



ST. ALBAN'S
Catholic Primary School

St. Alban's Catholic Primary School

Early Years Foundation Stage (EYFS) Policy

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Signed by the Governing Body:	Mr Alan Grant (Chair)
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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.
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2. Legislation

This policy is based on requirements set out in the **statutory framework for the Early Years Foundation Stage (EYFS)** for 2023.

3. Structure of the EYFS

St. Alban's Catholic Primary School is a one form entry school so we can accommodate 30 children. There are always two members of adults in the classroom. School starts at 8.45am and ends at 3.10pm.

4. Curriculum

At St. Alban's Catholic Primary School, we adhere to The Statutory Framework for the Early Years Foundation Stage September 2022. Within this framework there are four guiding principles which shape our practice.

These are:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Children develop and learn at different rates. The framework covers the education and care of all children in early years' provision, including children with special educational needs and disabilities (SEND).

We want our pupils to leave the early years as happy, confident, resilient learners who are kind to others and care for their environment. They will feel safe and secure which will enable them to engage in learning and work independently or collaboratively. We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their own true potential.

Weaving throughout the EYFS curriculum at St. Alban's Catholic Primary School there are three characteristics of effective learning:

- Playing and exploring - children investigate and experience things, and 'have a go'.
- Active learning - children concentrate and continue trying even 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.

These elements underpin how we reflect on each child's development and adjust our practice accordingly. Supporting children in their individual learning behaviour and observing the context of children's play is essential. The EYFS framework includes seven areas of learning that are equally important and inter-connected. Three of these areas are known as the prime areas and 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 the four specific areas:

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

These four areas include essential skills and knowledge to enable children to participate in society successfully

5. Planning

Our 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 take into account 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.

Settling in Period/Transition:

The transition from Nursery/childminders to Reception occurs over a period of days. These transition periods allow the children to settle in and adjust to routines, rules and the school environment. It also allows staff to get to know the children in a smaller group, and begin to observe and assess the children.

In June/July parents are invited in to school for an induction evening. Parents are given the chance to talk to and ask questions to the class teacher, head teacher, SENDCO and family support worker.

Parents and children are then invited in for a teddy bears picnic event. This allows the children to meet their new teacher, teaching assistant, head teacher and other members of staff they will be working with. Children will also be given the chance to meet with their new friends.

The class teacher will conduct nursery visits in the summer term before children begin. This gives a chance for the children's new teacher to find out information they may need to know before the children start school.

During the first academic week in September, the class teacher and teaching assistant will conduct home visits for all children. This is a vital part of our transition period. Teachers have the chance to get to know children in their own environment on a 1 to 1 basis. This also allows for 1 to 1 conversations with the child's parents/careers and for them to express any concerns that they may have before the child starts school.

Intake of our children in September is staggered over the period of a week, with smaller groups of children attending at different times. All children are full-time from the end of the first week.

6. 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.

Religious Education in our school

Religious Education in our school is a highly-valued core aspect of the curriculum. Religious Education lessons in all classes take up a minimum of 10% of the class timetable, in addition to daily prayer, the celebration of Mass and weekly assemblies. At St. Alban's, the primary aims of our Religious Education curriculum is to help our children to develop an understanding of the Catholic faith and to use the teachings of Christ to set an example in pupils' lives. . There are numerous cross-curricular activities that deepen the children's understanding that stem from Religious Education lessons, such as drama, writing, I.C.T, art and music. Thus our children have a diversity of experience that support their development and understating of their Catholic faith.

7. Assessment

A completed EYFS Profile consists of 17 items of information: the attainment of each child is assessed in relation to each of the 17 Early Learning Goals descriptors, (ELGs). For each ELG, practitioners will judge whether a child is meeting the level of development expected at the end of the Reception Year or not yet reaching this level (emerging).

The primary purpose of the EYFS Profile is to provide a reliable, valid and accurate assessment of individual children at the end of the EYFS. The primary uses of EYFS Profile data which have informed the development of the Profile are as follows.

- To inform parents about their child's development against the ELGs,

- To support a smooth transition to Key Stage 1 by informing the professional dialogue between EYFS and Key Stage 1 teachers,
- To help Year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

Ongoing assessment (formative assessment) is an integral part of the learning and development process. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. Each child in EYFS has a record of their learning and progress. Written notes may be kept for children during adult led activities. Children's work can be recorded in a range of ways including books, photographs and practical recording.

8. Working with parents and carers

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We do this by:

- Inviting all reception parents and their child to visit our foundation learning environment in the Summer term, for an induction meeting and teddy bears picnic.
- Holding open mornings where parents can tour the school and see the EYFS classes in action.
- Running various curriculum workshops (such as English or Maths evening) for parents to understand the EYFS curriculum and how they can support their children at home.
- Offering parents opportunities to talk about their child's progress through parent teacher Consultations. Parents are also able to look through the children's learning achievements at these meetings.
- Encouraging parents to talk to the child's teacher if there are any concerns.
- parents receive a report on their child's attainment and progress at the end of each school year.
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: sports day, school masses, special celebrations, dress-up days, book week, etc.

9. Safeguarding and welfare procedures

We recognise that children learn best when they are healthy safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

We promote good oral health, as well as good health in general, in the early years by for example by talking to children about:

- The effects of eating too many sweet things,
- The importance of brushing your teeth.

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy.

10. Monitoring arrangements

This policy will be reviewed and approved by the governing board on an annual basis. Please see Appendix 1.

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Intimate Care	See intimate care policy and plan
Procedure for dealing with concerns and complaints	See complaints policy