:

- Provision of quality learning experiences for all children.
- Learning through play and practical activities, balanced with structured activities relevant to the child and related to real life experiences.
- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and in their lives.
- Quality and consistency in teaching and learning so that every child makes good progress and is excited to learn.
- Children have positive experiences of success at their own level in order to give them confidence and motivate them for learning in the future.
- To create a partnership with parents and carers to support and enhance the development of the children.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

2. Legislation

This policy is based on requirements set out in the EYFS Statutory Framework 2021 which can be viewed here -

https://assets.publishing.service.gov.uk/media/670fa42a30536cb92748328f/EYFS_statutory_framework_for_group_and_school_-_based_providers.pdf

3. Structure of the EYFS

We are a Reception class in a one form entry school - we do not have attached Nursery provision. The Reception class has a maximum of 30 students. There is a full time Class Teacher and Learning Support Assistant, additional adults may work in Reception depending on the needs of each cohort and individual children. The school day begins at 8.40am and finishes at 3.15pm.

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We have a lovely Reception classroom with an adjoined secure outdoor area specifically for the reception children.

4. Curriculum

Our early years setting follows a curriculum developed using Birth to 5 Matters, Development Matters, our knowledge of our pupils, communities and the November 2024 statutory framework of the EYFS.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

All areas interlink and none of these areas of learning are seen in isolation; one experience will enable a child opportunity to develop a range of competencies, skills and concepts across several areas of learning.

Each child has a writing book and a maths book that is introduced in 2nd part of the Autumn Term:

Writing: Each week there is a carefully planned writing activity which is adult led and supports the children to apply their learning. The writing activities are often linked to a real-life experience and/or a quality core text and are designed to have a purpose and engage the children. An example of this in action is:

- We wrote posters to advertise a cake sale. The cake sale was a great success and raised money for the Earthquake appeal.
- We read Jack and the beanstalk and planted our own beans, then the children wrote instructions for planting a bean seed.

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Maths: The children explore various maths topics over the year. Each week there is a carefully planned maths activity which encourages the children to explore the new concepts through practical resources, manipulatives, and throughout their play. The children are taught to use a range of manipulatives /maths apparatus to support the exploration of number. Many activities are practical and fun and are based in our outdoor area. Building models using large blocks, measuring, scoring games , large Numicon and number tracks are used to ensure the children are active in their learning.

These books help to prepare them for their transition into Year 1 and develop those skills of working in a book and as a small group.

Characteristics of Effective Learning

These are the skills children use and how children learn...

Characteristics of effective learning enable us to place emphasis on the process of learning rather than the product or outcome.

Playing and exploring - children investigate and experience things, and 'have a go'

Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.

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

4.1 Planning, Teaching and Learning

Practitioners reflect on the different ways that children learn and include these in their practice. Reception pupils access 2 whole class, carpet sessions each day for Maths and English, Including weekly RE. We make these as interactive, active and fun as possible. Additional adult led activities include their weekly PE lessons.

Children are taught daily Phonics through the 'Little Wandle' programme and grouped into reading groups to access the appropriate learning and to develop their links between phonics and early reading. Reading books are then shared with the parents at home to practise and embed the sounds of the week.

Staff plan activities and experiences for children that enable them to develop and learn effectively. We also take into account the individual needs, interests, and stage of development of each child in our care, and use this information to plan challenging and enjoyable experiences.

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Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

Play (Child Led Learning) underpins the EYFS. It also underpins learning and all aspects of children's development. Through play, children develop language skills, their emotions and creativity, social and intellectual skills. For most children their play is natural and spontaneous although some children may need extra help from adults.

Child Led Learning is very important to our pupil's development and supports them to become independent learners and thinkers.

Play is valued and our children learn and are challenged through their play activities. We passionately encourage learning through indoor and outdoor activities and it is in these different environments that children explore and discover their immediate world.

During this time is when they can practise new ideas and skills, they take risks, show imagination and solve problems on their own or with others.

Adults provide time and space and appropriate resources to support the children in their play. They observe play and join in, watching and listening before intervening. The adults value play and provide safe but challenging environments that support and extend learning and development. The children are encouraged to learn through exploration and investigation.

We are laying the foundations for confident, reflective and skilled learners who will continue to seek challenges through their time at school.

Enrichment Activities

We use the local area to support and enhance the children's learning. We have half termly visits to the local library to choose books to support our topics and interests. We visit the local park regularly to provide outdoor learning sessions in a natural environment. We also take whole class trips relating to our topic.

5. Assessment

At St James' Primary School, on-going assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of understanding, achievement, interests and learning styles. These observations are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers.

We record incidental observations using Tapestry an online learning journal by sharing video(s) and photo(s) of the children's learning and progress directly

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and promptly with parents and carers. Parents and carers are encouraged to share new learning, special occasions and wow moments via Tapestry. This builds strong home school links.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development or,
- Working towards expected level of development

The profile reflects on going observations and practitioner knowledge of the children. The results of the profile are then shared with parents and/or carers.

Assessments are moderated regularly in school between Reception and Yr1 and with additional moderation with other EYFS schools through termly moderation meetings.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development regularly through Tapestry, through termly parent/ teacher meetings. At the end of Reception we share the EYFSP with parents and a written report on their progress through the year; we aim to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Parents are kept informed of children's learning by weekly update via Tapestry - outlining the weeks learning and home learning opportunities for parents to support their children at home.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

7. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by our EYFS Lead every year.

At every review, the policy will be shared with the governing board.

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Reviewed November 2024

Next review November 2025