

# Our Lady's Bishop Eton Primary School



## EYFS HANDBOOK

*"Every child deserves the best possible start in life and support to their full potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years services, they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance."*

**Department for Children, Schools and Families (DCSF) – Early Years Foundation Stage 2008**

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Our Lady's Bishop Eton, The final part of the EYFS journey offers our children their first experience of school and so provides the foundation upon which their future education will be built. A wide range of experiences and activities are provided so that children can learn through first-hand experiences and play. We are committed to meeting the individual needs of all our children. All children are respected and valued and we aim to provide experiences to support their physical, social, emotional and intellectual development in a caring and secure environment.

Through carefully planned activities, play opportunities and interactions, staff promote children's self-esteem and support them in developing skills, knowledge and understanding as they explore their world. Children are encouraged and supported in making choices and decisions as active learners.

The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

### A Unique Child

At Our Lady's Bishop Eton School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/ sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

### Positive Relationships

At Our Lady's Bishop Eton School we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

### Enabling Environments

At Our Lady's Bishop Eton School we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

### Learning and Development

At Our Lady's Bishop Eton School we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter connected.

### **INTENT: EYFS**

- To make the child's first experience of school happy, positive and fun.
- To ensure that all children feel valued and secure in the Foundation Stage setting with positive relationships between parents, carers and staff.
- To foster a love of learning, develop enquiring minds and the ability to discuss, adapt and negotiate. Well-planned purposeful activities with challenge and enjoyment, both inside and outside the classroom will provide opportunities for teaching and

learning. The classroom environment allows children to explore, question, test, observe, experiment, plan, make decisions (for them) and participate in activities which are planned by adults as well as those they initiate and direct themselves.

- To provide the children time to become engrossed in what they are doing, to work in depth and to complete activities in order to develop positive attitudes towards learning. Adult intervention can help children to become more involved in the learning process and provide opportunities for new learning and development, so that they can make progress.
- To monitor progress throughout the Early Years Foundation Stage, while taking early action to identify areas of concern and provide necessary support.
- To help children develop self-control and to respect the feelings, needs, culture and the abilities of others.

### **Characteristics of Effective Teaching and Learning**

We ensure that the Characteristics of Effective Teaching and Learning are reflected in planning and practice. We understand that a child's individual learning characteristic will determine the way they respond to both the teaching and learning taking place in the environment. The three Characteristics of Effective Teaching and Learning identified by the EYFS are:

- **Playing and exploring**- children investigate and experience things, and 'have a go';
- **Active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

### **INTENT: EYFS CURRICULUM**

A carefully planned and structured curriculum is in place, based on the revised Statutory Framework for the Early Years Foundation Stage Curriculum Guidance and reflecting the four themes of the EYFS. This offers provision which takes account of the differing starting points. There are seven areas of learning and development and children will be given opportunities to develop in all areas.

#### **Prime areas**

**Communication and language** - this concentrates on listening and attention, understanding and speaking. Children are given opportunities to experience a rich language environment. This develops their attention skills and persistence: in particular, the capacity to concentrate on their own play or in group situations and their language and communication. All children are given opportunities to talk and communicate in a widening range of situations, to respond to adults and to each other, to extend the range of vocabulary and to listen carefully.

**Physical Development** – we provide opportunities for young children to be active and interactive. This develops their control, coordination and movement. It helps children to gain confidence and feel positive about being healthy and active. It promotes a positive feeling of well-being and helps children understand the importance of exercise. This allows opportunities for all children to develop and practise their fine and gross motor skills.

**Personal, Social and Emotional Development** – this is crucial for all aspects of life which will give the children the best opportunity for success in all other areas of learning. Each child needs a positive sense of him/herself and respect for others. In particular, by supporting the transition between settings and by providing opportunities for each child to become a valued member of the group and school; a strong self-image and self-esteem are promoted. We respect and value all children and we encourage staff and children to treat others with respect. We instil positive attitudes and dispositions towards learning: an enthusiasm for knowledge and a confidence in their ability to be successful learners; we encourage children in their activities and provide support and reassurance for new experiences and achievements. Social skills are developed; in particular, by providing opportunities that enable the children to learn how to co-operate and work alongside and with each other and to listen to each other. We aim to support children in managing their feelings and coping with difficult situations. We increase their understanding of taking care of themselves, finding out about how their bodies work and what they need to do to be healthy and safe.

#### **Specific areas**

**Literacy** - children are encouraged to link sounds and letters and begin to read and write. Children are given a wide range of reading materials to foster a love of reading. There are opportunities for all children to explore, enjoy, learn about and use words and text in a broad range of contexts and to experience a rich variety of books.

**Maths**- children are given opportunities to develop and improve their skills in counting, understanding and using numbers and seeing mathematical patterns, measurement and shape and space in a range of contexts in which they can enjoy, learn and talk about. They will calculate and have opportunities to develop their problem solving and reasoning skills.

**Understanding the World** –this develops important knowledge and skills and allows for problem solving, exploring and understanding help them to make sense of the world. Foundations are developed for Science, History, Geography and I.C.T. Children are given opportunities to solve problems, make decisions, experiment, predict, plan and question in a varied range of contexts; and to explore and find out about their environment and people and places that have significance in their lives;

**Expressive Arts and Design** – children explore and play with a wide range of media and materials. Foundations are developed for Art and Design and Technology. Children share their thoughts and experiences through art, music, dance, role-play and imaginative activities. Opportunities are given for all children to explore and share their thoughts, ideas and feelings in a variety of contexts.

## **IMPLEMENTATION: SPIRITUAL AND MORAL DEVELOPMENT**

From their first day in school the children will be presented with experiences that will lead to the development of spiritual and moral values in accordance with the aims expressed in the School's Mission statement. In addition to following 'Come and See' and having regular opportunities for class and whole school collective worship, the children will be taught simple prayers and will be encouraged to value and respect others and to be full members of the school community.

## **IMPLEMENTATION: INDUCTION / PARENT PARTNERSHIP**

We aim to provide a happy, safe and secure environment through which the children's personal, social and emotional well-being will be fostered. In particular, by supporting a happy and smooth transition between pre-school setting and school.

- In June of the term before children are due to start, there is an Induction Meeting for prospective parents and they are introduced to the Early Years team. Here they receive an information pack and parents are required to sign permission slips for snack, school milk, photographs, intimate care, photographs on the websites, social media and video recordings and educational visits.
- If needed, parents can speak to the Head teacher / school SENDCO; who is responsible for ensuring children with additional needs are supported with their transition into school.
- EYFS staff then meet with Nursery managers / staff at the Local Authority transition event to gather information about children starting from a wide variety of Nursery settings.
- In addition, the SENCO liaises with Nursery Managers and outside agencies for those children identified as having additional needs. The class teacher will carry out visits to nursery settings where necessary.
- Before children begin in September, parent meetings take place, where parents have the opportunity to tell us about their child's strengths / interests and to share any concerns they have regarding their child starting school and are informed of their child's key worker. Parents are asked to indicate how many terms of nursery education their child has received and to share any relevant information.
- At Our Lady's Bishop Eton, all children will follow an induction programme before starting full time. The school day is from 8.55 am - 3.00 pm.
- Children start school on a part-time basis for one week. Children will either be in a morning or afternoon session. The sessions are 2 hours long.
- After this time, the children attend school full-time. In exceptional circumstances, children could continue on a part time basis until they are five.
- A gradual, well-supported induction of the various aspects of school life and its members is catered for. The children are introduced to the routines of school which require more conforming, socialising and directed learning situations than they will have experienced before.
- The routine of the day is introduced slowly, especially those aspects which take the children away from the EYFS environment, for example, assembly and lunch time.
- The Reception staff are always available before and after school to chat to parents. They are proactive in talking to parents about issues that may arrive with individual children.
- All children have a school dinner. There are plenty of hot and cold options and all tastes are catered for. The EYFS team stays in the dining room with the children until they are confident with the familiar routine.
- In October, a reading / handwriting workshop takes place. The workshop explains the process that we go through when we are teaching reading and phonics and handwriting. Parents are given the opportunity to explore the activities and resources that support the teaching of reading and phonics.
- Parents attend a parent's evening in Autumn term to find out about how their child has settled, their progress and to discuss any concerns.
- There is an opportunity to meet the teacher again formally in the spring term for Parents' Evening and then informally in July following the child's end of year report being sent home.
- We operate a key worker system at Our Lady's Bishop Eton School. Children are assigned to a key worker who they can build a positive relationship with. Special time is set aside for key person activities. This includes speaking and listening activities, stories, rhymes and songs.

## **IMPLEMENTATION: PLANNING**

Planning takes place collaboratively between the Early Years team. There is a long term plan, which shows themes and learning outcomes to be covered in each term, particularly for Literacy, Phonics and Maths. Short-term plans are decided on a weekly basis from observations and also taking into account the current needs of the children. Areas of weakness, which have been identified, inform the next steps in the planning process. Observations on focused children also provide additional information for assessment purposes. A weekly timetable showing the activities taking place each week is displayed in the classroom. Planning for Continuous Provision is enriched weekly; making room for children's interests and to ensure work completed in guided activities is reinforced through the continuous provision.

### **Continuous Provision**

We offer a variety of activities, planned, child chosen and child initiated, which provide opportunities to learn through play. In response to the children's interests, we encourage the children to plan their own themes throughout the year in addition to planned topics and ensure that they are given a wide range of active, real life and everyday experiences to enhance their learning about their world.

- The children are given opportunities to explore and develop learning experiences, which help them to make sense of the world through structured play. They practice and build up ideas, and learn how to control themselves and understand the need for rules.
- They have opportunities to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.
- The learning environment is planned for both indoors and outdoors to encourage a positive attitude to learning. The children make their own selection of the activities on offer as this encourages independent learning.

## **IMPLEMENTATION: REWARDS AND BEHAVIOUR POLICY**

In accordance with the whole school behaviour policy and values curriculum; we have a positive behaviour system in place. Children are encouraged that 'It's good to be green'. We celebrate this every Friday and two children from each class are rewarded with privilege cards. Children are rewarded with house points that feed into our whole school house system. In addition, children receive stickers for examples of good work, behaviour and kindness.

## **IMPLEMENTATION: HOME LEARNING**

Children are often given talk homework, linked to our current learning and themes. We encourage children to talk about their learning at home and often our home learning could be to find out about something we have been learning about in class or it could be to bring in some special objects or artefacts from home.

Each week as children learn new phonemes in Phonics, they will receive these phonemes as flash cards along with tricky (sight) words to practise at home. In addition they will take home a parent information sheet which allows parents to find out what the children have been learning that week such as how to form the letters correctly including a mnemonic to help, a song and an action to help them remember each phoneme and some words including those phonemes that children can use to practise their blending and segmenting. Children will also be given a new reading book twice per week after reading it in class during Guided reading sessions.

Every Friday, children will be given a short task to complete over the weekend. This could be letter formation sheets based on the phonemes they have been learning in phonics, a maths task related to our theme of the week or a phonic or writing activity. At other points in the year the children could be given a longer project to complete in which they will be required to find out their own information about our current learning and they can choose to present this in a variety of ways such as writing, drawing, photographs etc.

## **IMPLEMENTATION: ASSESSMENT**

Children's progress in learning is monitored regularly, including through the use of the Development Matters document, in order to ensure that individual needs are identified and provided for.

- As part of our baseline assessments, we use the NFER guidelines and resources to assess Maths and Communication, Language and Literacy and use observational evidence of the children as they settle into school to make judgements of their on-entry capabilities. The assessments are face-to-face with a mixture of tasks and observational checklists. We will aim to complete this baseline during the first four weeks of the autumn term. The results of the baseline assessments are then used to direct planning, teaching, learning and intervention.
- Monitoring of each child will take place through regular observations, discussions, photographs, record keeping and planned assessment.
- Observations - EYFS staff use observations as the basis for planning. Our staff are skilled at observing children to identify their achievements, interests and next steps for learning. These observations then lead the direction of the planning. Relevant and significant observations are recorded on Evidence Me, an e-learning journey which is then shared with parents at key points throughout the school year.
- Children's progress is monitored in line with their age-related expectations and children who are at risk of delay are identified and timely intervention groups will be introduced to support those children.
- At the end of the year we complete the Early Years Foundation Stage Profile. Children are judged as emerging or expected against the 17 early learning goals. The EYFSP data is then sent to the Liverpool Local Authority.
- An end of year pupil report is sent to the parents with comments on the Characteristics of Effective Learning, the areas of the curriculum and with the results from the EYFSP.
- End of year data is analysed and informs the next year's areas for development and action plans.
- The profile data is discussed with the Year One teachers so they can continue the learning journey and provide for children's individual needs.

## **IMPLEMENTATION: TRANSITION**

In order to allow for continuity of Teaching and Learning At our Lady's Bishop Eton Primary School, we use the following processes:

Transition from the Foundation Stage to Y1

The Y1 curriculum builds on and extends the experiences children have had during the Foundation Stage. where a kinaesthetic approach to teaching and learning is maintained and built upon to offer a creative, hands on method of teaching and learning. Although Year 1 is the first year within which the NC is followed, we continue to develop the independent learning skills established in the Reception year in order for all children to be school ready. Children in Year 1 are encouraged to select resources and activities independently and use decision making skills in their learning.

- Before the children move from the Foundation Stage into KS1: Teaching staff meet to discuss the children's progress. EYFS teachers inform the future teacher of the child's level of ability, special educational needs and any other information relevant to the well-being and development of the child
- Information passed onto Yr 1 teachers includes: Phonic knowledge based on the Twinkl phonics levels, reading ability, writing ability – children's last piece of writing is passed up to Year 1 as a guide and EYFSP judgements. Information is used to group

pupils, adjust/fine-tune the curriculum and set future targets. Links are made between Early Learning Goals (ELG's) and National Curriculum (as many statements within the Foundation Stage curriculum are similar to the key objectives for numeracy and early criteria for literacy skills)

## **IMPLEMENTATION: HEALTH & SAFETY AND SAFEGUARDING**

### **Safety and Welfare**

'Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.'

(Statutory Framework for EYFS 2014)

At Our Lady's Bishop Eton, we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2014.

- To provide a setting that is welcoming, safe and stimulating where children can grow in confidence.
- Promote good health and oral hygiene in line with the updated statutory framework 2021
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- To ensure that all adults who look after the children, or who have unsupervised access to them, are suitable to do so.
- Ensure that the setting, furniture and equipment is safe and suitable for the purpose it was intended for.
- Activities using tools and equipment in the setting are risk assessed. Evolve and Risk Assessments are completed for all on site potentially hazardous and off site activities. Appropriate staff supervision ratios are ensured. Approved venues and transport are used.
- Maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children.
- At least two members of staff working within the EYFS will have paediatric first aid training.

### **Keeping Safe**

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (See Safeguarding Policy, Behaviour Policy and Anti Bullying policy).

### **Health and self-care**

All children are offered a healthy snack each morning as well as being given the choice of milk if they are under 5 or parents have requested that children will receive milk. During the afternoon there is a fresh fruit snack always available. Children have access to water at all times.

### **Intimate care**

'Intimate' care is any care which involves washing, touching or carrying out any procedure that most children are able to carry out themselves. However, depending on a child's age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet and changing underwear following an accident. In most cases, intimate care is to do with personal hygiene and it is good practice for the school to inform parents of children requiring intimate care.

## **IMPLEMENTATION: STAFF DEVELOPMENT**

Our school maintains the culture, training, partnerships and levels of resources necessary to ensure the continuous development of all aspects of our EYFS curriculum.

**INDUCTION:** All new staff members are given copies of the School's policies and handbooks and the EYFS Curriculum Lead is always available for further advice and support if necessary. As each member of staff works alongside another in a year group, advice from the experienced member of staff that you work alongside is also available.

**DEVELOPMENT:** The EYFS lead is a member of the Senior Leadership Team so EYFS and Curriculum is a regular agenda item on both Senior Leadership Team and Staff meetings. EYFS staff meet weekly for planning meetings including any relevant training. INSET is also used for updates and training in this area. Key staff attend Local Authority and other agency training.

## **IMPLEMENTATION: EQUAL OPPORTUNITIES**

"The EYFS seeks to provide equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported. "Providers must follow their legal responsibilities under the Equality Act 2010 and must have arrangements in place to support children with SEN or disabilities."

Statutory Framework for the EYFS 2014

Each child will be regarded as an individual with specific needs. These needs will be met in appropriate ways, and individuality will be encouraged. Each child will be encouraged to become an independent learner and to reach his/her full potential. We ensure that every child is included and supported. Our ethos is to ensure positive attitudes to diversity and difference so that every child is included and not disadvantaged because of ethnicity, culture or religion, home language, family background, special educational needs, disability, gender or ability. In addition, children learn about Equal opportunities for all as part of their PSHEE in line with the Equality Act 2010 by following the 'No outsiders in our School' scheme of work. For more information, please read our Equal Opportunities Policy.

## **IMPACT**

### **OUR EYFS CURRICULUM**

- Ensures that children are 'school ready' for the Year 1 curriculum and beyond by developing children as learners and preparing them for future learning opportunities.
- Promotes and allows children to achieve independence both in behaviours for learning and in their health and self-care.
- Recognizes the unique value of every child and supports the formation of the whole person; their,
- IMAGINATION AND CREATIVITY
- EXPRESSION
- PROBLEM SOLVING AND ANALYTICAL SKILLS and allows them to be school ready in a range of ways.

## OUR CHILDREN

- Have equal access to a relevant and accessible curriculum and a range of pedagogy which support them to achieve their full potential with regards to their **PERSONAL, SOCIAL, SPIRITUAL, MORAL, EMOTIONAL, INTELLECTUAL, PHYSICAL AND ECONOMIC** development.
- Know the importance of being a good friend and showing kindness to others.
- Enjoy school and learning and are fully prepared for the next stage of their learning journey in accessing the National Curriculum.
- Are engaged in their learning and ready to take on future challenges. They are problem solvers and can apply the skills they have learnt to a range of contexts.
- Know how their learning both now and in the future both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation
- Understand that there is a broad range of different jobs/careers that people can have when they grow up **PSHEE CT3 L26**

## OUR SCHOOL IS

A welcoming, friendly, bright, lively and happy place where children feel **SAFE** and where **BEHAVIOUR FOR LEARNING** is embedded.

An **INCLUSIVE SCHOOL** where all are treated equally and fairly and given equality of opportunity and voice regardless of gender, religion, additional need, disability or race.

An **ACHIEVING SCHOOL** in which success and achievement are promoted and all of our children are supported to set high standards for themselves and to work hard to achieve these.

A **HEALTHY SCHOOL** in which our EYFS curriculum reinforces key messages with regards to physical, mental and emotional and wellbeing in which we ensure the physical, social, spiritual and emotional education and development of our children through both our curriculum and continuous provision opportunities.

An active **PARTNER** within the local EYFS network and School Improvement Liverpool (Early Years) with the shared aim of providing the best possible for our children.

