

Our School

Our school is proud to be part of the Roman Catholic Church in the parish of St Joseph's. Our mission is to serve God, uphold the worth and dignity of every person and enable them to develop their talents. Everything we do is rooted in the values of the Gospel, as we seek to deepen faith, strengthen hope and grow in love in a respectful, safe and happy environment.

Our EYFS

As every child starts in our Foundation Stage they feel welcomed, valued, loved and secure.

Throughout this Early Years journey, they are challenged, supported and encouraged to flourish, express themselves, use their talents and achieve their potential as confident, independent young citizens.

As they transition, our children are equipped, keen and ready to move on to F52/K51 with the characteristics of effective learning, self-motivation and determination to enable their ongoing success.

Our EYFS Ethos

Happiness first, all else follows! (Aristotle)
From tiny acorns, grow mighty oaks. (Proverb)
Play is the highest form of research. (Einstein)
Teamwork makes the dream work!
Caring and sharing and helping.



Policies and Non-negotiables

EYFS follow all school procedures and policies. Policies can be found on the School website and are available on request.
EYFS Policy (updated 2021)
EYFS Non-negotiables: (from 2021)

LINKS/ENHANCEMENTS

Parish, Cluster Meetings, School-to-School, Awareness Days, LOTC, Local Community, trips, visitors, assemblies, workshops.
Integral throughout F5 teaching and learning.



St. Joseph's EYFS 2023/2024



Strengths

Everyone's SEMH key
Good Level of Development
St. Josephs Curriculum/
Foundations of St. J's Curriculum
Skills Coverage
Links to future Learning
Parental/Carer Partnership
Feedback and Support
Pupil Premium Provision
SEN/MAC Provision
Tracking & Assessment
Intake – prior to start
F5 Intake Documentation
PVI Links/Home Visits
Phased Entry
F5 to KS1 Journey
Experienced EYFS Staff
Behaviour and Attitudes of all
High Expectations of all
Quality of Teaching/Learning
Health Checks
RWI / L&S
CPD/Training
Dyslexia Friendly
Emotional Friendly School
Autism in Schools
PSHE My Happy Mind/SCARF
CoEL pivotal
Baseline
WellComm
School Readiness
Home Reading
EYFS Lunchtime Cover
Before & After School Care
School Readiness Partnerships
Well-Being throughout EYFS

Developing

New Foundation Stage Unit
Two Year Cycle
Learning Environment
Communication and Language
Vocabulary
Breadth/Progression
We are all Mathematicians
Mastery in Maths F51
New F5 Forest School [Sept 2023]
Expanding Cultural Capital
Reading Initiatives / Resources
Open Ended Learning
Choose Your Learning - Steps
Partnership Initiatives
Breadth Workshops

Our Foundation Stage

Within our Early Years Foundation Stage Unit (F51 and F52) our aim is to develop happy, confident and young citizens who are well prepared for the future, underpinned by our motto: "Happiness first, all else follows." (Aristotle)
As dedicated early years' practitioners, working together, our mission is to nurture and motivate all within our Early Years encouraging self-worth and love of life. They deserve a first-class education during their time in our Foundation Stage setting. Knowing our children as well as we do, our tailored learning starts and progresses at each child's unique level of development.

We are committed to providing the foundations of St. Joseph's School Curriculum that allows each and every child to be excited, challenged, motivated, enthused and inspired. Our unique foundations of St. Joseph's ensures each child's learning and development is consistent, progressive and cumulative both across the Early Years, transition to Year One and beyond to Year Six. We are ambitious and creative. Our children are supported to develop a thirst for learning, reach their academic potential, make friends, play fairly, laugh, love, enjoy adventures, celebrate and move to Key Stage One knowing they were part of this unique Early Years setting. Our children are "Ready, Respectful, Safe". Quality interactions with our children and being language-rich are essential to their progression.

Paramount to success is the value and importance we dedicate to the development of speech and language, planning for and supporting all to acquire and use in their everyday a vast and growing vocabulary with breadth and depth of everyday words, general academic and literacy words and subject specific words.

We promote and live by our "Caring, Sharing and Helping", mantra excelling together in our warm, happy, safe, fun environment both indoors and out, with outdoors being our "Classroom without walls."

Play is an essential part of our day, together with focused teaching.

"Play is the highest form of research." (Einstein)

"Play is the only way the highest intelligence of humankind can unfold." (Chilton)
Our Foundations of the Curriculum, sequenced yet flexible, weaves characteristics of effective learning, knowledge, skills and understanding and responds to each cohort's interests and needs. Through this child-centred Curriculum, we intend to develop life-long learners, preparing our children for life developing within them values of resilience, self-awareness, passion, excellence, communication and team work through our RESPECT framework. Communication and language, together with health and well-being, underpins all we do. Our Curriculum will inspire, enthuse and educate our children to help them to prepare for life in modern Britain and beyond.

We seek to ensure are children are book lovers, mathematicians, explorers, problem solvers, public speakers, leaders, musicians, creators, inventors, scientists, sports people, role models. We nurture them as they develop their imagination, independence, confidence, resilience, pride, faith and spirituality. Each practitioner teaches like a champion, with high aspirations for all children to achieve "We dive for pearls" ensuring greater depth, regardless of differences in ability, social background, culture, race, gender or disability, they all achieve equal success whilst being unique. We recognise and value each practitioner's uniqueness and strengths, working closely together and supporting each other.

Continuous professional development is proactive and a priority, with a solid understanding of pedagogy and Early Years, ensuring our children benefit from our team of highly qualified passionate and dedicated practitioners. Our strong, positive and supportive partnerships between peers and children and staff, with parents/carers and the wider community, are also an essential part of our success.

EYFS Team

41 children

F51: 18 Boys 8 Girls 10

17% Autumn 50% Spring 33% Summer

F52: 23 Boys 16 Girls 7 52%

Autumn 31% Spring 17% Summer

EYFS Governor - L. Eaton

EYFS Lead - Mrs Watson

Mrs Watson - F51 Teacher [5 days]

Mrs Sellstrom - F52 Teacher [3 days]

Mrs Price - F52 Teacher [2/3 days]

Mr Ramsbottom - TA [3 days]

Miss Ashworth - TA [1 day]

Mrs Brooks - Lunch Welfare

GLD

[Good Level of Development at end of EYFS]

2022/2023	83%
2021/2022	76%
2020/2021	79%
2019/2020	90%
2018/2019	90%
2017/2018	95%
2016/2017	87%
2015/2016	87%
2014/2015	83%

Moderation

Meetings/Subject Leaders/SL, School to School/ Clusters Groups, School Improvement Partner, School always invested in purchasing external moderation, which means that pupils' outcomes have been robust. [No longer LEA available.]

Transition

Nursery 2022/2023:

88% to St. Joseph's F52

2 children moved to older sibling's school

Reception 2022/2023:

100% to St. Joseph's Y1

With our children's well-being and successful transition so important to us all in EYFS, our thorough 'Starting School' Journey through F51/Moving to KS1 is tailored to each child's needs. We are proud on how our new children settle so quickly as part of our St. Joseph's family and move on happily to the next phase of their educational journey.

Parental/Carer Partnership

Open Door

New letters - School and F5

Home Challenge/Home Learning Grid

Seesaw

Stay & Play (Nov & March)

Workshops, incl. Reading, Writing, Number

Boo Books/Boom Reading/Online reading

Number at Home

EYFS Celebrations & Events

Assemblies

Family Engagement Projects

Themes Boxes and Bags

Parish and Community Links

Fun and Fund Raising Events (Caritas, RSPCA, Bury Hospice)

Independent Voice

Pupils get off to a very strong start in EYFS and therefore they are very well-placed to build on these achievements in Years 1 and 2.

Continuous provision is well set up.

The TAs are well deployed and there is a wide range of learning opportunities.

Very good partnerships are developed with parents which helps pupils settle into school well.

Good communication with parents builds on the productive partnership.

Early identification and intervention of SEN pupils ensures their needs are well met.

Excellent teaching is observed in both Nursery and Reception.

High expectations and high levels of challenge.

Extended family. There is a genuine 'open door' policy.

[* Independent Teaching & Learning Review Feb 2019/Health Check Nov 2021]

Child Voice (March 2023/Intake 2023)

I like playing with my friends. (OF)

The teachers help me. (AF)

Is it Monday yet? (AA/mum)

We have fun. (LT)

I like all the books we read. (AW)

We play with each other lots. (HW)

We do caring and sharing and helping. (FC)

I am coming every day! [EP]

I have new friends. [KD]

I love my classroom. [RR]

You're kind. [MO]

Parent/Carer Voice (S&P March 2023/Intake 2023)

We are blessed to have our children in Nursery and Reception, we could not have asked for a better start for our children. (COC)

She absolutely loves this school which is amazing.

Thank you for all your hard work, care, support. (DK)

He has blossomed into such a happy, confident boy – the once shy boy. (PH)

Thank you for your continued support ... you're all amazing. (FC)

He is extremely happy and confident and that is down to the safe, nurturing environment that has been created by you. (FX)

... patient, kind, caring – she absolutely loves it. (AA)

... helping her grow and gain lots of confidence. (SL)

She has made outstanding progress both academically and socially. Thank you for supporting and nurturing my little girl. (FT)

He's come on so much, both physically & mentally. (CO)

He has come on leaps and bounds. (JH)

We are so glad we chose the Nursery, he has settled in so well and absolutely loves coming in everyday and the progress he has already made. (OW)

I can't believe how well he has settled – thank you for all you have done to ensure this [DL]

I am pleased to see the development of the Unit at St. Josephs. [LS]