

Early Years Foundation Stage Policy

St Joseph and St Bede RC Primary School



With **Christ** at the
centre, our *Dream*
is for **greatness** in our
learning, to
Believe in our
unique talents, to be
Guardians of
life & creation
and to *Achieve*
a better world, by
living life to the full.

Approved by:

Mrs S. Prince and Curriculum, Standards and
Welfare Committee

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Rational

“Every child deserves the best possible start in life and support to their full potential. A child’s experience in the early years has a major impact on their future life chances. A secure safe and happy childhood is extremely important, and it provides the foundation for children to make the most of their abilities and talents as they grow up. The Early Years Foundation Stage is the framework that provides that assurance.”

Good Early Years education is of great importance for every child. In line with the Mission Statement the school endeavours to provide effective learning and care for all the children in the Foundation Stage, working in partnership with parents so that each child can reach their full potential.

The Early Years Policy covers admission into Nursery, the Reception Year and transition into Year 1

1. Aims

- To encourage the children to become independent and self confident within a secure and happy school community which promotes Christian values.
- To foster and promote an understanding that the feelings, needs and beliefs of others are treated with respect and to encourage the development of good relationships with adults and peers.
- To ensure that each child has access to a broad, balanced curriculum in line with Early Years Goals to provide the opportunity for effective development in language and literacy, mathematics, understanding the world, physical and expressive arts and design, and encourages personal, social and emotional development.
- 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

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

We have a Nursery and two Reception classes.

In Nursery we have 26 places and offer a mixture of full and part time places. If we are under numbers we accept a January intake of 'rising threes' once they have turned three. We have a teacher and a TA in Nursery.

In Reception we have a PAN number of 45, these are split between two classes. Each class has a teacher and a TA.

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 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.

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.

4.3 The Learning Environment

We aim to provide a well planned and well organised environment to give children rich and stimulating experiences. This provides the structure for teaching within which children explore experiment, plan and make decisions for themselves, thus enabling them to learn, develop and make good progress.

The EYFS is organised to allow children to explore and learn securely and safely. The classroom is set up in areas of provision, where children are able to find and locate equipment and resources independently. The EYFS has its own outdoor area. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children to explore using their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all 6 areas of learning. Children have access to outdoor provision at all times throughout the day, there is always a member of staff outside so children can access the outdoor area.

5. Assessment

At St. Joseph & St. Bede, 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 take into account observations shared by parents and/or carers. Learning is logged through an online learning platform called Tapestry. This enables practitioners to observe pupils and upload learning into an online learning journey, this may include photos, videos or notes and practitioners can attach statements that the learning covers. This can be shared with parents who have their own log in to Tapestry and are able to add their own at home learning with staff.

Children are assessed on entry to Nursery in liaison with the parents. They are then assessed again in February and finally on exit from Nursery. This data is inputted into Integris. Within the final term of Nursery, we provide a written summary to parents, reporting their progress thus far and state where children are working against the Development Matters statements. Children's learning in regards to Characteristics of Effective Learning is reported to parents at the end of the year. We give a reasonable opportunity for the parents to discuss these judgements with the EYFS teacher.

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 recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

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.

Links between home and school are encouraged through the following:

- Both Nursery and Reception encourage parents to visit the settings prior to the child attending.
- Informal open evenings are held twice a year in Nursery in order for parents to discuss with the staff the Early Years curriculum, allay any concerns and find ways of settling the child into a new environment.
- An open evening and a 'taster session' are held for Reception parents to help ease transition from Nursery to Reception.
- Parents are provided with an information booklet that indicated how the child might make the transition more easily.
- 'Stay and Play' sessions are held across the year to welcome parents into the setting.
- A letter is sent to prospective pupils due to start school.
- Parents are invited to join Tapestry, where they are able to view their child's online profile and they are encouraged to comment on their child's learning from home.
- Each child has a home/school diary, in which parents as well as teachers are able to write a comment.
- Mystery Readers where parents come in to read with their child's class.
- There is a parents evening twice a year (YR)
- There is a parent drop-in session twice a year (YN)
- An annual report and FSP is written for each child (YN&R)
- An open invitation is sent via school newsletters and Parent Hub for school Masses, concerts, fund raising activities, assemblies and other events.
- Staff are available to discuss concerns about children before and after school informally or at a mutually agreed time.
- Parents are encouraged to become 'helpers' in the class under the supervision of the teaching staff.

7. Safeguarding and welfare procedures

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

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

If you have introduced/want to introduce supervised tooth brushing,

We follow [statutory guidance](#) for safety around supervised tooth brushing.

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

Transition

Transition from Nursery to Reception

Parents are invited to an open evening in the summer term. Following the open evening, children and parents are invited to a 'taster' session where they can look around the classrooms, meet the staff and parents have an informal meeting with the head teacher. Alongside this are informal sessions where children spend time in Reception throughout the term and the Reception teachers spend time in the Nursery zone working alongside the children in an informal environment. Nursery and Reception also share the outdoor area so have had contact with all members of the Reception team.

Nursery data from Target Tracker is passed along to the Reception teacher. Reception and Nursery staff meet to discuss children.

Reception children start school part time, with one half starting in the mornings then the second half starting in the afternoons. A staggered start helps the children to settle in.

Transition from Reception to Year One

Children have two 'move up' sessions and the year one teachers spend time with the children in class. Extra transition sessions are in place for those who may need it.

Information that is passed on to the next teacher –

- EYFS Profile Scores
- Integris and Hello Data, data
- Reports
- Provision Maps
- Writing book (most up to date one)
- Assessment files – numeracy, reading, and phonics.
- Phonics tracker

A meeting is held with the Reception teachers and the year one staff to discuss children and help ease transitions.