

# Early Years Foundation Stage policy

## St Patrick's Catholic Primary School



### MISSION STATEMENT

As the pupils, parents, staff and governors of St Patrick's school:

**OUR MISSION IS TO FOLLOW THE LOVING EXAMPLE SHOWN BY  
JESUS CHRIST**

<b>Approved by:</b>	Full Governing Body	<b>Date:</b> September 2022
<b>Last reviewed on:</b>	24 <sup>th</sup> June 2021	
<b>Next review due by:</b>	September 2023	

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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

### 2. 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](#).

### 3. Structure of the EYFS

Our EYFS setting covers Reception year, which we call Foundation. Our school provides 2 Foundation bases (classes) each of 30 children, with free-flow between each learning area. Children work with adults across both bases.

### 4. 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 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
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The prime areas are strengthened and applied through 4 specific areas:

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

The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

### **A Unique Child**

At St. Patrick's Catholic School we recognise that every child is a competent learner. Our PATRICK attitudes are the foundation of our approach to learning: perseverance, aspiration, teamwork, respect, independence, creativity and kindness. We recognise that children develop in individual ways at varying paces. In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of all individuals: children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge and experiences, and by developing their self-esteem and confidence. As much as possible, planning is based on children's interests in order to maintain their engagement;
- Using a wide range of teaching strategies based on children's learning needs;
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- Providing a safe and supportive learning environment in which the contribution of all children is valued;
- Using resources which reflect diversity and are free from discrimination;
- Monitoring children's progress and taking action to provide support as necessary.

### **Positive Relationships**

At St. Patrick's School, we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families. All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At our school, the class teachers act as a 'Key Person' to individual children and are responsible for liaising with parents, maintaining evidence folders and an online observation journal.

### **Enabling Environments**

At St. Patrick's School, we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, and enhancing the learning environment with the provision of challenging but achievable activities and experiences to extend the children's learning.

### **The Learning Environment**

The EYFS learning environment 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 environment is set up in learning areas, where children are able to find and locate equipment and resources independently. The Foundation environment has two inside learning areas, an enclosed canopy and an outside learning area. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children the opportunity 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 areas of learning.

### **Learning and Development**

At St. Patrick's School, we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are interconnected.

### **Teaching and Learning Style**

Our policy on teaching and learning defines the features of effective teaching and learning in our school. Features that relate to the EYFS are:

- the partnership between staff and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that staff have knowledge of how children develop and learn, and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations.

## **4.1 Characteristics of Effective Learning**

The ways in which children engage in learning are referred to as the Characteristics of Effective Learning. These are:

### ***Playing and exploring***

Through play, our children explore and develop learning experiences, which help them make sense of the world. They practice and build up ideas and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

### ***Active Learning***

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

### ***Creating and thinking critically***

Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the setting to extend their learning.

## 4.2 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 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, staff reflect on the different ways that children learn and include these in their practice.

## 4.3 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 warm, positive interaction.

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.

## 5. Assessment

At St Patrick's School, 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 recorded in a child's Evidence Folder and within an online journal and are used to shape future planning. Assessments are recorded on a school assessment database. Practitioners also take into account observations shared by parents and/or carers through meetings, sharing of the Evidence Folders and 'WOW' tickets.

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.

### 5. 1 Tapestry security

- The Tapestry on-line Learning journey system is hosted on secure dedicated servers based in the UK.
- Access to information stored on Tapestry can only be gained by unique user id and password.
- Tapestry includes safety features such as a lock which activates after 5 minutes of no use. After this time you need to put in your individual password to re access the site or app.
- Staff do not leave screens unattended when the Tapestry program is active; this prevents unauthorized access to the site.

## 6. Working with parents

We recognise that parents are children's first and most enduring educators and we highly value the contribution that parents make. We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers. We do this through:

- Engaging with parents before their child starts in our school. This includes home visits or a meeting in school before the child starts in Foundation, as well as a group welcome meeting in school in the summer term prior to their child starting in our school.
- Providing opportunities for the children to spend time with their teacher prior to starting in Foundation during our “Induction Play Date Sessions” .
- Providing parents with regular opportunities to talk about their child’s progress.
- Encouraging parents to talk to their child’ s teachers about any concerns they may have.
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents. For example, parent workshops, group reading sessions, or parental involvement in curriculum activities.
- There are two formal meetings per year (autumn and spring term) at which time the Teacher and parent discuss the child’s progress and development.
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## **7. Safeguarding and welfare procedures**

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

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

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

## **8. Monitoring arrangements**

This policy will be reviewed and approved by EYFS Phase Leader on an annual basis.

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	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