St Charles' Catholic Academy

# EYFS POLICY

| EYFS POLICY | | |
|---|---|---|
| AGREED:<br>JULY 2017 | REVIEWED:<br>SEPTEMBER 2025 | NEXT REVIEW:<br>SEPTEMBER 2027 |

**Our Mission at St Charles' Catholic Primary School is to…**

**LOVE, LEARN, GROW TOGETHER**

# ST CHARLES' CATHOLIC PRIMARY SCHOOL

# EYFS POLICY

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. Our EYFS unit comprises of a Nursery and a Reception class.

Our Nursery class offers morning sessions (8.40-11.50). All children are eligible to access this as part of universal funding from the term after they turn three.

Children who are eligible for 30 hours funding access full days (8.40-3.20).

Parents are able to pay for additional sessions for their children further to the universal funding within the hours of a typical school day.

Reception access full days (8.40-3.20).

The EYFS is based upon four principles:

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

**A Unique Child**

At St Charles' Catholic Primary School 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.

**Positive Relationships**

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

**Enabling Environments**

At St Charles' Catholic Primary School we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

**Learning and Development**

At St Charles' Catholic Primary School we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter connected.

**Purpose**

- To make each child's first experience of school happy, positive and fun.
- To ensure that all children feel valued and secure in the Foundation Stage setting with positive relationships between parents, carers and staff.

- To further the love of learning, develop enquiring minds and the ability to discuss, adapt and negotiate. Well-planned play and purposeful activity with challenge and enjoyment, both in and out of doors, will provide opportunity for teaching and learning. Within a well- planned, organised environment, children should be able to explore, question, test, observe, experiment, plan, make decisions for themselves and participate in activities which are planned by adults as well as those they initiate and direct themselves.

- To provide the children time to become engrossed in what they are doing, to work in depth and to complete activities in order to develop positive attitudes towards learning whilst staff need to understand how young children learn and develop, in order to observe and respond to them. Appropriate intervention can help children to become more involved in the learning process and provide opportunities for new learning and development, so that they can make progress.

- To monitor progress throughout the Early Years Foundation Stage, while taking action to identify areas of concern and provide necessary support.

- To help children develop self-control and to respect the feelings, needs, culture and the abilities of others.

**Characteristics of Effective Learning**

We ensure that the characteristics of effective learning are reflected in planning and practice. We understand that a child's individual learning characteristic will determine the way they respond to both the teaching and learning taking place in the environment. The three characteristics of effective teaching and learning identified by the EYFS 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.

**Parent Partnership**

- Parents are invited to attend the school's 'Parent Meeting' in June. Parents are able to visit the classroom to see where their child will be attending each day. A presentation will then be delivered to all parents, led by the Early Years team, where key information is shared to all families; they will all receive a welcome pack with necessary documentation to be completed and signed, and further information. Parents are encouraged to attend without their children to ensure they are able to engage as much as possible with the content.

- In September, all parents will be offered the opportunity for a home visit, where they have opportunity to tell us about their child's interests and any concerns they have regarding their child starting school.

- Settling in/'stay and play' sessions will be arranged for all children starting our setting prior to their start date to ensure they have had time to explore their class in a graduated way, increasing in duration as appropriate to each child. Children will then be given a start date to begin attending our setting.

- Stay and Play/parent workshops are schedules throughout the year with themes such as maths and phonics where parents can learn more about how these subjects are delivered in school and what they can do to help at home.

- There is an opportunity to meet the teacher again formally during Parents' Evenings throughout the academic year, where parents are able to discuss any concerns/next steps for children.

**Induction** - Reception

- There is an Induction Meeting for parents in the Summer term. They are introduced to the Early Years' Team. Here they receive an information pack and have opportunity to speak to the Head Teacher, SENCO and the Early Years team for any additional information and support.

- Before Reception children begin school, all parents will be offered the opportunity for a home visit, where they have opportunity to tell us about their child's interests and any concerns they have regarding their child starting school.

- When places are confirmed EYFS staff will attend the Local Authority transition event and make contact arrangements with any settings who were not able to attend.

- In addition, the EYFS lead and SENCO liaise with Nursery Managers and outside agencies for those children identified as having Special Educational Needs. The class teacher and the SENCO will carry out nursery visits where necessary.

- Children start school on a part-time basis for one week. After this time, the children attend school full-time. In exceptional circumstances, an allowance can be made to allow children to continue on a part time basis until they are ready to access the full time curriculum.

- All children stay for school dinners. The EYFS team stay in the dining room with the children until they are confident the children feel secure and happy.

- A gradual, well-supported induction of the various aspects of school life and its members is catered for. The children are introduced to the routines of school which require more conforming, socialising and directed learning situations than they will have experienced before.

- The routine of the day is introduced slowly, especially those aspects which take the children away from their environment, for example, whole school or Key Stage assemblies or Collective Worship.

**Induction** – Nursery

- For children starting in the Autumn term, parents can attend the same Induction Meeting for new Reception starters. They are introduced to the Early Years' Team. Here they receive an information pack and have opportunity to speak to the Head Teacher, SENCO and the Early Years team for any additional information and support.

- Children starting in the Spring or Summer term will be invited for a 'show around' by the EYFS lead who will then share copy of September's induction meeting, plus the relevant documentation and information pack.

- The class teacher will contact any previous settings to request the relevant transition documents and to share appropriate information about the child.

- The class teacher will arrange home visits for each new starter where possible

- Children are then invited for an initial visit (with parents) and two additional settling in sessions (without parents) to enable a smooth transition. Providing the child and family are happy and content, an official start date will be given.

- A gradual, well-supported induction of the various aspects of school life and its members is catered for. The children are introduced to the routines of school which require more conforming, socialising and directed learning situations than they will have experienced before.

- The routine of the day is introduced slowly, especially those aspects which take the children away from their environment, for example, whole school or Key Stage assemblies or Collective Worship.

**Key person**

In each EYFS class, the Teacher is the child's assigned 'key person'

**Curriculum**

A carefully structured curriculum is in place, based on the revised Statutory Framework for the Early Years Foundation Stage and the Development Matters Curriculum Guidance. Curriculum documents can be found on the school website.

**Areas of learning and development**

**Prime areas:**

**Communication and Language**- concentrates on listening and attention, understanding and speaking. Children are given opportunities to experience a rich language environment.

**Personal, Social and Emotional Development** – Crucial for all aspects of life which will give the children the best opportunity for success in all other areas of learning. Each child needs a positive sense of him/herself and respect for other

**Physical Development** –we provide opportunities for young children to be active and inter-active. This develops their control, coordination and movement. It helps children to gain confidence and feel positive about being healthy and active. This promotes a positive feeling of well-being and helps children understand the importance of exercise and healthy eating.

**Specific areas**

**Literacy-** children are encouraged to link sounds and letters and begin to read and write. Children are given a wide range of reading materials to foster a love of reading.

**Maths-** children are given opportunities to develop and improve their skills in counting, understanding and using numbers. They will calculate simple addition and subtraction problems and describe shape, space and measures.

**Understanding the World** – Crucial knowledge, skills, problem solving, exploring and understanding help them to make sense of the world. Foundations are developed for Science, Design and Technology, History, Geography and Computing.

**Expressive Arts and Design** – children explore and play with a wide range of media and materials. Children share their thoughts and experiences through art, music, dance, role-play and imaginative activities.

**Planning**

Planning takes place collaboratively between the Early Years team. There is a long term plan, which shows topics and learning outcomes to be covered in each term. The Medium term plan is an overview of the topic being covered. Plans include learning objectives. Short-term plans are decided on a weekly basis from observations and also taking into account the current needs of the children.

Staff observe children throughout the day which informs 'in the moment' planning opportunities and provides additional information for assessment purposes. Continuous Provision is evaluated and adapted each half term based on new topics and concepts being introduced and is further enriched weekly following children's interests and formative assessments.

Reception children receive three targeted inputs throughout the day: phonics, literacy and maths.

Nursery children receive two targeted inputs throughout the session: phonics and topic.

The remainder of the time they access continuous provision and may take part in targeted interventions on a 1:1 or small group basis.

- The children are given opportunities to explore and develop learning experiences, which help them to make sense of the world through structured play. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.
- The learning environment is planned for both indoors and outdoors to encourage a positive attitude to learning. The children make their own selection from the activities and resources on offer as this encourages independent learning.

**Assessment**

- Teachers complete summative assessments of the children 3 times per year in each term.

- Pupil progress meetings take place after each summative assessment to enable staff to identify individual and cohort areas for development which intend to support children to make progress.

- At the end of the year the Early Years Foundation Stage Profile is required to be completed for children in Reception. Children are judged as Emerging or Expected, against the 17 early learning goals. The profile results are then reported to the Liverpool Local Authority.

- An end of year a report is sent to the parents with comments on each of the 7 areas of the curriculum and with the results from the EYFSP for Reception children.

- The profile data is discussed with the Year 1 teacher so that they can continue to help the children to achieve the early learning goals if they have not done so, before they can access the Key Stage 1 curriculum.

**Wellcomm**

- We use a language screening tool called 'Wellcomm' to support children in developing their speech, communication and language skills.

- Children are assessed as they move through the age banded sections on a half termly basis. The results will be categorized using a RAG rating (RED, AMBER, GREEN)

- Information from the assessment is then used to plan activities to support a specific area of the child's language as identified in the assessment for children achieving RED and possibly those achieving AMBER.

- Assessment results are regularly shared with parents of children identified as AMBER or RED.

- Children achieving RED may require additional support including a referral to Speech and Language Therapy (SaLT)

**Safeguarding & Welfare**

*'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 EYFS 2017)*

At St Charles,' we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2017 to:

- Provide a setting that is welcoming, safe and stimulating where children can grow in confidence
- Promote good health
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs
- Ensure that all adults who look after the children, or who have unsupervised access to them, are suitable to do so
- Ensure that the setting, furniture and equipment is safe and suitable for the purpose it was intended for
- Maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children
- Ensure that all staff working within the EYFS on a regular basis will have paediatric first aid training.

**Keeping Safe**

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. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (See Safeguarding Policy, Behaviour Policy).