



St. Joseph's Catholic Primary School

Early Years Foundation

Date of Approval	20 th November 2023
Date of Next Review	20 th November 2025
Review led by	EYFS Leader
Approved by	SLT
This policy should be read in conjunction with the following documents	Child Protection Policy Health & Safety Policy Intimate Care Policy
Notes	



MISSION STATEMENT

St Joseph's Catholic Primary School strives to promote the education and development of all our children.

Learning through the love of Jesus Christ and empowered by his example, we celebrate our uniqueness and our distinctive gifts.

Growing in our Catholic faith we have high aspirations for all.



Aim high, live and learn with Jesus, everyone welcome



St Joseph's Catholic Primary School

Early Years Foundation Stage Policy

As an integral part of our Catholic philosophy we believe that children in their early years are entitled to high quality care and educational provision as evidenced in our Mission Statement. Through a carefully planned curriculum children should be enabled to develop their spiritual, physical, emotional, social and intellectual abilities. This is to be achieved in conjunction with: The Early Years Foundation Stage (EYFS) – “Setting the standards for learning, development and care for children from birth to five.”

The EYFS is given legal force through an Order and Regulations made under the Childcare Act 2006. A revised version of the EYFS Statutory Framework and Practice Guidance document was published on 19 May 2008, and from September 2008 it became mandatory for all schools and early years providers in Ofsted registered settings attended by young children – that is children from birth to the end of the academic year in which a child has their fifth birthday. A new EYFS Framework was published in September 2012, following a review by Dame Tickell. A further updated EYFS Framework was published in March 2021 and became effective in September 2021.

The EYFS Themes and Principles

The EYFS is based around four themes. These are:

- **A unique child**
- **Positive relationships**
- **Enabling environments**
- **Learning and development**

Each theme is linked to an important Principle:

A unique child

Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

Positive relationships

Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.

Enabling environments

Children learn and develop well in enabling environments in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.

Learning and development

Children develop and learn in different ways. The framework covers the education and care of all children in early years provision including children with special educational needs and disabilities.

Aims

In the EYFS education should:

- be planned with the needs of the children in mind. It should be child centred allowing the children opportunities to direct their own learning;
- promote autonomy: enabling children to do things for themselves; to have the access to the resources they need; to develop confidence and a positive self-image, independence and responsibility within a supportive environment;
- take into account what has come before and what will come next;
- be underpinned by skilful and insightful interaction with adults;
- make children want to learn by providing them with opportunities to succeed;
- be accessible to all children regardless of ethnicity, culture, religion, home language, family background, gender or ability.

Objectives

Through play, in a secure environment with effective adult support, children can:

- explore, develop and represent learning experiences that help them make sense of the world;
- practise and build up ideas, skills and concepts;
- learn how to control impulses and understand the need for rules;
- be alone, be alongside others or cooperate as they talk or rehearse their feelings;
- make choices, take risks and make mistakes;
- think creatively and imaginatively;
- communicate with others as they investigate or solve problems;
- express fears or relive anxious experiences in controlled and safe situations.

Curriculum

There are seven inter-connected areas of learning and development. There are three prime areas and four specific areas, through which the three prime areas are strengthened and applied. Linked to these areas are the *Characteristics of Effective Learning* where Practitioners must reflect on the different ways that children learn.

Area of Learning and Development	
Prime Areas	Specific areas
Personal, Social and Emotional Development	Literacy
Physical Development	Mathematics
Communication and Language	Understanding the World
	Expressive Arts and Design
Characteristics of Effective Learning	
Playing and Exploring - engagement	<ul style="list-style-type: none">• Finding out and exploring• Playing with what they know• Being willing to 'have a go'
Active learning – motivation	<ul style="list-style-type: none">• Being involved and concentrating• Keeping trying• Enjoying achieving what they set out to do
Creating and thinking critically – thinking	<ul style="list-style-type: none">• Having their own ideas• Making links• Choosing ways to do things

All areas of Learning and Development are of equal importance and are delivered using a holistic approach. This delivery is achieved through planned, purposeful play, with a balance of adult-led and child-initiated activities. Each term different themes are planned, taking each of the seven areas into account. RE topics are planned for separately.

Role of staff

The class teacher is the key worker for each child, however we aim for all adults who work in the Early Years setting to form good relationships with all the children and their parent / career. All staff are responsible for recording observations of children in their learning and working on their next steps with them.

Baseline Assessment

A statutory Reception Baseline Assessment (RBA) which became effective in September 2021, is carried out in the first six weeks in which a child starts reception. It is used alongside other assessments gathered by the Teachers during the first six weeks.

On-going assessment and record keeping

EYFS assessment builds a picture of each child's development, interests and needs, ensuring Practitioners are able to support their progress. Assessment is on-going and an integral and routine part of learning and teaching; it is formative and based on the children in action, their self-chosen play, as well as planned activities. All adults record observations of the children in their learning.

Assessments should be used to plan experiences for individuals and groups of children, building on the strengths of what the children can do, and identifying the next steps for a child's learning and development. The record should also be used to discuss the progress of children causing concern with the SENCo with reference to the Code of Practice.

St Joseph's uses the Development Matters document to assess which stage of development each child has reached.

Assessment at the end of EYFS

Each child's level of development must be assessed against the early learning goals. Practitioners must indicate whether children are meeting expected levels of development, or not yet reaching expected levels ('emerging'). This is the EYFS Profile.

The EYFS Profile must be completed for each child in the final term of the year in which the child reaches age five, and no later than 30 June in that term. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile must reflect: ongoing observation; all relevant records held by the setting; discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Year 1 teachers must be given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. These should inform a dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assist with the planning of activities in Year 1. A report on progress is also shared with parents and carers.

Parents as Partners

We value the contribution that our parents and carers make to their child's learning and take every opportunity to work in collaboration with them.

- We hold a transition meeting for new parents in the summer term prior to their child starting school, where we outline daily routines and expectations. Parents are given a 'book bag' for their child for when they start school.
- Parents can sign up for a 30 minute tour of the school with their child at a later date in the summer term.
We visit parents and their child at the beginning of the autumn term in their home.
- At the beginning of the autumn term, parents are welcome to come in and settle their child at an activity for the first 20 minutes each day up until half term.
- We have a '6 weeks in' parent meeting at the end of the first half term
- Each term we publish a curriculum outline to inform parents of what their child will be learning at school.

- In the Autumn and Spring Term we hold parent consultations and in the Summer term we send home detailed reports.
- We welcome contributions from home and encourage parents to send in 'Wow moments' related to any area of development of their child. These are shared with the class and kept in the child's learning journey.
- Monthly parent workshops take place in the Spring Term.

Transition from Pre-school

We work closely with our Parish pre-school, St Paul's, to ensure that the children make a smooth transition to school and have contact with them throughout the year.

Autumn Term

- We hold a transition meeting with St Paul's staff to see what went well the previous year.
- The pre-school supervisor comes to visit the children in their new school setting in the first half term.
- The reception children visit the pre-school children near to Christmas. The pre-school children then come and watch our Christmas Play.

Spring Term

- The pre-school children join us for a walk in our woods and we plan a relevant activity for them to do together.

Summer term

- The pre-school children visit the reception classes in small groups with their key worker.
- The EYFS teachers visit the pre-school and other pre-school settings, spending time with the children and their key workers.
- The children come and visit their class and have a story with their teacher.

Health & Safety and Safeguarding

We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks.

The Early Years classes have their own toilet facilities and we teach children the importance of hygiene and hand washing.

Children under five receive free milk and all children receive free fruit from the Government scheme. Reception children are eligible for free school meals or can choose to bring in a healthy packed lunch.

Members of staff use school iPads to take photographs and videos of the children as evidence of their learning. In addition, an app for gathering observations is used on the school iPads. The observations are printed off and placed in learning journals, on class displays and on the school website. At the beginning of the academic year, all parents are asked to state if they give permission for their child's image to be used on the school website.

For further details please see our school Safeguarding Policy, Health and Safety Policy, Intimate Care Policy and Child Protection Policy.

October 2023