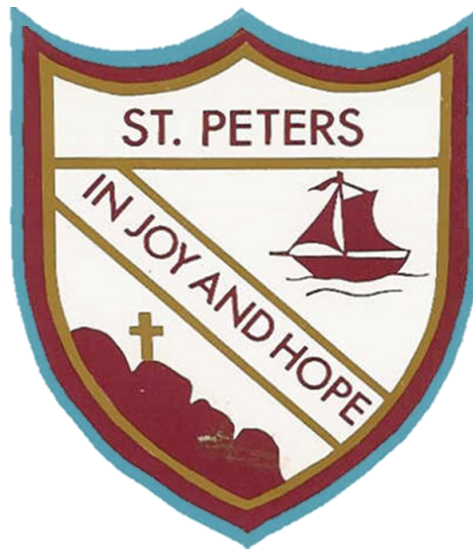


St Peter's Catholic Primary School



Early Years Foundation Stage (EYFS) Policy January 2024

Pending Governor Review: March 2024

Chair of Governors Signature _____

Overarching principles At St Peter's Catholic Primary School

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At St Peter's Catholic Primary School, children can join our Preschool class during the term after they have turned two years old. Part time and full-time places are available depending upon demand and availability of places.

Children then move up into our F1 class when they are three years old and if they are socially and emotionally ready. Children then join our Foundation 2 class in the year that they turn five years old. In partnership with parents and carers, we enable the children to begin the process of becoming active learners for life.

We believe that children deserve the care and support they need to have the best start in life. We endeavour to ensure that children learn and develop well and are kept healthy and safe. The EYFS is about what children learn, as well as how they learn. We believe that effective practice is a mix of different approaches. Children learn through play, by adults modelling, by observing each other, and through adult-guided learning.

The main four principles of EYFS:

- A unique child – a child who is constantly learning and can be resilient, capable, confident, and self-assured.
- Positive relationships – supporting the children in becoming strong and independent.
- 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.
- Learning and developing – An acknowledgement of the importance of learning and development and that children learn in different ways and at different rates

A Unique Child

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/ sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

Inclusion/Special Educational Needs (SEN)

All children and their families are valued at St Peter's Catholic Primary School. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special and additional needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and our school SENCo team is called upon for further information and advice. Appropriate steps are taken in accordance with the school's Inclusion policy for SEN.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and acting to provide support as necessary.

- In order to accommodate the individual's particular learning style lessons will be planned wherever possible in a multi-sensory way so that the various activities will cater for all pupils in the spirit of inclusion. There will also be a consideration of how to record lesson outcomes so that the pupil is offered a variety of methods and is not inhibited by any specific difficulty.

Welfare

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (See Whole School Safeguarding Children Policy)

"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" (Statutory framework for the early years foundation stage September 2023)

At St Peter's Catholic Primary School, we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage September 2023. We understand that we are required to:

- Promote the welfare and safeguarding of children.
- Develop positive relationships between children with the adults caring for them. T
- Promote good health, preventing the spread of infection and taking appropriate Action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure the suitability of adults who have contact with children; promote good health; manage behaviour; and maintain records, policies and procedures.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

Positive Relationships

At St Peter's Catholic Primary School, we recognise that children learn to be strong independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

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 through:

- talking to parents about their child before their child starts in our school;
- the children have the opportunity to spend time with their teacher before starting school during transition sessions
- supporting children through transition from Preschool into F1, F1 to F2 and F2 into year 1.
- inviting all parents to an induction meeting during the term before their child starts school
- encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents twice a year at which the teacher and the parent discuss the child's progress. Parents receive a written 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: stay and share sessions, celebration assemblies, school visits, parent workshops, VLE

- providing parents an opportunity to celebrate their child's learning and development by communication on Tapestry, online learning journal.
- ensuring all parents know who their child's teacher and teaching assistant is, and key worker
- by providing meetings where parents are able to discuss any concerns.

Enabling Environments

We aim to create an attractive and stimulating learning environment where children feel confident and secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision focused on the 7 areas of learning of the EYFS. Each Early year's room has its own outdoor space.

Effective learning builds and extends upon prior learning and following children's interest. We aim to alter child's long-term memory and make learning stick. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. These observations are recorded on Tapestry Online Learning Journal, and in subject workbooks.

Learning and Development

The EYFS learning and development requirements for group and school-based providers are made up of the seven areas of learning and development, as set out in the educational programmes described below.

The Three prime areas are particularly important for learning and forming relationships. They build a foundation for children to thrive and provide the basis for learning in all areas. The three prime areas are;

- Communication and language
- Physical development
- Personal, social and emotional development.

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The four specific areas, which help strengthen and develop the three prime areas, and ignite children's curiosity and enthusiasm. The **four specific areas** are;

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

In reception year, teachers and practitioners will also utilise the early learning goals which summarise the knowledge, skills and understanding that all young children should have gained by the end of the EYFS.

Key person

Each child is assigned a key person. Children need to build an attachment with their key person for their confidence and well-being. We inform parents and/or carers of the name of the key person, and explain their role when a child starts attending a setting. A key person's role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents and/or carers. They also help families engage with more specialist support if appropriate.

Planning and assessment

Our curriculum is ambitious for all children. We consider the individual needs, interests, and development of each child in our care. They use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development

Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults.

When assessing whether an individual child is at the expected level of development, practitioners draw on their knowledge of the child and their own expert professional judgement. Through careful ongoing assessments and observations, including information provided by parents and other settings, children's development levels are assessed. If a child's progress in any prime area gives cause for concern, staff will discuss this with the child's parents and/or carers and agree how to support the child. This may also include a discussion with the SEND teacher in order to access Special Educational Needs support. Practitioners keep parents and/or carers up to date with their child's progress and development through an online learning journal, written reports and parent evenings.

Lesson plans, Provision planning (enhanced and linked provision) and adult and child led activities will reflect on the different ways that children learn and reflect these in their practice. At St Peter's, we support children in using the three characteristics of effective teaching and learning. These are;

- Playing and exploring - children investigate and experience things, and 'have a go'.
- Active learning - children concentrate and keep on trying 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. We decide what we want our children to learn, and the most effective ways to teach it. Practitioners stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning.

RBA

The Reception Baseline Assessment (RBA) is a short assessment, taken in the first six weeks in which a child starts reception. The statutory guidance for the administration of the RBA is set out in Annex B of the Early year's framework January 2024. The guidance covers all intakes in reception within an academic year including during autumn, spring and summer terms.

EYFSP

In the final term of the year in which the child reaches age five, and no later than 30th June in that term, the EYFS Profile is be completed for each child. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1. Each child's level of development is be assessed against the early learning goals. Practitioners note whether children are meeting expected levels of development, or if they are not yet reaching expected levels ("emerging").

2-YEAR-OLDS

In our Early years Foundation stage Pre School, planning is tailored to meet the individual needs of two-year-olds. Practitioners working with the youngest children are expected to focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. This planning is focused on the three prime areas as the three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school. As children grow and develop ability, planning will adapt shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas.

Progress check at age 2

When a child is aged between two and three, practitioners review their progress, and provide parents and/or carers with a short, written summary of their child's development in the prime areas. If a child moves settings between the ages of two and three it is expected that the progress check would usually be undertaken by the setting where the

child has spent most time. Practitioners will discuss with parents and/or carers how the summary of development can be used to support learning at home.

We adhere to the following statement ‘ Practitioners should encourage parents and/or carers to share information from the progress check with other relevant professionals, including their health visitor and the staff of any new provision the child may move to. Practitioners must agree with parents and/or carers when will be the most useful point to provide a summary. Where possible, the progress check and the Healthy Child Programme health and development review at age two (when health visitors gather information on a child’s health and development) should inform each other and support integrated working. This will allow health and education professionals to identify strengths as well as any developmental delay and any particular support from which they think the child/family might benefit. Providers must have the consent of parents and/or carers to share information directly with other relevant professionals.’ (Early years statutory framework January 2024)

EAL

We ensure that children have sufficient opportunities to learn and reach a good standard in English language during their time in our EYFS, ensuring children are ready to benefit from the opportunities available to them when they begin Key Stage 1. When assessing communication, language, and literacy skills, practitioners must assess children’s skills in English. If a child does not have a strong grasp of English language, practitioners must explore the child’s skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay. We work in partnership with external agencies to support our children who have EAL.

RE

All children within Foundation Stage participate within Religious Education activities (unless parents request otherwise) and have a prayer area within their room. In Preschool, children learn to make the sign of the cross, simple prayers and touch on main themes. In F1 children are also taught main themes from ‘The way, the truth and the Light, liturgical prayer and attend mass. and Children in F2 and are through the syllabus ‘The Way, The Truth and The Light’ as well as attending termly masses within school. Foundation Stage children also participate in whole school assemblies.

Equal Opportunities

All members of the school are treated as individuals. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, sexual orientation, age, special educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

Health and Safety/Safeguarding

At St Peters, we have a designated safeguarding Lead and a safeguarding policy which encompasses EYFS. There are clear procedures for assessing risk (see whole school Health and Safety policy) which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment. In addition to this, an annual risk assessment is conducted of the EYFS. We implement policies and procedures to keep children safe and meet EYFS requirements outlines in the Early years Framework January 2024.

All staff are trained to understand our safeguarding policy and procedures and we ensure that all staff have up to date knowledge of safeguarding issues. Training ,made available to staff identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way. These may include:

- Significant changes in children's behaviour.
- A decline in children’s general well-being.
- Unexplained bruising, marks or signs of possible abuse or neglect.
- Concerning comments from children.

- Inappropriate behaviour from practitioners, or any other person working with the children. This could include inappropriate sexual comments; excessive one to-one attention beyond what is required through their role; or inappropriate sharing of images.
- Any reasons to suspect neglect or abuse outside the setting, for example in the child's home or that a girl may have been subjected to (or is at risk of) female genital mutilation.

Ratios

We adhere to the ratio requirements as set out in the Early Years framework January 2024.

Transition

From PVI /Feeder settings

During the summer term prior to a child's entry into Preschool, F1 and F2, the following procedures have been put into place to ensure successful transition

- Parents are invited to a meeting to ensure they know about school procedures and allocation of classes and any concerns they may want to express.
- During the summer term parents are encouraged to complete an "all about me" booklet. It is used during the autumn term to support transition and to inform planning.
- The children are invited to a half day visit to their new class. There are also opportunities for children to have several other visits via an enhanced transition.
- Children within our EYFS setting and feeder settings will have opportunities to meet their new teacher and key worker (s)
- Children requiring extra support will have additional visits via an enhanced transition, regardless of their setting.

From Reception Class to Key Stage 1

During the final term in F2, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff 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 includes on-going 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.

Each child's level of development is assessed against the early learning goals. The profile indicates whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). Year 1 teachers are 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. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1.