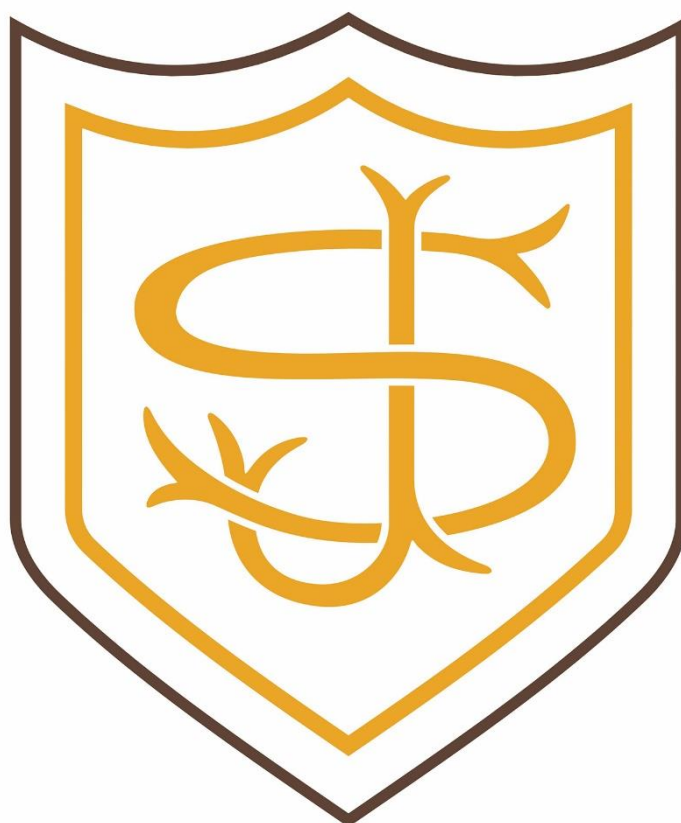


# EYFS Policy

## St Joseph's Catholic Primary School



<b>Policy Date:</b>	March 2018
<b>Review Date:</b>	March 2020



**Blessed Holy Family**  
Catholic Academy Trust

## The Early Years Foundation Stage

The EYFS is based upon four principles;

1. A Unique Child
2. Positive Relationships
3. Enabling Environments
4. Learning and Development

### Aims

Our aims in the EYFS at St Joseph's Primary School are to provide:

- an environment which is safe, secure and attractive, promoting the self-worth and self-esteem of each child. Children will be encouraged to take risks and to know that making mistakes is an important part of the learning process.
- to encourage children to build relationships with others, by developing an understanding of themselves and the world around them.
- to provide relevant, motivating and challenging first-hand experiences, encouraging confident and positive learning attitudes.
- to promote independent learning, where children are encouraged to act upon their own thoughts and ideas and provide opportunities for the children to develop the characteristics of effective learning.
- to ensure that every child has equal and adequate access to the curriculum, and that each child's progress corresponds with their ability regardless of special needs/disability, gender, ethnicity or social background.
- to make the children's time in our early year's settings, a time for children to feel secure and happy, so that sound foundations of basic skills, knowledge and attitudes can provide a platform for future development.
- to fully support the children in making the transition from EYFS into KS1.
- to establish effective home /'school' partnerships to further support the children's learning, valuing the crucial role played by parents / carers.

### Safeguarding

The safety of the child is always of paramount importance. The school takes its child protection responsibilities very seriously. This includes checking that all staff and volunteers who work with children are suitable to do so, keeping records about them and ensuring they have the right qualifications, training and skills and an up to date DBS check is essential.

We ensure all our Teaching Assistants have the relevant DBS checks, have at least a level two childcare qualification or higher and have up to date Paediatric First Aid Training.

Any concerns, which the school has, will be noted and, if deemed necessary, will be reported to the relevant agency. The full Safeguarding Policy is available in school for parents to read if they wish.

## **EYFS Areas of Learning**

The Early Years Foundation Stage is a curriculum from birth to five years old, we follow the strands set by this curriculum and concentrate the learning opportunities on the seven areas of learning. Which are as follows:

### Prime Areas of Learning

- Personal, Social and Emotional Development,
- Communication and Language,
- Physical Development.

### Specific Areas of Learning

- Literacy
- Mathematics
- Knowledge of the World
- Expressive arts and Design

All areas of learning are delivered through a balance of adult led and child initiated activities which, support the development of the characteristics of effective learning. We set realistic yet challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of our individual children taking into considerations their gender, special educational need, ability, disability, cultural background or their first language. We plan activities based on the children's interests and starting points. The children's next steps in learning are highlighted on the weekly plans. The Early Years Team meet weekly to discuss observations, next steps and planning.

## **Phonics**

The Foundation Stage follows Letters and Sounds. In Nursery children follow Phase one which consists of activities linked to speaking and listening. In the Summer Term they are introduced to phonemes and graphemes in phase two. In Reception the children continue with this programme focusing on phase two through to phase four.

## **British Values**

At St Joseph's the teaching of British values is closely linked to the teaching of the children's Personal Social and Emotional development and knowledge and understanding of the world skills. Within these areas the children are encouraged to learn about Democracy, The rule of law, Individual liberty, mutual respect and Tolerance of those with different faiths and beliefs. At St Joseph's the children learn about different cultural and religious festivals, they make positive relationships with adults and children, they are encouraged to listen and respect each other opinions.

## **Assessment**

Assessment in the Foundation Stage takes the form of observations. Observations of each child's achievements, interests and learning styles are made by all teaching staff. This information is documented in the child's Learning Journal. The journals also include contributions from parents through the use of 'All about me sheets' and 'wow cards'. This information is then used to: identify learning priorities, identify children's interests, plan relevant and motivating learning experiences for each child, link the child's learning to the expectations of the early learning goals. The staff complete end of term assessments and use them to track the children's progress, plan for the children's development and informs intervention groups.

## **Role of the Early Years Leader**

The Early Years Leader plays a critical role in ensuring that the quality of teaching and learning delivered in the Early Years is of a high standard. This is achieved by consistently adopting a reflective and critical approach to reviewing practice and a desire to continually improve.

## **Monitoring and Evaluation**

The EYFS leader and Nursery Manager work closely together to ensure consistency between Nursery and Reception in terms of planning, teaching & learning, monitoring and evaluation.

On a continual basis, the EYFS team will reflect upon the teaching/learning experiences encountered, evaluating whether they are successfully meeting the children's needs. Performance Management is set in place for all the staff.

## **Role of Staff:**

- Staff will use their knowledge of child development to plan appropriate ways to deliver the curriculum.
- Staff will liaise with colleagues and external agencies, such as health professionals, to ensure the sharing of information leading to more personalised next steps for the children as appropriate.
- Staff will monitor and report progress to parents through the use of school reports, learning journals and parent's evenings. During the children's soft start mornings parents have an opportunity to look through their child's learning journals.
- Staff carry out observations on the children throughout the year. Staff then use this information to plan the next steps for the children and incorporate activities based on the children's interests. The observations highlight links to the Characteristics of learning. These characteristics are also reported to parents, in the children's end of year reports.
- Each member of the Early Years Team is a key person for a group of children. This member of staff provides a link between St Joseph's and home. They play a critical role in ensuring that children make a positive transition into school and help them on the road to becoming happy and confident learners.
- A qualified member of staff supervises all the students and volunteers working in EYFS.

## **Parental Involvement**

St Joseph's considers the education of children to be a partnership between home and school and encourages the involvement of parents in all aspects of school life. In the EYFS we run termly Workshops to support parents and their children. Parents complete 'wow cards' of their children's progress at home and this is used to inform planning. Soft starts provide parents with an opportunity to look at their child's learning journal and talk to their child's key person.

## **Transition**

Transition between both Nursery and Reception and Reception and Year 1 take place in the summer term. The EYFS Leader ensures good communication and teamwork with both the Nursery Manager and Year 1 teachers to plan transition activities. These

include 'Meet the teacher' and planned collaborative sessions to ensure the children are familiar with their new teachers and learning environments. Meetings are held for parents to enable clear communications and answer any questions or concerns they may have.

The Early Years Foundation Stage Policy should be read in conjunction with other school policies notably:

- Equal Opportunities
- SEND Policy
- Health and Safety
- Teaching and Learning
- Behaviour Policy
- Safeguarding and Child Protection Policy
- Physical Intervention Policy
- Home Visiting Policy

Compiled By: Miss Cummins

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