

	Name of Policy	Early Years Foundation Stage (EYFS) policy.
	Name of School	St. Joseph's Catholic Primary
	Policy review Date	December 2019
	Date of next Review	December 2022
	Who reviewed this policy?	

It is our intent that the children who enter our EYFS develop physically, verbally, cognitively and emotionally whilst embedding a positive attitude to school and learning. We believe that all children are unique and should be valued as so. Our learning is mostly child initiated and we consider the individual needs of each child when we move learning forward in that moment. Children learn best through play and their own interests, and they need continual access to inside and outside learning. We understand that all children learn differently, and we have provided a wonderful learning environment to support all types of learners.

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1. RATIONALE

This policy outlines the teaching, organisation and management of the Early Years Foundation Stage at St Joseph's Catholic Primary School.

"Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up". Statutory Framework for the Early Years Foundation Stage, September 2014.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception Year. At St Joseph's we believe that early childhood is the foundation in which children build the rest of their lives and we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development.

We are committed to underpinning our provision with the four themes of the Early Years Foundation Stage:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

2. 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
- Close partnership working between staff and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

3. LEGISLATION

This policy is based on requirements set out in the [2017 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

4. STRUCTURE OF THE EYFS

The EYFS has 60 4/5-year olds. There are 2 classes of 30 children and an outside learning environment. In addition to the two class teachers each class has a full-time equivalent teaching assistant.

5. CURRICULUM

Children are born with a natural desire to explore and learn, and we can support them in this. We do this by creating an enabling environment (both physical and emotional) and through the relationships and interactions that the children experience. **We do not plan ahead**, rather we remain “in the moment” with the children as they explore and learn. We observe carefully and enhance the learning whenever we spot a “teachable moment”. Our observations, interactions and the outcomes are recorded afterwards.

Our early years setting follows the curriculum as outlined in the 2017 statutory framework of the EYFS.

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

Planning

In Reception we implement Planning in the moment. The majority of our daily learning is child initiated and children learn through their own interests. The professional staff use observations and assessment to move children’s learning on in that moment. In guiding learning staff consider how each child learns best. The Characteristics of Effective Learning underpin learning and development across all areas and support the children to remain effective and motivated learners. We complete retrospective planning sheets to support ideas and daily formative assessment. The retrospective planning informs ideas for future learning. This is often linked to Understanding the World and Expressive Art and Design. Planning is in place for discrete lessons in phonics, Maths, R.E and shared reading/writing

Teaching

Each area of learning and development is implemented predominantly through child led purposeful play, and through a mix of adult-led discrete lessons. Staff respond to each child’s emerging needs and interests, guiding their development through warm, positive

interaction. Each interaction is a learning opportunity and in that moment the adult moves the child's learning on. Children have access to both the inside and outside learning environment.

Teaching of discrete lessons can be whole class or in groups.

Training

We have regular team meetings to moderate all the children's development. All EYFS staff are kept up to date with new initiatives and training. They also visit other schools and have whole school training.

The Reception class teachers attend regular and various CPD, including meetings with other EY teachers to moderate judgements.

6. ASSESSMENT

At St Joseph's ongoing assessment is an integral part of the learning and development processes. We undertake comprehensive baseline assessment in the first half term. Parents are included in this assessment and have meetings to discuss their child's strengths and needs in the first weeks of term. Staff continually observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future ideas for planning for each child and for the whole class. Staff also consider shared by parents and/or carers.

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
- Exceeding expected levels or,
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

We have regular Pupil Progress meetings with STT to discuss progress and attainment.

TRANSITION INTO KS 1

We have a thorough transition meeting with Year 1 colleagues and in the Summer term the Reception children have opportunities to visit the Year 1 environment and playground.

7. 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 are invited to a meeting before their child starts school. We gather information about the child's interests, and it is an opportunity to discuss any concerns the parents may have. The parents also attend meetings led by the Head teacher in the term before their children start school.

We run a curriculum meeting in the first 3 weeks of term to provide information on all areas of learning. We also recommend pertinent web sites and other resources that will support the children's learning at home.

Parents and/or carers are kept up to date with their child's progress and development. They share updates on children's interests and development. We hold parent focus meetings 3 times a year and parents attend regular Stay Play and Learn Sessions. In these sessions we run phonic and maths workshops. We send a weekly newsletter informing them of the week's work in class.

8. SAFEGUARDING AND WELFARE PROCEDURES

Our safeguarding and welfare procedures are outlined in our safeguarding policy. In our EYFS we record all accidents in our medical book. Forms are sent to parents with an explanation. Parents are phoned about bumps to the head and other serious accidents. These are reported to the school office as well.

9. MONITORING ARRANGEMENTS

This policy will be reviewed and approved by the EYFS Lead and Assistant Head Teacher every 3 years.

At every review, the policy will be shared with the governing board curriculum committee of the full governing body.

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 safeguarding and child protection policy. http://www.st-josephs-upminster.net/wp-content/uploads/2019/05/Intimate-Care-Policy.pdf
Procedure for responding to illness	
Administering medicines policy	See Supporting Pupils with medical Conditions policy. http://www.st-josephs-upminster.net/wp-content/uploads/2020/02/Supporting-pupils-with-Medical-Conditions-Policy.pdf
Emergency evacuation procedure	This is school information only due to the sensitive information it contains.

Statutory policy or procedure for the EYFS	Where can it be found?
Procedure for checking the identity of visitors	See Safeguarding and Child protection policy http://www.st-josephs-upminster.net/wp-content/uploads/2020/01/Safeguarding-and-Child-Protection-Policy-2019-20.doc.pdf
Procedures for a parent failing to collect a child and for missing children	See Attendance Policy http://www.st-josephs-upminster.net/wp-content/uploads/2020/02/Attendance-Policy-2018.pdf
Procedure for dealing with concerns and complaints	See Complaints Policy http://www.st-josephs-upminster.net/wp-content/uploads/2013/11/Complaints-policy.pdf
Attendance/Absence Procedures	See Attendance Policy above.