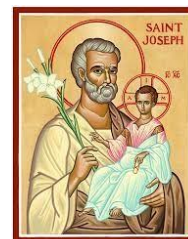




EYFS Policy

St Joseph's is a joyful community which follows the example of Jesus, helping, accepting and respecting everyone, as we learn and grow together, safe in His love.



Name of School	St. Joseph's Catholic Primary
Policy review Date	Autumn 2023
Date of next Review	Autumn 2026
Who reviewed this policy?	Senior Leadership Team

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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
- 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

Children who enter our EYFS develop physically, verbally, cognitively, emotionally and spiritually whilst embedding a positive attitude to school and learning that will continue into the next stage of their learning. We believe that all children are unique and should be valued as so. Planning in the moment ensures that children are all supported in meeting their next steps in the Prime areas of the EYFS.

In our setting, children learn through a combination of child-initiated experiences and adult-led discrete teaching. The discrete teaching enhances children's play as their newly taught skills and knowledge are practised and re-visited within the various areas of the environment. Whilst in the foundation stage, children work through a carefully designed curriculum, so are taught the skills and vocabulary, and have the relevant experiences, that will be the building blocks to their learning in Year 1 and beyond. We strongly believe that young children need access to the outside so carefully design our outdoor and indoor environments to support our curriculum.

We understand that all children learn in different ways and our staff will endeavor to offer each child support as a unique learner, guide them towards reaching the Early Learning Goals and support a positive transition to Year 1.

2. Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#) for 2023.

3. Structure of the EYFS

Our EYFS can accommodate up to 60 4-5-year olds, across 2 classes of 30 children. In each class there is 1 qualified teacher and at least a full-time equivalent teaching assistant.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest EYFS statutory framework.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 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

4.1 Planning

Our staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas. Planning in the moment is used to ensure that children's next steps in the prime areas remain a strong focus throughout the year.

Staff plan using the long-term curriculum map to ensure learning is progressive and sequential. Discrete Maths, Phonics, Shared Reading, Religious Education and Understanding the World sessions are planned weekly. Staff plan for children to achieve their next steps by a mixture of discrete teaching, adult-led activities, adult-initiated activities and child-led play in continuous provision. To ensure quality play in continuous provision, the learning environment is carefully planned and enhanced throughout the year.

When enhancing the environment, staff also consider 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, staff 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 discrete teaching, adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive and quality interactions. The knowledge and skills taught in discrete teaching sessions are practiced and embedded during play within the environment. The outdoor area is an important part of our learning environment and all staff ensure that quality play and interactions outside promote learning towards the key objectives in our long-term plan.

5. Assessment

At St. Joseph's, ongoing assessment is an integral part of 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 consider 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).

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 (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority upon request.

6. Working with parents and carers

We recognise that children learn and develop well when there's a strong partnership between staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. Meetings with each child's parent/carer are held in both the Autumn and Spring terms. Termly 'next steps' are sent home for each child. At the end of the year, parents/carers are provided with their child's EYFS profile which provides them with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child's assigned key worker is their class teacher. They 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.

7. Safeguarding and welfare procedures

We recognise that 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. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

We make sure that the appropriate statutory staff: child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

We comply with infant class size legislation and have at least 1 teacher per 30 pupils

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

We promote good oral health, as well as good health in general, in the early years by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

All children are gifted a tooth brush whilst in Reception and have the opportunity to meet a dentist for a teeth brushing demonstration and question and answer session.

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by SLT & EYFS team every 3 of years.

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