

“As unique individuals, we do our best at work and play for the love of God and others.”



St Benedict's Catholic Primary School

Early Years Foundation Stage Policy

Produced by 'The Key'

Adopted by St Benedict's Catholic Primary School: April 2020

Review Date: April 2023

Contents

1. Aims.....	2
2. Legislation.....	2
3. Structure of the EYFS	2
4. Curriculum	2
5 Environment	3
6 Planning and Teaching	3
5. Assessment	4
6. Working with parents	4
7. Safeguarding and welfare procedures.....	4
8. Monitoring arrangements	4
Appendix 1. List of statutory policies and procedures for the EYFS	Error! Bookmark not defined.

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

Our main objective is that children will leave our EYFS, as confident individuals and independent learners. We strive for excellence and enjoyment in education by providing a safe, secure, caring family environment, where all are valued and respected as individuals. We will endeavour to enable all children to reach their full potential, whilst growing in their love and understanding of the Catholic Faith

2. Legislation

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

3. Structure of the EYFS

At St Benedict's we have a Reception class with a maximum of 30 pupils. These pupils are supported by a minimum of 2 adults (1 teacher and 1 Teaching Assistant). Where need dictates, an extra member of staff will be deployed to support the class. We have one start point – September.

4. Curriculum

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

The Environment

Children in the EYFS have access to an indoor learning area where provision is made to cover the different areas of learning in the Early Years Foundation Stage Curriculum. Outdoor learning is actively encouraged and children have access to an outdoor learning area, which is resourced to meet the different areas of the Early Years Foundation Stage Curriculum. We also access the local environment to enhance our learning.

Planning & Teaching

- Provision and opportunities to support the 7 areas of learning are clearly visible in both the indoor and outdoor environments
- The timetable dedicates sessions to both child-initiated and adult-led activities
- Topics are adapted in the moment to facilitate children's questions
- Long-term planning is exemplified through the provision and opportunities created in the indoor and outdoor learning environments (continuous provision plans including enabling resources are in the process of being developed – see example template and current action plan)
- Medium-term planning begins with the topic and links are developed in all of the areas
- Short-term planning provides differentiated adult-led/initiated teaching and learning activities for the children and these activities embrace the theme/topic steered by the children. Objectives and next steps are taken from the 'A Unique Child' section of the 'Development Matters in the EYFS' Guidance (2012). Notes, assessments and observations are made based on a Look, Listen and Note approach and 'Positive Relationships' and 'Enabling Environments' guidance is also taken from here (see EYFS teacher's planning folder)
- The children receive a 20-30 minute phonics session every school day and lessons are planned from 'Letters and Sounds' (2007) drawing on multisensory aspect of 'Jolly Phonics' (see EYFS teacher's phonics folder for planning and assessment)
- Baseline assessments begin as soon as the children are in school. We start by assessing their levels of Wellbeing and Involvement and then we assess their Characteristics of Effective Learning before moving on to assess them in the 7 Areas of Learning and Development.
- In September 2020, we are using the Early Excellence Baseline Assessment (EExBA) to assess the children's levels of wellbeing and involvement, their characteristics of effective learning, the 3 Prime Areas of Learning and the 2 Specific Areas of Literacy and Mathematics.
- The Early Years teacher will use 'Development Matters' guidance and 'Tapestry' to gather a baseline for children's knowledge skills and understanding in the Specific Areas of 'Understanding the World' and 'Expressive Arts and Design'.
- Future adult-led teaching will then use the established baselines to plan for progress and learning by addressing any gaps in children's knowledge, skills and understanding and providing them with opportunities to access next steps in learning.

5. Assessment

At St Benedict's, 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. Practitioners also take into account observations 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.

- Formative assessments are then made on a lesson to lesson basis, based on the 'Look, listen, note' system and next steps determined from 'Development Matters – A Unique Child' as described above (see planning folder)
- Ongoing assessments are made of the children during their child-initiated times and these are collected on the working wall and/or recorded on the Tapestry Online Learning Journal System before finally being collated in individual Learning Journeys as evidence towards meeting Early Learning Goals
- Pupil progress meetings are held on a termly basis and children who are underachieving are identified and steps are taken to improvement attainment.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

We recognise that all parents/carers, as their child's first educators, have a vital role to play in their child's education. We aim to establish strong links with them by:

- offering induction meetings during the term prior to their child starting school, and inviting them and their child to spend time in school together.
- visiting Nurseries to establish and foster good working relationships and to ensure a smooth transition from nursery into primary school.
- holding regular curriculum information meetings and parents' evenings throughout the year
- holding regular book look session where parents can come and see what their children are learning
- holding parent and child workshops
- having an open door policy so that parents and talk to the parents (at the end of the day)
- producing weekly newsletters to keep parents/carers informed regarding school events/activities.
- updating the class page on the School Website regularly to provide current information for parents/carers and photographs show the exciting learning opportunities taking place.
- updating twitter or facebook with pictures of videos to show what we are doing in class.
- producing yearly reports and holding 2 parents evenings
- inviting parents to a weekly celebration assembly

7. Safeguarding and welfare procedures

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

8. Monitoring arrangements

This policy will be reviewed and approved by the Head every 3 of years.

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

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	Child protection and safeguarding policy
Procedure for responding to illness	Health and safety policy First aid Policy Supporting pupils with medical conditions
Administering medicines policy	Supporting pupils with medical conditions policy
Emergency evacuation procedure	Health and safety policy
Procedure for checking the identity of visitors	Child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	Child protection and safeguarding policy
Procedure for dealing with concerns and complaints	Complaints policy