



# The Federation of Sacred Heart and St Mary's RC Primary Schools

## **EARLY YEARS FOUNDATION STAGE POLICY**

<b>Approved By</b>	Governors
<b>Reviewed On</b>	May 2023
<b>Review Due</b>	May 2024
<b>Review Cycle</b>	Annually

## **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.

## **Legislation**

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2021.

## **Structure of the EYFS**

The Early Years Structure at Sacred Heart is one Nursery class with a maximum of 26 children per session. There are two Reception classes with a maximum of 30 children.

At St Mary's there is one Nursery class with a maximum of 26 children per session. There are two classes with a maximum of 30 pupils for Reception Class.

Both Sacred Heart and St Mary's offer up to 30 hours Nursery childcare. This can be at a cost of £75.00 per child per week or parents are invited to apply for the 30 hour code if they qualify.

**Additional information relating to Admissions and procedures can be found on the schools websites.**

### **St Mary's**

**Nursery Admissions:** <https://www.stmarysschoolbattersea.co.uk/nursery-admissions/>

**Reception Admissions:** <https://www.stmarysschoolbattersea.co.uk/reception-admissions/>

### **Sacred Heart**

**Nursery Admissions:** <https://www.sacredheartschoolbattersea.co.uk/nursery-admissions/>

**Reception Admissions:** <https://www.sacredheartschoolbattersea.co.uk/reception-admissions/>

## Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. 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 3 Prime Areas

- Communication and language
- Physical development
- Personal, social and emotional development

### The Prime Areas are strengthened and applied through 4 Specific Areas

- Literacy
- Mathematic
- Understanding the world
- Expressive arts and design

In addition to this the children in Nursery and Reception class learn Religious Education and follow the Come and See scheme.

The EYFS also includes the Characteristics of Effective Learning. These are regularly assessed through observations and planned for throughout Reception where staff are continuously promoting the development of these skills.

### The three Characteristics

- **Playing and Exploring** – children investigate and experience things and events around them and 'have a go'.
- **Active Learning** – children concentrate and keep trying if they experience difficulties, as well as enjoying what they achieve.
- **Creating and Thinking Critically** – children have and develop their own ideas, make links between different experiences and develop strategies for choosing their own ways to do things.

*'The development of children's spoken language underpins all seven areas of learning and development. Children's back and forth interactions from an early age form the foundations for language and cognitive development' (Early Years Foundation Stage Statutory Framework, 2021)*

## **Planning**

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.

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.

## **Teaching**

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

The setting is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The unit is set up to help the children to find and locate equipment and resources independently. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It presents the children with opportunities to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all seven areas of learning.

## **Teaching and Learning Style**

- We use a range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk, and extend vocabulary acquisition or other means of communication.
- A carefully planned curriculum helps children work towards the Early Learning Goals throughout EYFS.
- Children take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities.
- Children are encouraged to communicate and talk about their learning, and to develop independence and self-management.
- Learning needs are supported with appropriate and accessible indoor and outdoor space and equipment.
- We identify progress and future learning needs of children through observations.

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.

## **Assessment**

At Sacred Heart and St Mary's RC Primary Schools, ongoing assessment is a key tool used within Nursery & Reception to help track the progress and development of each child. Every child has their own Learning Portfolio made up of an online learning journey and portfolio. Every member of staff contributes to collating assessment information within the early years by completing observations, which form a crucial part of assessment. This enables the practitioners to monitor and assess children's progress as well as being an effective planning tool to ensure that the provision reflects the needs and interests of each individual learner. The use of our online assessment tools; Tapestry and Evidence Me.

Throughout the year children are tracked termly on our school's internal tracker to show their progress and development across the seven areas of learning. This information is then discussed in pupil progress meetings where we evaluate the impact of our practice and reflect on it to ensure every child makes rapid progress.

Within the first 6 weeks that a child starts **Nursery**, staff will administer a baseline Assessment.

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.

## **Working with Parents**

We recognise that children learn and develop well when there is 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. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Parents are children's first and most enduring educators and we value the contribution they make.

**We do this by:**

- gathering information from parents about their child as their child starts our school.
- inviting the children to spend an afternoon with their teacher in the classroom before starting at school.
- inviting all parents to an induction meeting during the term before their child starts school.
- encouraging parents to attend parents' evenings in the first two terms to discuss their child's progress.
- providing parents with a written report on their child's attainment and progress at the end of each school year.
- encouraging parents to contribute observations and comment on their child's progress at the end of each half term in their child's Learning Portfolio.
- sharing our approach to the teaching of phonics, reading and writing.
- inviting parents to a curriculum workshop where key information is explained.
- sharing our curriculum aims each half term and providing some suggestions for parents to engage with at home.

Each child is assigned a key person, this is the class teacher, 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.

**Transitions**

During the summer term prior to a child's entry into the Reception year.

**The following procedures have been put into place to ensure successful transition:**

- Parents are invited to a meeting to ensure they know about school procedures and allocation of classes and any concerns they may want to express.
- During the summer holidays parents are encouraged to complete transition booklets. It is used during the Autumn term to support transition and to inform planning.
- The children are invited to visit their Reception class for an afternoon to meet their new classmates and teacher.
- Transition booklets are prepared for the children to show them what their new school environment looks like and identify key staff members.
- Children requiring extra support will be offered additional visits regardless of their setting.
- Staff within the settings share information to prepare for class handover at the end of the year.

## Safeguarding and Welfare Procedures

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.

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

## Monitoring Arrangements

This policy will be reviewed and approved by Early Years Co-ordinator every three years.

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

## Appendix 1 - List of Statutory Policies and Procedures for the EYFS

### Path for St Mary's and Sacred Heart School Policies

**St Mary's:** [https://www.stmarysschoolbattersea.co.uk/school\\_policies/](https://www.stmarysschoolbattersea.co.uk/school_policies/)

**Sacred Heart:** <https://www.sacredheartschoolbattersea.co.uk/school-policies/>

Statutory Policy or Procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures.	See 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 Safeguarding policy.
Procedures for a parent failing to collect a child and for missing children.	See Safeguarding policy
Procedure for dealing with concerns and complaints.	See Complaints policy.

### **Additional documents to refer to when reading this policy:**

- **Statutory framework for the Early Years foundation stage**  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/974907/EYFS\\_framework\\_-\\_March\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf)
- **Birth to 5 Matters: Non-statutory guidance for the Early Years Foundation Stage**  
<https://www.birthto5matters.org.uk/wp-content/uploads/2021/03/Birthto5Matters-download.pdf>

### **Development Matters**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1007446/6.7534\\_DfE\\_Development\\_Matters\\_Report\\_and\\_illustrations\\_web\\_2\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web_2_.pdf)