SPRINGHILL CATHOLIC PRIMARY SCHOOL

We strive to achieve excellence in all that we do as we follow the Gospel values of Jesus Christ.

Together we will do our best for Jesus

EYFS

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Adopted by the Governing Body: 21st September 2026
Review Date: May 2028

Statement of Intent

In Foundation Stage at Springhill Catholic Primary School, we believe that all children are entitled to the best possible start in their school life, intellectually, emotionally and spiritually, so as to enable them to reach their full potential.

We strive to support each child's welfare, learning and developmental needs by:

- recognising that all children deserve to have an equal chance of success
- ensuring that all children are valued and nurtured through positive relationships with others
- supporting children in developing care, respect and appreciation for others, including those with beliefs, cultures and opinions different to their own
- providing a secure, safe and stimulating environment
- encouraging independence and confidence
- having a strong focus on the development of children's communication and language skills
- building on what the child already knows and developing a positive attitude and enjoyment for learning
- providing a range of opportunities to learn through direct experience and active exploration in the classroom and outdoors, using a wide variety of equipment and materials
- providing early intervention for those children who require additional support
- valuing the role parents and carers can play and working together in partnership

By the end of Foundation Stage, our aims are that children:

- co-operate, share, build friendships and resolve conflict
- are resilient, independent and confident in a range of situations
- are effective communicators who can express their needs and use language to form and maintain relationships
- can independently manage their personal needs
- have the strength, stability, balance, spatial awareness and co-ordination to enjoy and confidently participate in a range of physical activity
- benefit from developed fine motor control which allows them precision when using tools and resources in all areas of their learning
- have a love for books and sharing stories
- use basic skills in phonics to read and write simple sentences
- confidently talk about and use numbers to 10 in a range of contexts
- have the vocabulary to describe what they learnt from exploring their world whilst also developing a sense of time, place and community
- use their imagination to create something that allows them to express their feelings and demonstrate understanding

Put simply, we want all children to have the will, skill and thrill of learning!

We adhere to the learning and development requirements in the 'Statutory framework for the early years foundation stage' and provide a balanced curriculum across the seven areas of learning. Each area is important and inter-connected. The prime areas of learning are essential for progress to be made in the basic skills we want children to have by the time they are ready to move into Year 1 and so the development of these particular areas of learning drives all planning and provision. Where children enter school without the necessary personal, social, emotional, physical and communication skills to be able to benefit from early education within a school setting, extra support is given to quickly address difficulties and to allow them to make good progress in the specific areas of learning.

Communication and language skills are developed at every opportunity, either through planned units of work or during 'in the moment' interactions that take place in child-initiated play. This supports the teachers' work in ensuring our children whose home language is not English, have sufficient opportunities to learn and reach a good

standard in English language before they leave Foundation Stage. Gaining these skills is also imperative to all children becoming confident readers, as is the teaching of phonics and early reading; another major focus for this age group. Carefully chosen stories are used to develop vocabulary and introduce themes that ensure key objectives from all areas of learning are taught and allow children opportunities to experience concepts they will return to in Key Stage 1.
Teachers plan challenging learning experiences that are informed by observation and assessment and by children's own ideas and interests. Such memorable learning and real experiences allow our children to retain knowledge, apply skills and develop links in their understanding.

The Springhill EYFS curriculum uses the Development Matters Non- Statutory Curriculum Guidance 2020 as a basis with additional content carefully chosen by the EYFS team and senior management.

Teaching and Learning

In Foundation Stage, staff provide teaching and learning that ensures a child's 'school readiness' and provides the child with a broad range of knowledge, basic skills and experiences on which to build throughout their school life. Practitioners plan to enable children to make progress in the seven different areas of learning:

Prime Areas:

communication and language

physical development

personal, social and emotional development

The prime areas consist of the knowledge, understanding and skills that are crucial for building the children's capacity to learn and form relationships. These three areas are strengthened and applied through the 'specific areas'.

Specific Areas:

literacy

mathematics

understanding the world

expressive arts and design

Religious Education

RE specific skills, knowledge and understanding are contained within understanding the world. As a catholic school and as required by our diocese, we teach additional RE objectives from the God Matters programme. The spiritual development of the children is nurtured through participation in daily prayers, celebration of the word and liturgies.

Each of the above areas is implemented through planned, purposeful play and through a mix of adult-led (whole class and group teaching) and child- initiated activity.

At Springhill, we want children to be engaged in the learning process and for their learning to be relevant and purposeful. The **Characteristics of Effective Learning** underpin learning and development across all areas and support the children in remaining effective and motivated learners. Therefore, we believe that:

- children learn best by doing **(Playing and Exploring/Active Learning)**

- play, both indoors and outdoors, is an ideal vehicle for young children's learning, particularly when it reflects their own interests and experiences **(Playing and Exploring)**
- play helps children to explore, investigate and make sense of the world around them **(Playing and Exploring)**
- play allows children to be challenged in their thinking and helps them to practice and rehearse skills and be motivated in their learning **(Creative and Thinking Critically/Active Learning)**

Children are naturally inquisitive and curious and we wish to build upon this in a positive and enjoyable manner.

Inclusion

We recognise that there are children of widely different abilities in all classes and we provide suitable learning opportunities for all children by adapting teaching to support pupils who are not making progress.
Please refer to the SEND policy for further details.

Assessment

Ongoing formative assessment takes place when practitioners observe children at work and join them in their play. Practitioners lead high quality interactions with the children during this time and then identify and provide for the necessary next steps to move the children's learning on, either there in the moment, or in future planned activities. Observation records, photographs and planned assessments help to build a picture of a child's ability in all areas of learning, but the majority of judgements are based on the practitioner's knowledge of the child built during essential interactions with them. Any gathering of physical evidence is kept to a minimum so that practitioners can maintain their focus on being heavily involved in the children's daily experiences. Any evidence that is deemed to be necessary is collated in 'Tapestry' accounts (online learning journal). Parents and other significant adults are encouraged to contribute to these records to show the children's achievements both at home and at school. Any shared comments, videos and photographs are stored in a secure cloud that can only be accessed by school settings. Staff, visitors, volunteers and students are not permitted to use their own mobile phones to take or record these images. Mobile phones may only be used in the staff room or staff offices. For further information on the safeguarding and welfare of our pupils, please refer to the Safeguarding and Child Protection policies.

'Development Matters' (2020) is the non-statutory curriculum guidance used by practitioners to support assessments and to identify how a child is progressing through identified stages of early development. Teachers use it to check that children are secure in all the earlier steps of learning before looking at the 'reception year' age band and to ensure their planning addresses any significant gaps. The guidance is also used when completing summative assessments on the children's entry to school and when monitoring progress throughout the year. Detailed assessment and tracking grids are completed for phonics and mathematics at the end of each half term. Attainment and progress are measured again at the end of the year through the use of the Early Learning Goals and this information is used to inform both parents and Year 1 teachers of each child's achievement in their last year of Foundation Stage, before they make the transition into Key Stage 1.

Monitoring and Evaluation

The early years provision is monitored by a member of the senior leadership team through regular observations of daily practice and the following:

- Assessment and tracking grids
- Work scrutiny and pupil interviews (Above Average (AA), Average (A), Below Average (BA), Special Educational Needs (SEN), Pupil Premium (PP)
- Environment

The information collated is reported to the headteacher and is used to adapt the curriculum, planning and assessment as well as organising CPD sessions as required.

Safer eating

When the children are eating at snack time or lunch time, there will be a member of staff with a valid paediatric first aid certificate in the room with them.

Use of screens

In line with current guidance on screen use in the Early Years, digital technology is used only when it supports a clear and purposeful learning objective; children do not spend passive time watching screens, and all screen-based activities are carefully planned to enhance teaching, learning and development.

Partnership with parents

We value the involvement of parents in school and this partnership with us begins before the children have even started school. Information meetings are held for parents of the new intake in order to support them in preparing their child for school and in knowing what to expect when they begin in September. Individual appointments are available at the beginning of the year for parents to share information on health, family circumstances etc, with their child's teacher. Parent consultation meetings are then held later in the autumn term when the children have settled and again in the spring term. A report is given to parents in the summer term, informing them of their child's achievements in the Early Learning Goals. In addition to the school weekly newsletter, parents also receive a weekly newsletter specific to Foundation Stage which details information on what the children will be learning the following week and any important notices. Parents are invited to a range of activities and 'Stay and Play' sessions throughout the year where they can join their children in their learning and play. Information on specific areas is shared with parents through workshops e.g. phonics and reading with children

Induction and entry to school

Changing from a pre-school setting or moving year groups within a school, can be daunting for both parents and children. We aim to make this transition as easy and comfortable as possible for all involved. Practitioners work closely with other settings and parents to create an induction programme that aims to help children feel comfortable and secure in their new environment. Activity afternoons and visits to the children in their current setting, help to make the staff and school environment familiar to the new intake of children. A comprehensive calendar of activities and events in the summer term is implemented to help provide a smooth transition to Year 1 when the children reach the end of their first year in school.

The headteacher is responsible for ensuring that this policy is adhered to, and that

- *the requirements for welfare, learning and development in the Early Years Foundation Stage (EYFS) Statutory Framework 2021 are fulfilled*
- *the Early Years Foundation Stage (EYFS) curriculum, has aims and objectives that reflect the aims of the school*
- *proper provision is in place for pupils with different abilities and needs, including children with SEN*

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.