

# Early Years Foundation Stage (EYFS) Policy

## 1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

## 2. Legislation

All Saints' Catholic Primary School

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies from September 2021](#).

## 3. Structure of the EYFS

Our EYFS consists of one Nursery class and one Reception class. Nursery sessions are held each morning from 8.45am – 11.45pm, Monday to Friday, with a maximum intake of twenty-six children. Reception class has a maximum intake of thirty children. The children have daily opportunities for structured and free-flow play, both in the indoor and outdoor classroom. Pupils will also regularly visit the garden and field facility. This time is supported by an adult, who acts as a facilitator to the child's learning.

## 4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 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

## 4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also consider the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

## 4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for Year 1.

## 5. Assessment

At All Saints', ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also consider observations shared by parents and/or carers verbally and uploaded on Tapestry.

Within the first 6 weeks that a child **starts Reception**, staff will administer the Reception Baseline Assessment (RBA).

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

## 6. Working with parents

We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. Parents receive half termly newsletters and weekly updates on the online learning journey, Tapestry to inform them of what their child is learning in school and to explain how they can support this at home. Parents enjoy using Tapestry to engage in their child's learning and share experience from home. Staff also encourage parents to share significant things that have been happening at home and share what their children have achieved outside of school- all of which contribute towards the on-going assessments of the children. In order to encourage home learning at home, parents can view their child's home learning activities on Tapestry and also children are given a homework book. Parents are kept informed of their child's daily activities and school news through- A reading record, Tapestry, text messages, twitter and the

school website and Facebook pages. We regularly communicate with parents regarding their child's achievements, needs and support. Strategies to include and inform parents include 'Stay and Play' sessions, phonics workshops, reading records, craft sessions, 'Stay and Pray', class pages on the website and an open-door policy'. An open-door policy is offered to parents to ensure communication links are strong with home and school. A Parents' Evening is offered in October and March. An annual report is sent home to parents in order to inform them of their child's progress, attainment and effort. Intervention Support Plans are shared with parents, for any children who may need additional support, with advice on how parents could help their child at home.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

## 7. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years by

- Providing healthy eating activities through cooking and baking.

- Encouraging Reception to take part in the daily mile each day.

- Offering a healthy snack each day. Nursery have milk each day

- The importance of brushing your teeth

- Talking to the children about what effects exercise and healthy eating have on our body

- Inviting visitors such as the school nurse and the local dentists into school.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.