



St Bernadette's Catholic Primary School



Early Years Foundation Stage Policy

Introduction

At St Bernadette's our Catholic curriculum is underpinned by our mission statement,



'...to ensure a loving and faithful learning community in which our children can become the person God created them to be. A community where we celebrate the dignity, worth and uniqueness of every individual. Where we grow and learn together with joy, in the love of Jesus. In this love, we strive to be courageous stewards of creation.'

This policy reflects the aims of our school which are to:

- *Encourage and instil in our children a curiosity, enjoyment and enthusiasm for learning, which we hope will last for life.*
- *Achieve high standards of both learning and behaviour to enable all to reach their full potential.*
- *Provide a stimulating education designed to develop the whole child which enriches them socially, emotionally, physically, intellectually, creatively, morally and spiritually.*
- *Foster a sense of trust and belonging within the school, parish and wider community.*

Therefore the development and implementation of our Early Years policy supports us in achieving our mission for all children in our care.

At St Bernadette's we believe 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 it's 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 St Bernadette'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 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, 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) and the Local Education Authority.

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, assessing and reviewing what they have learned regularly;
- partnership working between practitioners and parents and/or carers;
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

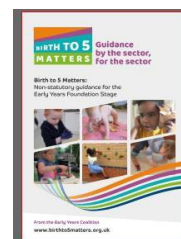
The Development Matters in the Early Years Foundation Stage Guidance provides guidance on observing what children are learning at different age phases, plus examples of what practitioners might do or provide to support children's learning across each aspect of each area. It offers a top-level view of 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 –

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**
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We actively seek to work in partnership with our parents, In our school the seven key features permeate through our practice, philosophy and the environment for learning we provide.

Safeguarding

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:

- The safeguarding team at St Bernadette's are Mrs D. Shoulder, Headteacher & Designated Safeguarding Leader; Mrs A. Bramhall, Deputy Designated Safeguarding Leader & Apple class teacher and Dr J. Grabowski is our Safeguarding governor.
- All staff undergo annual safeguarding training, including Prevent and FGM.
- New staff, students and volunteers receive a safeguarding induction from either the DSL or Deputy DSL. This enables them to be proactive in their own safeguarding roles, as they know the school safeguarding procedures and are aware that safeguarding is **everyone's** responsibility.
- All staff and other adults working within the setting are clear about safeguarding procedures where they are concerned about the safety of a child or learner.
- Safeguarding policies and procedures that cover the safe use of mobile phones and cameras in our school are in place and shared by everyone. Policies and procedures outline how staff should respond if they have concerns about the behaviour of colleagues.
- Children are taught to behave in ways that are safe for themselves and others.
- Children are taught about understanding dangers and how to stay safe, including e-safety. This is achieved through our HRSE scheme and by using online age-appropriate online safety materials such as the Jessie & Friends series. <https://www.thinkuknow.co.uk/parents/jessie-and-friends-videos/>
- At St Bernadette's we ensure that relationships between children and adults are strong, warm and supportive which enable our children to show that they feel safe and are confident to confide in adults in our school.
- 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 steps we take at St Bernadette's include but are not limited to visits from key health professionals e.g. dentist & nurse. 'Catch it, Bin it, Kill it'; good hand hygiene and the need for fresh air is shared and reinforced constantly with our children in relation to the

Covid-19 pandemic. Protocols for preventing the spread of infection are followed as necessary.

- The suitability and safety of outdoor and indoor spaces, furniture, equipment and toys. External safety inspection of playground is undertaken termly by the senior Leaders and LCC maintenance.
- 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, this is specifically outlined in our staff code of conduct.
- Our EYFS staff follow the appraisal cycle for teachers and teaching assistants at St Bernadette's. Training, support and skills development of staff are available to all members of EYFS staff and are in line with EYFS development and whole school improvement priorities.
- Staff supervision is arranged on a termly basis in order for staff to be able to discuss sensitive or personal issues. The senior leadership team are supportive of staff emotional health and wellbeing and will offer support and advice whenever needed.
- We belong to the Catholic cluster of schools in Lancaster and to the Lancaster & Morecambe cluster; peer to peer support is welcomed and encouraged.
- The effectiveness of risk assessments and actions taken to manage or eliminate risks.

See Linked policies:-

Safeguarding Policy

Online safety Policy

Behaviour Management Policy

Health & Safety Policy

Supporting Children With Medical Conditions in School Policy

HRSE Policy

Daily checks are routinely carried out by a staff member to assess the outdoor provision and the indoor learning environment.

EYFS Provision at St Bernadette's

The term 'early years' in our school refers to the Foundation Stage children in the Reception (Apple) class.

Staff in the early years are:

Mrs Anne Bramhall – Class Teacher

Mrs Amanda Hegarty – Nursery Nurse

Ms Susan Taylor – (TA Thursday Afternoons)

Organisation and management of provision:

Early Years provision at St Bernadette's is organised as a reception class for 30 pupils aged 4-5. We have an outside play space which is also available to Years 1 & 2, and a wide range of indoor /outdoor equipment and resources are available to meet the needs of the children in the early year's department. The children also have access to other equipment and facilities throughout the school, e.g. computer suite, hall, library etc.

- In the first term, the timetable allows time for welcoming children into school and talking to parents at the start of each day, later in the year, the children are invited to line up before school with the other classes as part of their preparation for Year 1. However, we continue to welcome parents into school and to make time to speak to them.
- At the start of the year the children in Apple Class do not attend whole school worship, but experience a daily act of worship in class. Gradually they are introduced to whole school worship as the Head teacher and class teacher deem appropriate.
- Upon starting school, the children are organised into two Key Groups, and assigned a Key Person (either Mrs Bramhall or Mrs Hegarty) who will be the main contact for parents and will endeavour to help build a strong and trusting relationship between the children and the adults in class.
- A snack of fruit and a drink of milk or a drink from home, is provided each day as a rolling snack-time and children have free access to water bottles jugs of water and cups and a variety of healthy snacks.
- Children in Apple Class eat lunch in the hall and can have a school dinner or may bring a packed lunch.
- SEN and EAL children are supported in accordance with the school's SEN and EAL Policies.
- Parents are encouraged to take a full and active part in their children's learning, and their comments, observations and feedback are encouraged in informal chats, emails and through learning logs shared between school and home.
- We work closely with the school Nurse who comes in to talk to the children and parents whenever necessary.
- The children have a daily phonics lesson, which gradually increases in length over the year as their maturity and ability dictates. We have adopted Read Write Inc as a whole school phonics scheme and Apple Class dovetails with the KS1 classes.
- RE is taught as a weekly whole class session and teacher led group activities.

In the Summer Term, new Reception children are invited to attend afternoon sessions, as their induction into school to familiarise the children with some aspects of school. When the Autumn Term begins, the new children are admitted in three groups of about ten children. The first, youngest, group on Day 1, the next group on day 3 and the final, oldest group on Day 5. The children begin school full-time from their first day.

Organisation and management of the learning environment:

We offer a play based curriculum inside and outside the classroom which is carefully organised and planned for and includes opportunities for children to learn through a range of opportunities and experiences.

Teaching and learning is organised into areas of provision which may change according to time of year, topic and children's needs and interests.

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

Outdoor - gross motor/fine motor, gardening, exploration and investigation, wildlife, role-play, sand and water play, creative experiences, large construction

Activities are organised to include a balance between adult directed 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.

Parents and children are encouraged to talk to us about what they have done at home and from this information, 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.

- The role of the adult working with children on adult directed activities is to provide experiences which are stimulating and challenging and to interact with the children to foster positive relationships and promote self-esteem.
- The role of the adult supporting children who are working on child initiated activities is to support their learning where necessary and extend it by questioning, suggesting further developments and helping them to apply what they have learned.
- Pupils have free access to all areas of provision at appropriate times (not during whole class time and not in excessively bad weather).
- Children are taught from their first day in school that they are free to access the outdoor provision if there is an adult outside. The outdoor classroom is secure and safe and is clearly visible from the classroom.
- The continuous provision is observed and monitored so that it can be adapted to meet the needs and interests of individuals and groups of children and children are encouraged to make their own suggestions regarding what they would like to do.
- The learning environment is changed and developed throughout the year, to ensure progression of learning and challenge for all children. Observations of areas and children play a key part in this process as the learning environment is developed to suit the requirements of each group of children.
- Children with SEN and EAL are supported in their learning by adults in class and by carefully planned play activities that encourage and enable them to interact with other children and with their environment.

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 and 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 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>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.</p> <p>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>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>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 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. 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. Interact with and respond to others in a range of situations including small group interactions, whole class discussions and during play. Engage in purposeful conversations with others during play, in response to stories or questions, daily routine, etc.</p> <p>Demonstrate Understanding – follow 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,</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 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>
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speculation, provocations in different contexts and situations, including their play.	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
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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 coordination 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>•</p> <p>Body strength – with and without tools and equipment 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,</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> <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</p>
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faster, slow, slowly, slower	<p>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 (hear, say, read letters), oral blending, blending for reading	Word Reading – HFW both decodable and common irregular words (tricky)	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. Link sounds to letters, naming and sounding letters of the alphabet as well as digraphs (Phase 3 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>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 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>Listen attentively to a story at the appropriate interest level. 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. the ending and appropriate vocabulary, aided by illustrations).</p> <p>Talk about events, settings and characters.</p> <p>Retell stories and narratives in the correct sequence and in their own words, drawing on the language patterns of stories.</p> <p>Use and show understanding of recently introduced vocabulary appropriately when retelling stories and narratives, and during discussions about stories, non-fiction, rhymes and</p>

		<p>poems.</p> <p>Respond to questions about who, what, where, when linked to text and illustrations.</p> <p>Sequence a simple story or event.</p> <p>Use gestures and actions to act out a story, event or rhyme from text or illustrations.</p> <p>Make predictions and anticipate key events based on illustrations, story content and title.</p> <p>Respond to questions about how and why something is happening.</p> <p>Say what a character might be thinking, saying or feeling.</p> <p>Say how they feel about stories and poems.</p> <p>Recall the main points in text in the correct sequence.</p> <p>Use the structure of a simple story when re-enacting and re-telling in their own words.</p> <p>Talk about the themes of simple texts, (e.g. good over evil).</p> <p>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"> • <i>Develop language skills (listening and talking) in a range of contexts.</i> • <i>Show awareness that writing communicates meaning.</i> • <i>Give meaning to the marks they make.</i> • <i>Understand that thoughts can be written down.</i> • <i>Copies adults writing behaviour, (e.g. writing on the whiteboard, writing messages when on the phone, etc).</i> • <i>Make marks and draws using increasing control.</i> • <i>Know there is a sound/symbol relationship.</i> • <i>Use some recognisable letters and own symbols.</i> • <i>Write letters and strings, sometimes in cluster like words.</i> 	<p>Composition: vocabulary, grammar, punctuation/composition</p> <p>Composition:</p> <ul style="list-style-type: none"> • <i>Use talk to organize, sequence and clarify thinking, ideas, feelings and events.</i> • <i>Understands that thoughts and stories can be written down.</i> • <i>Have their own ideas and reasons for writing.</i> • <i>Orally compose a sentence and hold it in memory before attempting to write it.</i> • <i>Begins to use simple sentence forms.</i> • <i>Can talk about the features of their own writing.</i> • <i>Writes a simple narrative.</i> • <i>Write different text forms for different purposes (e.g. lists, stories, menus, instructions, labels, captions, recipes, postcards).</i> 	<p>Transcription: (Spelling/handwriting)</p> <p>Spelling: GPC recognition, Oral segmenting, segmenting for spelling</p> <ul style="list-style-type: none"> • <i>Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</i> • <i>Segment sounds in simple words.</i> • <i>Segment to write VC and CVC words independently using Phase 2 and Phase 3 graphemes (e.g. it, mop, bell).</i> • <i>Make phonetically plausible attempts when writing more complex words, (e.g. using Phase 4 CCVCC).</i> • <i>Spell some irregular common words (tricky) the, to, no, go, independently.</i> • <i>Write own name.</i>

<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. (N.B links to daily systematic teaching of phonics) 	<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. 	<p>Handwriting: (also see Physical Development – gross/fine motor)</p> <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. 	<p>Calculating</p> <ul style="list-style-type: none"> • Understand the concept of addition by practically combining sets of objects. 	<p>Graphics</p> <ul style="list-style-type: none"> • Represent amounts in their own ways. • Represent their thinking in their own ways.

<ul style="list-style-type: none"> • Understand that halving means sharing into two equal parts. • Understand the relationship between doubling and halving. • Know doubles of numbers and corresponding halves. <p>Vocabulary 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.....</p>	<ul style="list-style-type: none"> • Understand the concept of subtraction by practically removing one amount from within another. • Relate subtraction to addition in practical situations. • Identify one more and one less than a given number. Identify two more and two less than a given number. • Add two single digit numbers totalling up to 10 using practical equipment. • Add two single digit numbers totalling more than 10 using practical equipment. • Subtract a single digit number from a number up to 10, using practical equipment. • Subtract a single digit number from a number greater than 10, using practical equipment. 	<ul style="list-style-type: none"> • Talk about their representations. • Write numerals 0-9, 10-20.
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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"> • Use everyday language to talk about shapes in the environment. • Build and make models with 3D shapes. • Create patterns and pictures with 2D shapes. • Name common 2D (circle, triangle, square, rectangle, oblong). • Name common 3D shapes (sphere, cube, cuboid, cone). • Talk about using mathematical language (straight, curved, sides, flat, solid). • Sort shapes according to their own criteria. • Know that shapes can appear in different ways and be different sizes. 	<p>Measurement – Distance</p> <ul style="list-style-type: none"> • Understand that measures of distance can have different names including length, width, height. • Compare two objects of different length. • Compare two objects of different width. • Compare two objects of different height. • Understand and use language of comparison, (e.g. wider/narrower; longer/shorter; taller/shorter). • Order three objects of different length/width/height. • Understand and use language of comparison of three objects, (e.g. widest/narrowest; longest/shortest; tallest/shortest). • Find an object of similar length, width, height. • Understand the concept of the conservation of length, width, height. • Use uniform non-standard units to measure length, width, height. 	<p>Measurement – Volume/Capacity</p> <ul style="list-style-type: none"> • Understand the measurement of volume/capacity (empty/nearly full). • Compare two of the same container holding different amounts. • Understand and use language of comparison, (e.g. empty, full, more/less; most/least). • Order three of the same container holding different amounts. • Understand and use the language of comparison of three of the same container holding different amounts, (e.g. more/least). • Understand and the concept of conservation of volume/capacity. • Use uniform non-standard units to measure volume/capacity.
<p>Space</p>	<p>Measurement – Weight</p>	<p>Measurement – Time</p>

<ul style="list-style-type: none"> • Understand and use positional language in everyday situations. • 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"> • Understand the measurement of weight (heavy/light). • 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 	<ul style="list-style-type: none"> • Talk about significant times of the day, (e.g. hometime, lunch time, snack time, bed time, etc). • 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 Understanding the World:

<p>People, Culture & Communities</p> <p>Communication – express feelings, give opinions and reasons. Comment on significant events in own lives, talk about family, friends and the local community.</p> <p>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.</p> <p>Respect – themselves, special things in their own lives, other people including their ideas, feelings, beliefs, culture, possessions.</p>	<p>Historical Development</p> <p>Communication – talk about key events, in own lives, about family, friends, other people including significant people.</p> <p>Observe – show an interest in significant events and experiences in the lives of others, including friends and family members.</p> <p>Describe – features of objects, people, places at different times, make comparisons.</p> <p>Research – find out about, people, places, events, objects, ask questions, use different sources to find the answers.</p> <p>Chronology – order simple experiences in relation to themselves, and others including stories, events, experiences.</p>	<p>Working Scientifically</p> <p>Explore/Observe: look closely at/notice.</p> <p>Describe: talk about what they notice/observe; talk about changes they notice and changes over time.</p> <p>Record: draw pictures, take photographs, make models or scrapbooks.</p> <p>Questioning: shows an interest in/is curious about; ask questions about what they notice/observe or changes that occur.</p> <p>Explain: talk about why things happen/occur; talk about how things work.</p> <p>Research: 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).</p>
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<p>Observe – <i>look closely and consider the people and the lives of different people and events in the world around them, examine objects and find out more about them.</i></p> <p>Describe – <i>themselves, friends, family, other people, significant places, events, objects or artefacts.</i></p> <p>Research – <i>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>Vocabulary – <i>language of tolerance, respect and co-operation</i></p>	<p>Vocabulary – <i>language of time when talking about past/present events in their own lives.</i></p> <p>Geographical Development</p> <p>Communication: <i>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>Mapping: <i>know about features of different places, recognise and talk about the features in familiar/other places.</i></p> <p>Fieldwork: <i>look closely at similarities and differences between different places (familiar/other places), make simple comparisons.</i></p> <p>Enquiry: <i>comment and ask questions about familiar places/other places, and about familiar/other people.</i></p> <p>Use of Technology: <i>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>Equipment and measures: <i>use senses/use simple equipment to make observations, (e.g. magnifiers, pipettes, egg timers, digital microscopes, etc).</i></p> <p>Compare/sort/group/identify/classify: <i>notice similarities, notice differences; talk about similarities and/or differences.</i></p> <p>Test: <i>make suggestions, show resilience, work with others.</i></p> <p>Vocabulary: <i>use simple vocabulary to name and describe objects, materials, living things and habitats.</i></p>
<p>Technology</p> <p>Generic Skills and Knowledge linked to IT</p> <p><i>Use a finger or control a mouse to move a pointer around a screen.</i></p> <p><i>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>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>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> <i>– changes to be saved</i> <i>– information to be revisited at</i>

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

<p>Art</p> <p><i>Observation – look closely at the world through real experiences, objects and artefacts, in natural and made environments. Communication – talk about what they are doing, talk about colours, patterns, shapes, textures, in what they see, touch, and feel.</i></p>	<p>Being imaginative</p> <p><i>Experiment – explore media and materials freely and in different ways. Respond – to different stimuli using gestures, actions, talk, movement and performance. Represent Ideas – initiate own ideas, make choices/decisions using objects, media,</i></p>
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<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><i>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>

Prayer and Liturgy & R.E.

Reception children are beginning to learn about our ‘School Gospel Values’ and what they mean to the community of St Bernadette’s,

Reception children participate in the Catholic life of our school. They take an active part in their class liturgies and join key stage one for acts of collective worship in addition to attending whole school worship when they are ready to do so. They participate in a daily act of worship.

Reception children are taught curriculum R.E in line with Diocesan requirements and play a full part in celebrating and learning about other world faiths.

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 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. We use a 'book hook' 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, on cable reel 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.

- ❖ **Long term** planning is organised around book hooks and predicted learning. These 'topics' then grow organically around the needs and interests of the children in order to provide them with bespoke learning experiences tailored to their needs.
- ❖ 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.
- ❖ We follow the requirements of the Lancaster Diocese with regard to our R.E. curriculum.
- ❖ 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 at St Bernadette's allows for carefully planned and sequenced learning to be delivered through bespoke, deliberately sequenced teaching, of content, knowledge, understanding, skills and takes account of the longer term needs of the children. As a result children at St Bernadette's have the knowledge and skills they need to attain a good level of development and be ready for the next stage of their learning. Our medium term planning includes:-
- ❖ Medium terms plans are completed half termly,
- ❖ We include a range of learning experiences and activities appropriate to our groups of children in line with the EYFS educational programmes.
- ❖ We use the programmes of study, Birth to Five and the Lancashire curriculum framework to support planning of effective provision.
- ❖ Identification of main resources for starting points 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.
- ❖ 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.
- ❖ Our medium term plans document the next steps for our children in all areas of learning and enables practitioners to ensure that characteristics for effective learning are developed.
- ❖ Our structured medium term planning also allows Reception staff to plan for specific children and their needs whilst enabling excellent progress and development for all children.

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). And therefore short term planning at St Bernadette's is flexible and changeable to meet the evolving needs and interests of the children.
- ❖ It covers all areas of learning ensuring that key areas of learning and development are focussed in on and possible lines of development are identified and followed up.
- ❖ It 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.
- ❖ As part of the weekly overview the planning for adult led or adult guided activities is clear, weekly enhancements in continuous provision can be added, activities to support observed interests of the children are also documented.
- ❖ It identifies whole class and small group learning and how the interests and needs of individuals are met.
- ❖ Evaluation of provision.

The wider curriculum at St Bernadette'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, parks, countryside, libraries, forest school, and local Zoo.
- ❖ British values and cultural capital are promoted and developed through our whole school Gospel values as part of the whole school curriculum.

Impact

At St Bernadette's we are working towards all children making the best possible progress, enjoying learning and fulfilling 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. 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 is gathered from a number of sources these include:-

- ❖ **Mandatory Reception Baseline assessment**
- ❖ **Parents & carers**
- ❖ **Previous settings**
- ❖ **Other professionals**
- ❖ **Observations**
- ❖ **Samples of children's learning e.g. photos, pieces of work**

Baseline information is collated on a single document which is analysed and used to plan/adapt/inform provision for the cohort and for individuals.

At St Bernadette's we use both floor books to gather information on the seven areas of learning and WOW! Books to document individual learning developments which are significant to the individual children.

Formative Assessment

Observation and assessment strategies are kept to a level that adequately informs the teaching and learning of our pupils and is not over burdensome on staff time. This allows staff more time to be with the children and impact positively on their learning and development.

Observations and assessment can take many forms at ST Bernadette's we use a mixture of short and long observations as needed. We use post-it notes, photos, conversations with the children & their families and work samples. These are used by our EYFS team to plan effectively by building on prior learning, planning next steps and to assess against development checkpoints.

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.

Summative assessment:

- ❖ collated at four times throughout the school year; baseline in September, the end of the autumn term, end of the spring term and for the EYFS profile in the summer term.
- ❖ collated on a single sheet and entered onto the Lancashire tracker. This enables us to identify the % of children entering St Bernadette's in-line with our baseline expectations, to put in early support for those children not meeting the baseline standard and plan for effective teaching and learning to meet the needs of all of our children.
- ❖ Identifies in which areas of learning and development children make most/least progress, then this can be addressed by adapting our provision.
- ❖ Allows us to track the progress of our children against the Birth to Five statements identified as the assessment checkpoints in our school. These checkpoints allow us to determine whether a child is on track in our setting.
- ❖ Track the progress of specific groups.
- ❖ The half termly RWI phonics checks allows us to see the attainment and progress in phonics for all children and then adapt our provision to meet their needs.

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 scores 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

At St Bernadette's in order to quality assure our judgements we use the EYFSP exemplification materials, internal and external procedures for moderation of judgements in relation to the 17 ELG'S in each of the seven areas of learning and development,

We use practitioner knowledge of the children plus any significant information collected each term as determined above in the observation and assessment section.

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

At St Bernadette's we hold transition meetings and pupil progress meetings at the end of the year to inform our Year 1 colleagues about the attainment, progress and development of the children leaving our EYFS stage. This ensures an effective transition to Year 1.

Reporting to Parents and YR1

- At the end of the reception year, we share the EYFS profiles with the parents and comment on the characteristics of effective learning to inform them of their child's progress towards the Early Learning Goals this profile is 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 on-going basis throughout the year, e.g. interactions at the beginning and end of the day and formal parents evenings.

Induction/Parental Engagement & Involvement

Before the children start school, their parents are invited to an Induction Evening meeting where they have the opportunity to meet the staff and discuss any concerns they may have. At this meeting they collect an induction pack which contains information on uniform and behaviour policies, and paperwork relating to the children's well-being in school. There is also a short booklet 'All About Me' for children to complete with parents at home and bring to school in the Autumn when they start as pupils.

At St Bernadette's School, parents are encouraged to take part in their children's education at every step and are kept informed by School and Class Newsletters each half-term, meetings, Super sharing afternoons, displays in class and outdoors about how they can do so.

Parents are encouraged to volunteer as helpers and members of the Friends Association and are invited to Assemblies and school Masses and liturgies.

Transition Procedures

Points of transition:

Nursery to Reception

Before the children start school, the teacher or nursery nurse, will visit them in their pre-school to meet and begin to get to know them. When they have started school, children will be assigned a Key Person who will remain with them throughout their Reception Year. Transition documents are passed from pre-school to school if not collected on Pre-school visit days.

Reception to Y1

During the latter half of the summer term in Reception Class, the children will spend a morning in Year 1, in order to get to know the teachers and some of the routines in Year 1.

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 via induction pack.
- Record of achievement / learning journal
- Information about progress in relation to EYFS on a transition document.

Reception to Y1

- EYFSP data is shared with the Y1 teacher so any gaps in pupils' development can be addressed and activities can be tailored to meet the needs of the children coming up.
- On-going assessment documents e.g. reading records, phonics assessments, behaviour programmes, care programmes, IEPs.

Liaison with other agencies

Liaison with other agencies is reviewed, monitored and initiated by the SEND coordinator.

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.

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.

Professional development of EYFS staff includes school based in-service training, access to courses, cluster meetings and visits to other settings.

The identification of training needs for teaching and non-teaching staff will take place through staff appraisal and/or staff development interviews.

The Early Years co-ordinator 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 support,..... ..
- ◆ there is an assessment of the impact of INSET etc on the quality of teaching & learning.

Reviewing the Early Years policy.

The head teacher, staff and governors will review this policy annually to ensure it is being implemented appropriately and to take account of changing circumstances.

Teaching and learning in the EYFS will be monitored in line with School improvement priorities and to ensure we are providing an outstanding quality of education.

Teaching and learning in the EYFS is monitored by the Curriculum and Admissions Committee of the governing body.

Review Date	Signature	Position
30.09.23		Head EYFS Governor EY co-ordinator