

# Early Years Policy

## St John Fisher: Curriculum Rationale

Our vision and curriculum at St John Fisher strives to create a school community where children and adults reach their full potential and Shine.

Our curriculum is broad, creative and carefully planned so that progress can be made by all groups of children across the whole curriculum. Our children will know and remember more leading to greater comprehension and understanding of increasingly complex concepts.

We are committed to encouraging and developing creativity as well as academic mastery seeing both as essential for our children.

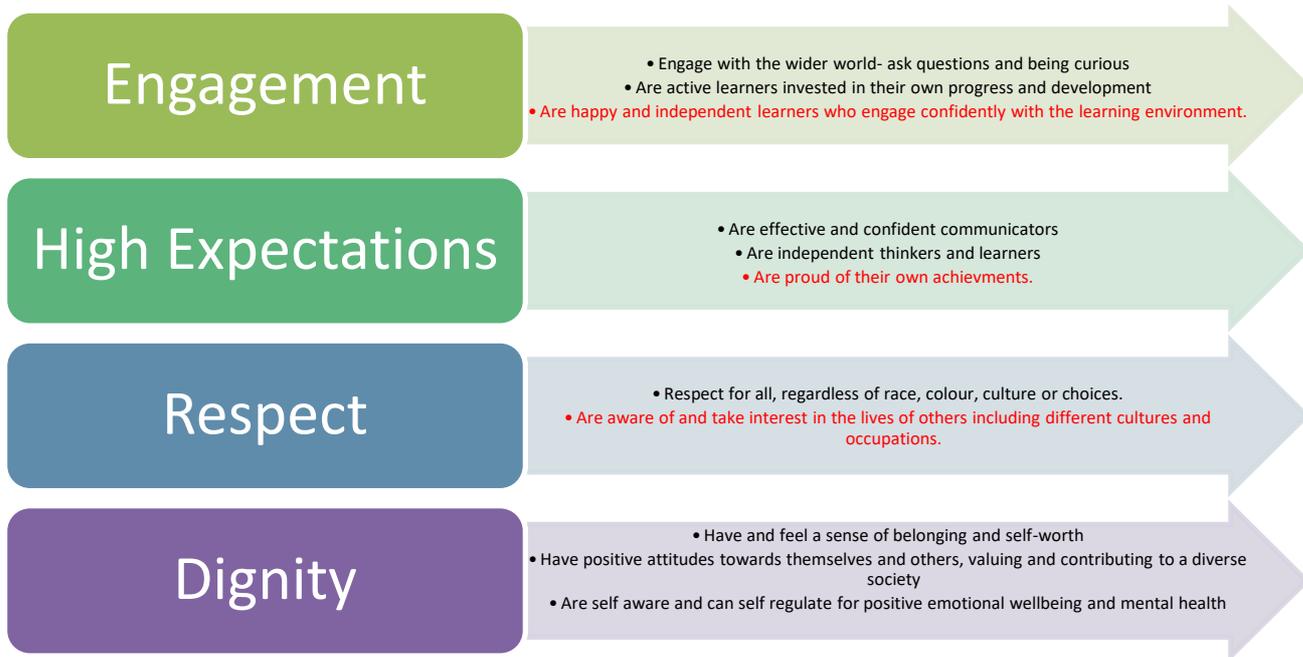
We will equip our children with skills for academic and social skills and intelligence ensuring they are ready for the next stage of the learning and life.

## St John Fisher: Early Years Rationale

In Early Years, we use the non-statutory Development Matters as a guidance material to support the implementation of the statutory Early Years Foundation Stage Profile. Within this, we use the Characteristics of Effective learning to ensure that our children at St John Fisher:

- are willing to have a go
- are involved and concentrating
- have their own ideas
- choose ways to do things
- find new ways of doing things
- enjoy achieving what they set out to do

We ensure that we provide access to a rich learning environment where opportunities and conditions allow children to flourish in all aspects of their development. Our learning environment ensures a balance across all areas of learning. We ensure that effective assessment takes place to ensure greatest progress by providing a wide range of opportunities for children to demonstrate their understanding, learning and development in a range of contexts.



### How we will achieve this: Implementation

Key Theme	Rationale	Strategies
Reading, Communication and Vocabulary	<p>We provide children within a highly focused communication, language and literacy environment with a strong focus on high quality interactions; peer to peer, adult to peer, group interactions and supporting and developing parent interactions.</p> <p>High emphasis is placed on acquiring and using new language to develop articulate children who can express their own thoughts, wants and opinions.</p>	<p>Curiosity Approach            Narrative Immersion Approach-Story World            Talk for Writing            Sustained Shared Thinking            RAPS-Targeted adult interactions            Read Write Inc            Oracy Voice 21 Hub            Vocabulary grids linking subjects and themes            Observation Assessment-Tapestry, Objective Led Planning/Assessment.</p>
Knowledge, Skills and Challenge	<p>Knowledge and skills are carefully and progressively planned for groups of children and individuals based on children's individual learning needs, abilities and interests.</p> <p>Children are provided with resources, activities and opportunities to repeat and practice skills again and again in different contexts to allow time to embed these skills which is carefully monitored.</p> <p>We have challenge in all areas for all groups of children, encouraging them to have high expectations of themselves.</p>	<p>Learning Environment            Planning            Questioning            Development Matters on-going assessment            Adult interactions            RAPS- Targeted adult interactions</p>
Teaching, Assessment and Feedback	<p>We teach using a variety of strategies which are underpinned throughout our curiosity and inquiry approach to learning. Children are</p>	<p>Quality first teaching            Curiosity and Inquiry approach (T in role)            Self/ peer assessment</p>

encouraged to explore, investigate and learn through play which is carefully planned for. We use assessment continuously in a variety of ways to plan and intervene and give live feedback to children.

Feedback –verbal, immediate, next steps  
 Interventions  
 Moderation  
 Observational Monitoring and Assessment  
 Objective Led Planning and Assessment  
 RAPS-Targeted assessment based on individual needs.  
 Maths Phases-Summative Assessment  
 Movement for Learning-Summative  
 Assessment tools  
 EYFS Tracking System  
 Baseline-Reception

**Attitudes to Learning and Opportunities**

We are committed to building positive attitudes to learning, resilience and have developed and embedded a Learning Power approach which runs alongside the Characteristics of Effective Learning. We reinforce positive behaviours through Circle Time Sessions, live praise and our Code of Conduct and classroom management techniques.

Learning Powers Awards  
 Code of Conduct  
 Enrichment – yearly plan  
 Extra-curricular programme  
 Home- School projects  
 Positive behaviour management –SHINE wall  
 RULER approach  
 Tapestry-Communication with Parents tool

**Vision for our children: Impact**

