



Early Years Foundation Stage Policy

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and visitors to share the same commitment. We follow Gloucestershire Safeguarding Children Partnership. For more information go to <https://www.gloucestershire.gov.uk/gscp/>

This policy must be read in conjunction with the Safeguarding Incorporating Child Protection Policy and the Equal Opportunities Policy.

Approved by:

Quality & Standards
Sub-committee

Date: 26th April 2024

Next review due by:

May 2025

Introduction

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

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
- 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

Teaching and learning

The curriculum for the Early Years Foundation Stage at St. Peter's Catholic Primary School reflects the areas of learning identified in the Early Learning Goals. The experiences that our children meet often enable them to develop a number of competencies, skills and concepts across several areas of learning.

Through play our children explore and develop learning experiences, which help them to make sense of the world. They have the opportunity to use their initiative

and think creatively alongside other children, as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations. The adults in the Early Years Foundation Stage act as 'partners in play' and, at times, this means challenging the children to take risks, explore new ideas and test concepts. Some specific features of good practice within EYFS at St Peter's Catholic Primary School are:

- The partnership between teachers and carers, so that our children feel secure at school and develop a sense of well-being and achievement;
- The understanding that teachers have of how children develop and learn, and how this affects their teaching;
- The range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk, or other means of communication;
- The carefully planned curriculum that helps children to make progress within or to achieve the Early Learning Goals by the end of the Early Years Foundation Stage;
- The provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- The organisation of indoor and outdoor environments so that they stimulate and inspire learning and allow children to access resources independently and pursue their own interests;
- The encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- The identification of the progress and future learning needs of children, which are shared with parents;
- The good relationships between our school and the settings that our children experience prior to joining our school;
- The clear aims for our work, and the regular monitoring to evaluate and improve what we do;
- The regular identification of training needs of all adults working within the Early Years Foundation Stage.

At St. Peter's Catholic Primary School, we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

In the Early Years Foundation Stage, we set realistic and challenging expectations that meet the needs of our children, so that most children make good progress by the end of their Reception year. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more-able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experiences 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 contributions of all children are 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. This may involve speech therapy for some of our children;
- Monitoring children's progress and taking action to provide support as necessary.

Transition

We recognise the importance of each child's transition from their pre-school setting. We aim to make each child's transition as smooth as possible by;

- Visiting our main feeder pre-school at a time when the children transferring to our setting are there. This is so that the children become familiar with us and are able to put faces to our names. We have informal discussions about the children;
- Inviting children from our main feeder pre-school, situated on site, for regular story times during the summer terms.
- Contacting all of our feeder pre-schools to have informal discussions about the children and their individual needs before transferring to our setting;
- Providing photographs of key areas (such as the children's drawers, the hall, playground and the cloakroom) on our website, so that the children become familiar with the environment in which they will be transferring to;
- Inviting the children in with their carers for a one-to-one meeting so that the child can play a game with the teaching assistant and so that carers can share their child's interests with us;
- Giving the children the opportunity to spend time within the classroom setting with their teacher before starting school so that they can meet their peers;
- Working together with parents to ensure that children settle at the start of the day and separate confidently;
- Having flexible induction arrangements that allow children to become full time in small groups so that all children can be supported effectively.

We recognise that we need to ensure that children with Special Educational Needs and/or Disabilities are identified prior to admission so that an effective transition can occur. Our links with our main feeder pre-school setting mean that we know about most of the children's needs before they arrive at our setting. This enables us to place each child in the class that will be able to support them best, after consideration of peer groupings and adult support available.

Where our main feeder school identifies that a child with Special Educational Needs and/or Disabilities attends another pre-school setting for most of their sessions then we also liaise with the child's other setting.

Our school Inclusion Manager is advised of a child's Special Educational Needs and/or Disabilities so that the child's entry can be planned for - ensuring adults and resources are in place before the child transfers.

The child's class teacher is released to visit the child's pre-school setting in order to see the child in his/her familiar environment and to talk to the child's key person.

The school Inclusion Manager and class teacher attend the final review and help to set up a new My Plan+ to aid the child's continuity and transfer to our setting.

Partnership with parents

We believe that all parents/carers have an important role to play in the education of their child. We recognise and value the role that they have played, and their future role, in educating their children. We do this through:

Inviting all parents/carers to an induction meeting during the term before their child starts school;

- Offering parents/carers regular opportunities to talk about their child's progress;
- Providing parents/carers with opportunities to attend learning workshops to explain methods of teaching and how to support their child with learning at home;
- Encouraging parents/carers to talk to the child's teacher if there are any concerns;
- Having flexible admission arrangements taking into consideration each child's circumstances;
- Encouraging parents/carers to share their observations of their child's learning through WOW vouchers;

Assessment

At St Peter's Catholic Primary School, 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.

Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA). The RBA is a short, interactive and practical assessment of your child's early literacy, communication, language and mathematics skills when they begin school, using materials that most children of your child's age will be familiar with. It became statutory for all schools from September 2021.

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 and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

Throughout the year, we also make regular formative assessments of children's learning, and we use this information:

- To recognise and celebrate a wide range of achievements;
- To identify strengths and areas for development;
- To guide the next steps in future learning for small groups of children.

Assessments in the Early Years Foundation Stage are made through:

- Quality adult interaction and conversation;
- Information from parents;
- Samples of independent and supported work;

Appendix 1. 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 policy