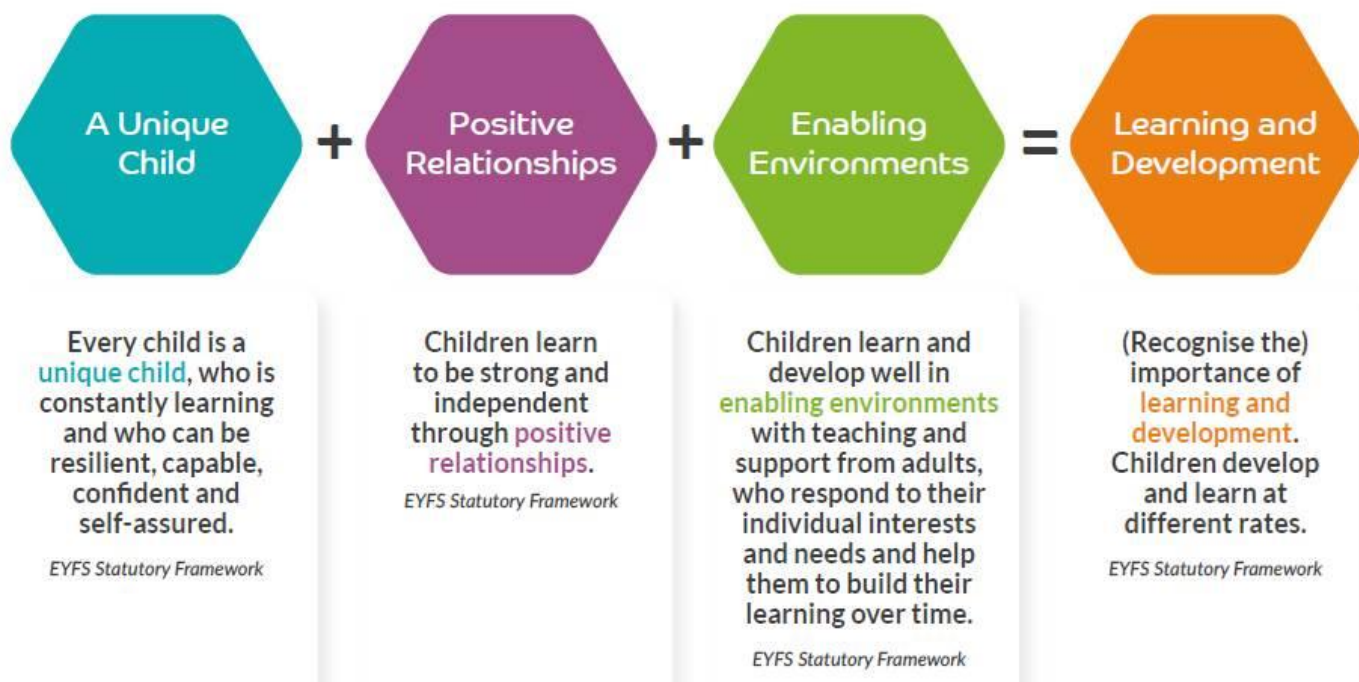


St. James' Primary School EYFS Policy.

At St. James our environment, resourcing and teaching promotes diversity, equity and the unique child. This is underpinned by the Principles of the EYFS.



(Birth to Five 2021)

The Unique Child at St. James

We recognise that childrens' learning and development is individual and not linear. We place importance on building relationships and ensuring smooth transitions. Our children feel safe and loved and have a strong sense of belonging to our school family. Children know that their own interests are valued and that they can follow them. All children can find themselves, their community and their voice within the classroom environment and resourcing. Teaching is highly individualised so all children receive what they need to thrive.

Positive Relationships at St. James

Relationships at St. James are underpinned by our vision and Rainbow Promise.

Our school is like a garden where everyone can flourish in their own unique way with us all growing in curiosity, resilience and empathy.



Watching over our garden is a beautiful rainbow which reminds us that

we are all loved by God.

The rainbow was a sign of God's promise to Noah. Our rainbow promise, that we will love each other, underpins everything we do at school, which enables us to flourish and experience life in all its fullness.

Carefully planned transition ensures that children and families have the best possible start to school and that relationships are strong. Each unique family is welcomed and valued. Parents/carers are encouraged to take an active part in their child's learning at school - practitioners have a keen interest and encourage sharing learning from home. Children can expect warm trusting relationships from knowledgeable staff.

Enabling Environments at St. James

We recognise the importance of the environment indoors and outside as the third teacher. Our unique children thrive in a workshop style environment with open ended resources. Our inclusive provision allows for; movement, action, creativity, imagination, independence and collaboration. Knowledgeable practitioners optimise learning and development through an 'In the Moment Planning Approach'.

Learning and Development at St. James

EYFS Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework

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

The prime areas are:

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

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

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

Characteristics of Effective Teaching & Learning (CoETL)

The Characteristics of Effective Teaching and Learning (see Appendix A) focus on the processes of learning, the thinking that is applied and the attitudes that are being displayed. In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Practitioners will look for those teachable moments to encourage, support and model all of the positive behaviours involved in each characteristic, which in turn will help children develop into effective learners. Three characteristics of effective teaching and learning 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
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

At St. James we recognise that:

- *Education for children's futures requires supporting children's ability to learn and think for themselves*
- *Each unique child is an active agent of their own development*
- *Children's emotional wellbeing is the first necessity for effective learning*
- *Play and self-initiated activities are ideal opportunities to build Characteristics of Effective Learning (Birth to Five Matters)*

Play

At St. James we recognise children have a right to play.

- *Play, both indoors and outdoors, makes a powerful contribution to children's wellbeing, development and learning*
- *In play children can become deeply involved as they take things they already know and combine them in new ways so that their understanding deepens*
- *Children choose to play, and are in charge of their play*
- *Having freedom and time to play in an appropriately stimulating and resourced environment which is finely tuned for ... young children supports development and learning across all areas*
- *Adults must have a deep understanding of how play of different types supports children to develop and learn, and be able to discuss this with parents (Birth to Five Matters 2021)*

Approaches to Teaching

Our play based approach to teaching and learning ensures the 7 areas of learning and development will be promoted and allow our children to establish the CoETL. We use 'Planning in the Moment' as our main approach, which is complimented with seasonal and whole school events.

In the moment planning is a very simple idea – observing and interacting with children as they pursue their own interests and also assessing and moving the learning on in that moment. The written account of some of these interactions becomes a learning journey. This approach leads to deep level learning ... (Ephgrave 2017)

The classroom both inside and outside is set up with a challenging and engaging continuous provision. The children will lead much of their own learning through following their interests and it is here the adults will find 'teachable moments' to model, question and challenge etc.

Teaching should not be taken to imply a "top down" or formal way of working. It is a broad term that covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities: communicating and modelling language; showing, explaining, demonstrating, exploring ideas; encouraging, questioning, recalling; providing a narrative for what they are doing; facilitating and setting challenges. It takes account of the equipment adults provide and the attention given to the physical environment, as well as the structure and routines of the day that establish expectations. Integral to teaching is how practitioners assess what children know, understand and can do, as well as taking account of their interests and dispositions to learn (characteristics of effective learning), and how practitioners this information to plan children's next steps in learning and monitor their progress. (Birth to Five Matters 2021)

Teaching and Learning will also involve: whole class teaching sessions, some group work or independent work and intervention. Whole class sessions are planned so that all children then have opportunities to play and become engrossed for extended periods. Staff will make some observations of children's progress, which is recorded in their 'Learning Journey'. Each child will be a 'focus child' once per term.

Our whole class carpet sessions will include: R.E, maths, 'shoe box tasks' for our 'Focus children' (In the style of show and tell - which are designed to promote Communication and Language), talk for Writing sessions and activities linked to whole school and seasonal events. White Rose Maths Reception Guidance is a resource used to support the teaching of maths (see appendix B). From the beginning of the year we encourage the children to tell us stories where an adult will scribe following our adapted Story Scribing

approach (see appendix C) Reading is taught across the school and phonics starts early on in the Reception Year following the Read Write Inc. Phonics programme (see appendix D). Pupils are taught whole class to begin with (which supports transition and wellbeing) and then at the end of each half term pupils will be assessed and grouped accordingly – any pupils who do not learn the sounds taught will be given extra practice.

We have created 'Learning Pathway Examples' (see appendices E to K) which we will use alongside Birth to Five and Development Matters to support the teaching and learning of children. Both the Learning Pathways and guidance documents should be seen as a set of possibilities and typical learning progression rather than a prescribed checklist.

Overall, children will work their individual way from the development and learning typical of babies onward to what older children know, can do, and understand. The grids illustrate samples of what children may do along that journey. While these present some examples, children will do countless things that do not appear in the grids but are equally valuable for their learning. And as each child winds their individual path through the different areas, they will not necessarily show signs of each of the descriptors, nor in the same order presented.

Learning does not move forward in a straight, predictable and linear way. It can stall or even backtrack in one area, while strides and bursts are made in another area. Development should not be expected to be even across all areas, and the balance is likely to shift from one time to another.

The guidance should not be used as a checklist to steer each unique child through a prescribed path with required "next steps". Rather, it should be a support to help adults to recognise and interpret what a child is showing at the present moment, give the child time to rehearse those skills, be ready to help enrich their experience and deepen and extend their learning. (Birth to Five Matters 2021)

EYFS Curriculum Intent

Our EYFS curriculum forms the foundation of our whole school Curricula, reflects our Church School Vision and Values, links to our work with Schools of Tomorrow and reflects the interests and passions of our children.

Our Curriculum Drivers

Our school drivers are a powerful way of defining the content that is important to our school but not necessarily in the Early Years Foundation Stage. Our curriculum drivers that should be kept at the heart of all we plan and teach are as follows;

Highest levels of achievement

Highest levels of well-being

Highly effective preparation for the future

Highly effective family and community engagement

EYFS Curriculum Intent

Highest levels of achievement

Characteristic of Effective Teaching and Learning

Role-play

Environment, resourcing & teaching that promotes equity

Focus child (each child once per term)

Planning in the moment

Story Scribing

Parent job talks each half term

Knowledgeable & skilled adults

Highest levels of well-being

Personal, Social & Emotional Development

Physical Development

Focus child

Older siblings visiting Robins

Shoe box tasks (show & tell)

Leuven Scales

Story acting / role-play

Introduce candle time

Rainbow Promise

Woodwork

Balance bikes

Daily mile (follow my leader)

Environment, resourcing and teaching promotes diversity, equity and the unique child.

Highly effective preparation for the future

Recycling

Glass milk bottles/children washing plastic cups to re-use

Reusing (junk modelling/woodwork)

Ethical decisions - not wasting food, paper

Composting

Gardening

The World

Walk to school challenges

Highly effective family & community engagement

Home visits/ Pre-school & Nursery visits

Induction events (parents meeting, story time sessions etc.)

Focus child parent /carer meeting each term

Parent job talks each half term

Book blinks and class assemblies

Shoe box tasks (parents chance to contribute to their child's learning journey)

People and Communities

Learning about the history of the Church/ Local Area

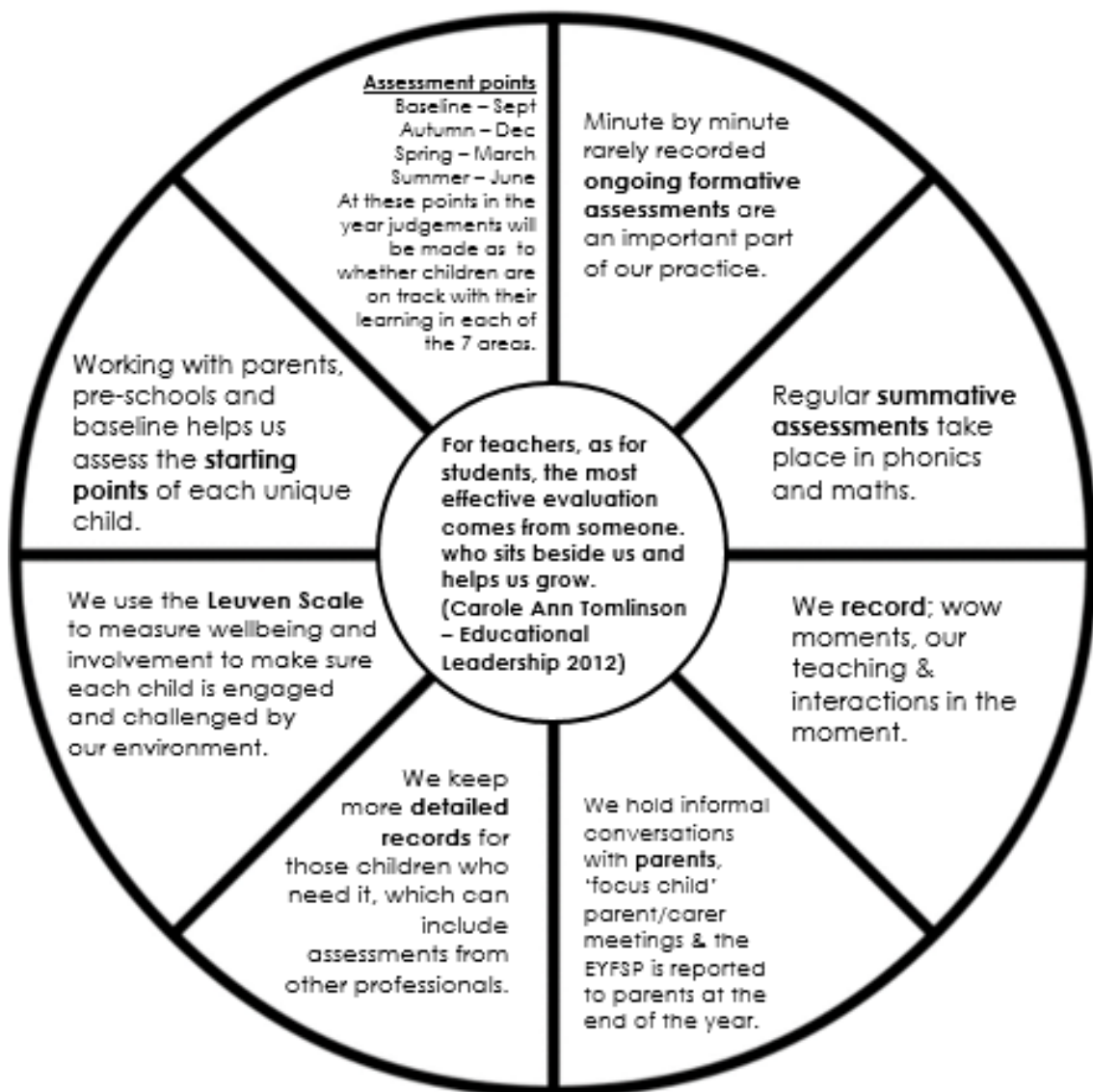
St James EYFS Yearly Map Working Doc - 2024 – 2025

	T1	T2	T3	T4	T5	T6
Approach	In the moment planning-following the interests of the children. Carpet sessions to include; phonics, maths, Focus child shoe box tasks, R.E and any seasonal/whole school events	In the moment planning-following the interests of the children. Carpet sessions to include; phonics, maths, Focus child shoe box tasks, R.E and any seasonal/whole school events	In the moment planning-following the interests of the children. Carpet sessions to include; phonics, maths, Focus child shoe box tasks, R.E and any seasonal/whole school events	In the moment planning-following the interests of the children. Carpet sessions to include; phonics, maths, Focus child shoe box tasks, R.E and any seasonal/whole school events	In the moment planning-following the interests of the children. Carpet sessions to include; phonics, maths, Focus child shoe box tasks, R.E and any seasonal/whole school events	In the moment planning-following the interests of the children. Carpet sessions to include; phonics, maths, Focus child shoe box tasks, R.E and any seasonal/whole school events
Trips and experiences	<ul style="list-style-type: none"> • Home visits • Starting and settling into school • Woodwork introduced • Harvest Festival (whole school) • Intro to composting, recycling & re-using • Post a card home (first few weeks of school/walk to post box near to school) 	<ul style="list-style-type: none"> • Autumn walk • Making Diva lamps (Diwali) • Making Bread (linked to The Little Red Hen) • Learn about firework safety /Guy Fawkes • Pantomime (whole school) • Christmas show 	<ul style="list-style-type: none"> • Chinese New Year • Take part in world book day (whole school) • Introduction to Balance bikes 	<ul style="list-style-type: none"> • Spring walk • Making Pancakes (Shrove Tuesday) • Easter Service (whole school) • Celebrate St. George’s day • Tennis taster session (local tennis club) 	<ul style="list-style-type: none"> • Summer walk • Partake in Celebration Assembly (whole school) • Plant seeds & other gardening activities 	<ul style="list-style-type: none"> • Trip with Year 1 Woburn Safari Park/Whipsnade Zoo • Observe life cycle of butterflies • Sports day (whole school) • Summer show (whole school) • Transition to Year One
Other (can happen at any point in the year)	<p>Be class special helper, play in the snow, stand or play in a rain storm, go outside and greet the Rainbow, be a class Ambassador, St. James’ University activities, raise money for Charity, enter a competition outside of school, take part in voting, see an Author/Poet, participate in Science/Friendship/Art/MHWP days or weeks...</p> <p>Each half term we will invite one of our parents in to talk about their job/role in society (speak to parents during home visits about this) and in the Summer term we will invite our neighbour who lives in the old school house to come and talk about its history. We will also have visits from a dentist/police/ambulance.</p>					

Focus child	Each child will be a focus child once per term. Parents/carers will have a chance to contribute to their child's learning journey before the start of their child's week and then be invited in to discuss their child's progress at the end of it (making further contributions). Children will be given a 'shoe-box' task (show and tell) to complete at home ready for their focus week which will include gathering photos, special belongings etc. – this is mainly to promote Communication & Language.					
Talk for Writing	The Three Little Pigs (T4W create class story map to retell as a whole class)	The Little Red Hen (T4W create class story map to retell as a whole class)	Owl Babies (T4W create class story map to retell as a whole class and then smaller groups)	Goodnight Moon (T4W create class story map to retell as a whole class and then innovate)	Handa's Surprise (T4W create class story map to retell as a whole class and then innovate)	The Very Busy Spider (T4W create class story map to retell as a whole class and then innovate)
Poetry Basket	Linked to broad topics					
Examples of Writing Opportunities	(Story) Scribing Exploring mark making and role play writing Name writing Post card home	(Story) Scribing Own story maps Name writing Lists, messages and role-play writing Christmas cards	(Story) Scribing Own story maps Lists, messages and role-play writing Book review (world book day) Writing labels Easter cards	(Story) Scribing Own story maps Lists, messages and role-play writing Mother's Day cards Writing labels and captions	(Story) Scribing Own story maps Lists, messages and role-play writing	(Story) Scribing Own story maps Lists, messages and role-play writing Father's Day cards
R.E (People, Culture & Communities)	God Why is the word God important to Christians?	Incarnation Why do Christians perform Nativity plays at Christmas	Being Special: Where do we belong? <i>Christianity, Islam, Hindu, non-religious</i>	Salvation Why do Christians put a cross in an Easter garden?	Which places are specially valued and why? <i>Christianity, Islam, Judaism</i>	Which stories are specially valued and why? <i>Christianity, Judaism, Islam, Hindu, non-religious</i>
Personal, Social & Emotional Development	PSHE will be taught through our in the moment planning approach and promoted through everything we do! We will have additional lessons using PANTS materials or JIGSAW as appropriate.					
Past & Present (History)	Across the year, take part in producing a whole class time line which will be displayed in the classroom 'Our year in school'. This will document key events in Robins' year; such as their first day at school, along with other points in time; such as seasonal changes- key vocabulary & dates will be included.					
People, Culture & Communities	Walk to local post –box and post a card home (to know their home has a	Walk to the Church – use a simple map with adult support to find human and	Guy Fawkes - Firework/bonfire safety	St. George - St. George's Day	Walk through the village, past the village pond using a simple map to find key	

	unique address)	physical features of village Begin to use associated vocabulary.			human and physical features using vocabulary.	
The Natural World	Observe the changes in the natural world by looking at the weather and plants in our school grounds across the four seasons – sketching observations and labelling/writing captions.					
Technology	Children will use technology for a purpose e.g. using the camera to take a photograph of their work or an insect they may have found. E-safety will be discussed with children as technology is used in the moment and will be taught through several discreet lessons across the year.					
Broad topics & mini topics (Curriculum Maestro)	Me and My Community (Exploring Autumn)	Once Upon a Time (Sparkle and Shine)	Starry Night (Winter Wonderland)	Ready Steady Grow (Signs of Spring)	Sunshine and Flowers (Shadows and reflections)	Animal Safari (Creep, Crawl and Wiggle)

Assessment



EYFS Transition arrangements

Smooth transitions are an essential part of good early years practice. We invest a lot of time to ensure that children have the best possible start to school and we recognise that this is a process not a single event. Some children are particularly vulnerable at times of transition so this needs to be managed sensitively.

The start of primary schooling has been perceived as one of the most important transitions in a child's life and a major challenge of early childhood. Initial success at school both socially and intellectually, leads to a virtuous cycle of achievement (Burrell & Bubb, 2000) and can be a critical factor in determining children's adjustment to the demands of the school environment and future progress. (Ghaye & Pascal, 1989)
A range of writings (Fabian & Dunlop, 2002; Dunlop & Fabian, 2003) propose that the way in which transitions are experienced not only makes a difference to children in the early months of a new situation, but may also have much longer-term impact, because the extent to which they feel successful in the first

transition is likely to influence subsequent experiences. (UNESCO Outcomes of good practice in transition processes for children entering primary school Hilary Fabian, Aline-Wendy Dunlop 2006)

Starting Reception

- Introductory meeting for YR parents in Summer Term
- Summer picnic
- Visiting children in pre-school and nursery settings
- Invite children in stay and play sessions, minimum of 2
- Weekly story time session for parents and children
- Parents sign up for home visit during visits, order uniform etc.
- Adaptations for children with SEND e.g. staggered gradual start, social stories, additional visits, classroom booklet
- Week 1 - home visits
- Week 2 - staggered start on first day. First few days are morning only, children then attend morning plus lunch 8.45-1.00
- Week 3 - most children attend full time

Transition to Year 1

- Transition book about the classroom and staff
- Summer 2 weekly story time swap
- Small group visits
- Moving up morning, plus extra session
- Adaptations for SEND children

Leuven Scales of Wellbeing and Involvement (see appendix L) and the 'Settling in Framework' (see appendix M) are used as a gauge of when children are settled in.

Appendix

- A - Characteristics of Effective Teaching and Learning
- B - EYFS White Rose Maths Yearly Overview
- C - EYFS Story Scribing Approach
- D - Progression through Read Write Inc. Phonics
- E - Personal, Social and Emotional Development Learning Pathway Examples
- F - Communication and Language Learning Pathway Examples
- G - Physical Development Learning Pathway Examples
- H - Literacy Learning Pathway Examples
- I - Mathematics Learning Pathway Examples
- J - Understanding the World Learning Pathway Examples
- K - Expressive Arts and Design World Learning Pathway Examples
- L - Leuven Scale of Well-being and Involvement
- M - Settling in Framework