



St Anne's Catholic Primary School

Early Years Foundation Stage (EYFS) policy

Adopted by Headteacher	Aut 25
Next Review	Aut 27

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1. 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 practitioners and with 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 [2023 statutory framework for Early Years Foundation Stage \(EYFS\) Stage \(EYFS\)](#) and any statutory updates.

3. Structure of the EYFS

There is currently capacity for one reception class. There is one nursery class.

Reception children attend for the full school day, after a short induction period in September, when all children start school.

This is a flexible arrangement, to cater for any children who may need a little more time to adjust to a full school day.

Our nursery classes offer 15 hours per week per child which is currently morning. (3 hours)

Staffing ratios at St Anne's meet or exceed the minimum standard set out in the EYFS documentation.

Reception class has one teacher with a teaching assistant (level 3) or NNEB with no more than 30 children. When needed, there is another teaching assistant at level 3 or 2 to provide targeted support should there be a need for particular children.

The nursery class has one teacher and a teaching assistant (level 3) or NNEB with no more than 26 children. When needed, there is another teaching assistant at level 3 or 2 to provide targeted support should there be a need for particular children.

Our EYFS setting includes our reception and nursery classes (am/pm). Our Nursery is from age 3 for a maximum of 15 hours per week.

4. Curriculum

At St. Anne's Catholic Primary school, we follow the requirements of the EYFS 2023 document for children in our Foundation Stage, i.e. Reception (Foundation 2) and Nursery (Foundation 1) classes.

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected.

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

These are the prime areas:

- communication and language
- physical development
- personal, social and emotional development

Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy
- mathematics

- understanding the world
- expressive arts and design

The EYFS has four overarching principles to shape the practice in Early Years settings;

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through positive relationships
- children learn and develop well in 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
- importance of learning and development. Children develop and learn at different rates

The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

In planning and guiding what children learn, practitioners reflect on the different rates at which children are developing and adjust their practice appropriately.

Three characteristics of effective teaching and learning 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

4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners 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, practitioners 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. Practitioners respond to each child's emerging needs and interests, guiding their development through quality, positive interactions.

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.

Visits are undertaken during the year to various venues linked to the topics being taught, to stimulate, enrich, enliven and enhance the children's learning.

In Reception, we aim to have a minimum of one visit per term.

Visitors, including members of the local community, are invited in to enhance and enrich the learning, as well as to provide unique experiences and insight, linked to topics of learning.

5. Assessment

In nursery, children are assessed by staff within 6 weeks from the date of entry by careful observation and interaction with the children indoors and outdoors, as well as consultation with parents.

Staff use the 'Birth to Five' statements, which are divided into developmental ranges. This initial assessment forms a 'baseline' from which future progress can be measured. Practitioners review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

The Reception Baseline Assessment (RBA) is a short assessment, taken in the first six weeks in which a child starts reception.

The process of assessment is ongoing throughout nursery and reception and is monitored in a child's personal 'learning journey'. Evidence can take the form of conversations with parents, professional dialogue with practitioners, photographs or video evidence of the child or of pieces of work or art, technology or construction, written or drawn evidence, paintings, transcripts of conversations.

Evidence is gathered by all practitioners and in many different contexts, from child- initiated, independent or adult led learning, in whole class, small group or individual situations. Staff meet regularly to discuss individual children and developing interests and trends and used to inform planning.

In the final term of the year in which the child reaches age five the EYFS Profile is completed for each child.

At the end of foundation stage, the children are assessed against the Early Learning Goals, and a judgement is made by the child's teacher, based on the evidence gathered and all practitioners' knowledge of the child and any contributions from other adults, as to whether the goals have been achieved or not. This assessment is shared with parents/ carers at the end of the Summer term in reception.

6. Working with parents

Our parents are seen as the primary and most important educators of our children and the contribution that parents make to their child's learning is of crucial importance and is highly valued by all members of our school community.

Parents/carers are invited to come in and share an activity with their child or settle their child at the start of each session. We offer numerous opportunities for parents to join us in our learning and to attend information sessions.

Teachers are available to speak to parents at the start and end of each session, although appointments can be made by mutual agreement.

Reception and nursery classes provide and encourage use of 'post-it' notes where parents can make a note and inform staff of children's achievements at home and outside school. Parents are also encouraged to 'tweet and share' this learning and experiences with us.

Parents are kept informed about what is happening in school through regular newsletters, informal chats at the start and end of each session, through homework sent home, invitation to our regular assemblies and celebrations of learning.

Formal parents' meetings with teachers are arranged during the Autumn term.

Each child is given a written report and there is an opportunity for parents to discuss the report at the end of the year in both nursery and reception.

In line with the EYFS Statutory Guidance 2023 each child is assigned a key person on entry, this is typically the class teacher. The key person ensures that every child's learning and care is tailored to meet their individual needs and provides support to parents and/or carers in guiding their child's development at home. They also help families engage with more specialist support if appropriate.

7. Transition Arrangements

Transition into nursery begins after the child's application is received, parents are contacted and invited to attend a meeting. Should an interpreter be necessary at the meeting, the school will endeavour to provide one.

During this introduction meeting the parent/carer and child will meet with a member of the Senior Management Team/Learning Mentor, Foundation Stage Lead who will discuss the ethos of the school, explain the procedures, routines, answer any questions and complete any outstanding paperwork. The meeting will end with a short visit to the Foundation Stage setting to meet the staff and peers. Start dates are agreed and confirmed in writing.

If children already attend other settings or have a childminder, the Class Teacher will (with parent/carer permission) contact them to discuss the child's prior learning and any specific arrangements which may need to be in place prior to the child starting nursery.

During the first week of nursery, children are invited for a short session each day accompanied by their parent/carer for approximately 3 days. The length of the session depends entirely upon the child's needs. This flexible 'Link Up' system has been in place for many years and is extremely successful at helping children build up a sense of trust with the practitioners and to develop secure relationships with the adults in the setting. The time spent in the setting is gradually increased to the point where the child can attend the full session without a parent/carer, usually over the space of one week, but this can vary widely for each child. This arrangement remains flexible; in that it can be tailored to meet the needs of individual children- a phased entry policy is then followed.

Typically transition into reception from our nursery takes place throughout the Summer term, with visits to classes, meeting staff, exploring other parts of the school, and Reception teachers taking short sessions in the nursery.

All children joining Reception are invited to attend our Parent Meeting and visits to our school.

For transition from other settings, the EYFS Lead attends a city wide information exchange at which she meets key workers and nursery managers from the feeder settings. Reception staff also arrange a visit to meet the staff working with the child and to see the child in their setting. The children are invited with their parents to our Foundation Stage Open Day.

Transition from reception to year one takes place in the Summer term, consisting of visits to the new classroom, meeting their new teacher who will visit them in class, as well as mirrored equipment and resources in year one, e.g. continuous provision areas. A moving on/moving up day also enables children to spend a day with their new teacher in their new classroom.

8. Homework

Homework is provided for children to enhance and consolidate learning that has taken place in school. It is also a valuable vehicle that enables parents to participate in and support their child's learning, enabling good home/school links to be maintained. Although homework in our Foundation Stage is not compulsory, all parents/carers are encouraged to ensure that their child completes any that is sent home.

Nursery

Homework in the nursery currently takes the form of 'Talk Homework'. The homework is usually linked to the learning going on in nursery during that week. Often parents will be asked to share a book with their child (provided by school) which will extend vocabulary and build upon their language skills.

Nursery children are provided with a Family Learning Pack which contains a variety of activities covering the seven areas of learning in Foundation Stage. Nursery children will take the pack home to use with a parent/carer

to develop specific skills which the practitioner has identified as needing a focus. The packs will be changed regularly as the children develop and master the skills within. The Nursery teacher will host regular workshop sessions in Autumn term to introduce the packs and focus on developing independence skills.

Reception

Homework in reception takes numerous forms. We wish to develop a love of reading as reading is the key to accessing so much of the curriculum. Therefore early reading skills are a priority in Reception. 'Tuning-in' to sounds is promoted by sharing links to nursery rhymes and listening games. Other homework focuses on handling and sharing books and stories, developing early reading skills, talk homework or completing a challenge.

Parents/carers are encouraged to share the book/comic which their child has chosen from our school library. Teachers regularly signpost children to their 'recommended reads'. These are taken from a range of genres. Parents and carers are expected to read to their child and to hear their child read as often as possible.

Where children need further support to target and develop specific skills, eg. Fine motor skills to prepare for writing, a pack will be sent home for use. Staff have produced a guidance video on how to support learning at home with tips for reading and writing.

9. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

10. Monitoring arrangements

This policy will be reviewed and approved by Mrs G Murphy, Headteacher every 2 years.

At every review, the policy will be shared with the governing board.

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy
Intimate Care Policy	