



Policy	
Date adopted	September 2019
Date reviewed	February 2021
Next review date	February 2023
Subject lead	Kelly Ziemann
Governor/Committee <small>(where applicable)</small>	Curriculum

Our Vision:

Jesus said: 'I have come that they may have life and have it to the full.'

Promoting *life-long learning*

Developing *life-giving relationships*

Exploring *life-enhancing faith*

Inspiring *life-enriching aspiration*

In our school we promote honesty, courtesy, kindness, perseverance and respect. We celebrate all our many differences and diversity, believing each individual is special and valued by God.

This policy outlines the teaching, learning, organisation and management of the Early Years Foundation Stage (EYFS) at Hanley St Luke's C of E Aided Primary School.

This journey begins from the day you choose Hanley St. Luke's for your child. Our values are entwined through everything we do. Our staff in the EYFS create a warm, rich, nurturing, safe, fun environment to give your child the best foundation for their journey, to be happy, independent learners.

Foundation Stage Curriculum

The term EYFS, for the purpose of this policy, is used to describe children who are in our Nursery and Reception classes. [The EYFS framework](#) covers seven areas of learning and development, with three areas forming the 'Prime areas' and the other four forming the 'Specific areas'.

The **Prime Areas** areas:

Personal, Social and Emotional Development: Making Relationships, Managing Feelings and Behaviour, Self Confidence and Self Awareness.

Communication and Language: Listening and Attention, Understanding and Speaking.

Physical Development: Moving and Handling, Health and Self-Care.

The **Specific Areas** areas:

Literacy: Reading and Writing.

Mathematics: Number, Shape, Space and Measure.

Understanding the World: People and Communities, The World and Technology.

Expressive Arts and Design: Exploring and Using Media and Materials, Being Imaginative.

The specific areas build upon the foundation that the prime areas have developed to support a happy, confident, little learner. How your child learns, attitudes to learning and ways to play, explore and to critically think form the 'Characteristics of Effective Learning' (CoEL) The focus of the CoEL is on how children learn rather than what they learn i.e. process over outcome. We use these to inform our assessments of your child, and to plan their learning.

According to the '[Good Practice in Early Education](#)' Research report, January 2017, good practice in relation to curriculum planning includes approaches that are:

- Tailored to individual needs
- Capitalise on children's interests
- Flexible and responsive so plans can be adapted or changed to suit the children's needs or external events.
- Informed by on-going assessment
- Grounded in the EYFS framework.

We adhere to the statutory Framework of the Early Years Foundation Stage (EYFS) 2017, and the key principles, guide our practice. The EYFS framework sets standards for the learning, development and care of your child from birth to 5 years old. Further guidance can be found [here](#). We provide and teach a broad and balanced curriculum that takes into account your child's needs and interests. We deliver the curriculum in a range of ways. '[Bold Beginnings](#)' shone a light on Reception education (2017) and looked into how the reception year prepares children for the rest of their education and beyond. We balance direct whole class teaching via short focused teacher led daily sessions, child led activities, group sessions and via continuous provision in the indoor and outdoor environment. The continuous provision ensures children have the opportunities to build and develop their skills, knowledge and understanding, via their own play. We recognise the value and contributions all of these ways make, to children's learning and development. Enhancements are made within the provision for topics, children's interests, and special events in the calendar, at a local or national level.

[Language and Literacy in the EYFS](#)

At Hanley St. Luke's developing children's spoken language and teaching children to read and write are key from the very beginning. All children arriving in the Early Years are screened using the Stoke Screening Tool. Children are assessed in their speech and language skills. This enables us to offer speech and language interventions at the earliest opportunity to support your child's needs. We use 'Early Talk Boost', 'Time to Talk', 'Talk Boost Rec/KS1' and 'Nuffield'. These interventions are used from Nursery to Year two, to close any gaps in speech and language. We have support and guidance from a speech and language therapist, as part of the Stoke Opportunity Area Funding to support us in ensuring all children are supported to reach their potential. All EY staff have accessed training to deliver these interventions and to screen the children. We recognise that there are many barriers to children developing their speech and language skills and staff receive training updates on supporting children with little English, how experiences and emotions affect children's speech and language and have a wealth of knowledge and strategies to support the development of language. We place a huge focus on vocabulary and plan vocabulary as a strand to our teaching approach daily. We have words of the week, based around our topic or books we have shared, as well as teaching high frequency words and tricky words in phonics. Talk, talk and more talk ensures children hear new words modelled in speech by staff and peers, and repetition support their development and learning. Please see '[Stoke Speaks out](#)' for more information on Speech and Language in Stoke.

Reading in the EYFS

Reading is at the heart of our curriculum. We use '[Letters and Sounds](#)' to teach whole class teacher led phonics sessions, daily. Children in the Nursery focus on Phase 1 and then phase 2 in the summer term if children are secure in orally blending i.e. sound talking. In Reception, children are taught phase 2 and phase 3 sounds, securing phase 4 by the end of the reception year. We teach using a four part lesson, to teach new sounds and words daily, recap previous learning and to give children the opportunity to use and apply their phonic skills and knowledge to reading and writing. We assess daily in an ongoing way and any children not grasping the sounds taught, and skills of blending to read or segmenting to write are given intervention time – short bursts of recapping the sounds and skills during the day. We use '[Phonics Tracker](#)' to assess the children's phonic ability each half term.

Children have reading books that match their phonic knowledge and ability, weekly. We also use '[Bug club](#)' to support the teaching and application of phonics and reading at school and to support home learning. All children have a personal log in to access games and books at home, to match their phonic ability.

Story time is a valued part of our daily routine and we recognise that these sessions are essential in developing children's language, vocabulary and comprehension. We have 'Story of the Week' where we explore different aspects of a book daily and Story time for enjoyment is timetabled at the end of every day, our focus to promote a love of learning. Children take reading books home each week and read a range of books during guided reading sessions, in small groups each week. We aim to put books in other areas of provision, but also offer a 'reading corner' where children can independently enjoy looking at books of their choice.

Maths in the EYFS

At Hanley St Luke's we teach maths using '[White Rose](#)' guidance and planning, alongside NCETM, Numberblocks and Nrich to deliver a Maths Mastery Approach to teaching and learning. We believe that fluency, reasoning and problem solving are at the core of all maths lessons, including maths across the curriculum. Mastery of mathematics is something that we want all children to acquire, and to continue acquiring throughout their school lives, and beyond. At Hanley St Luke's, we believe that all children can achieve in mathematics! A typical Maths lesson will provide the opportunity for all children, regardless of their ability, to work through Fluency, Reasoning and Problem Solving activities. In the Nursery children focus on learning all about and using numbers to 5, and in Reception, numbers to 10 and beyond.

Concrete, pictorial, abstract

Objects, pictures, words, numbers and symbols are everywhere. The mastery approach incorporates all of these to help children explore and demonstrate mathematical ideas, enrich their learning experience and deepen understanding. Together, these elements help cement knowledge so pupils truly understand what they've learnt. All pupils, when introduced to a key new concept, should have the opportunity to build competency in this topic by taking this approach. Pupils are encouraged to physically represent mathematical concepts. Objects and pictures are used to demonstrate and visualise abstract ideas, alongside numbers and symbols.

Concrete – children have the opportunity to use concrete objects and manipulatives to help them understand and explain what they are doing.

Pictorial – children then build on this concrete approach by using pictorial representations and drawings, which can then be used to reason and solve problems.

Abstract – With the foundations firmly laid, children can move to an abstract approach using numbers and key concepts with confidence.

Assessment in the EYFS

Assessment goes hand in hand with planning for teaching and learning for children in the EYFS. Baseline assessments are completed on entry to the nursery and reception classes. These are used to inform our next steps for your child. The majority of assessments comes from observations of your child in the environment, playing and using what they know. They are recorded on [Tapestry](#) and work produced goes into their Learning Journey books or on display. Assessments allow staff to plan to ensure all children are making good progress, or better and achieve their Early Learning Goals (ELG's) and a Good Level of Development (GLD) by the end of the reception year. Each term staff make best fit judgements based on the evidence they have, as to the age and stage of development children are working at. Staff use '[Development Matters](#)' to guide them on children's assessments across the seventeen areas of learning. These assessments are entered into termly trackers and these judgements are moderated in house across the EYFS team, with Early years practitioners, Early years teachers and the Foundation Stage Manager, and in the summer term with Year one staff. Where possible we also network and moderate with other local schools to discuss end of year judgements before reporting the data to the Local Authority in June.

Parents or carers as partners

We are there for your children and for you as parents. We believe great relationships, start to be built before your child even starts school with us, at our initial home visits, which are key to the very core building blocks of your child's journey with us. At Hanley St. Luke's we strive to create and maintain strong partnerships with parents and carers, as together, we can have a significant impact on your child's learning journey. We welcome and encourage parental engagement via home visits, workshops, Bug Club, Stay and Play sessions, activity days, school trips, assemblies, key events throughout the year such as Christmas and Easter, and termly parental consultation meetings either in person to share your child's work, or more recently over the phone. We also appreciate that the children will demonstrate learning at home and welcome parental contributions to children's learning journeys on Tapestry, and more recently via the home learning platform for sharing work and communicating - [Class Dojo](#). All parents are signed up to Class Dojo and Tapestry when your child starts at Hanley St. Luke's.

We also draw on links with our wider community to enrich children's experiences by taking them on outings, such as to visit a farm, the local church, parks and inviting members of the community into our setting, such as librarians, local authors, and church members.

Safety

The children's welfare and safety is paramount, we aim to create a safe and secure environment and provide a curriculum, which teaches children how to be safe, make choices and assess risk. The three key rules used across the school, "Be Ready, Be Respectful, Be Safe" flow through our days, environment and behavioural expectations. We promote good health and self-care choices via healthy school meals, PE lessons, daily outdoor play, practising mindfulness techniques daily, our personal and social curriculum, and by following set safety procedures when children become unwell, express concerns or worries. For further information on our statutory guidance, 'Keeping Children Safe in Education, 2020' see [here](#).

Induction and Transition

All inductions and transitional processes are individual for your child entering the nursery or reception classes. It is personal for your child and your circumstances and this will be discussed with you on joining Hanley St. Luke's or each year at the new parent meetings. These are reviewed on an ongoing personal basis around your child's settling in period, and may differ for each child.