

EARLY YEARS FOUNDATION STAGE POLICY



Together with Jesus, we grow in love



HOLY FAMILY CATHOLIC PRIMARY
SCHOOL

Updated January 2022

Agreed by Governors _____

Review date: January 2023

Introduction

The EYFS applies to children from three years of age to the end of the reception year. In our school, all children join us after their third birthday in Nursery and at the beginning of the school year in which they are five (compulsory schooling begins at the start of the term after a child's fifth birthday).

The Early Learning Goals set out what is expected of most children by the end of the Foundation Stage.

The EYFS is based on the following principles:

- It builds on what our children already know and can do.
- It ensures that no child is excluded or disadvantaged.
- It offers a structure for learning that has a range of starting points.
- Has content that matches the needs of young children.
- Activities that provide opportunities for learning both indoors and outdoors.
- It provides a rich and stimulating environment.

Come and See

As part of the Liverpool Archdiocese, all of our learning is underpinned by the Catholic principles laid out in the 'Come and See' religious scheme.

EYFS Areas of Learning

We follow Development Matters 2021 and assess our children against these updated statements.

The Prime Areas of Learning:

- Communication & Language Development
- Physical Development
- Personal, Social & Emotional Development

The Specific Areas of Learning:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts & Design

Teaching and Learning Style

The features of good practice in our school that relate to the EYFS are:

- The partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement.
- The understanding that teachers have 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 focused around the development of reading that helps children achieve the Early Learning Goals by the end of the 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, which are regularly shared with parents.
- The good relationships between our school and the settings that our children experience prior to joining our school.
- The clear aims for our work, and the regular monitoring to evaluate and improve what we do.
- The regular identification of training needs of all adults working within the EYFS.

Play in the EYFS

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise 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. They express fears or re-live anxious experiences in controlled and safe situations.

Inclusion in the EYFS

In our school we believe that all of our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning. In the EYFS we set realistic and challenging expectations that meet the needs of our children, so that as many as possible achieve the Early Learning Goals by the end of the stage from their diverse starting points. Some children progress beyond this point.

We achieve this by planning to meet the needs of boys and girls, 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.

The EYFS Curriculum

The curriculum for the EYFS in our school reflects the areas of learning identified in the Early Learning Goals. These provide the basis for planning throughout the EYFS. Assessment is taken from the starting point of Baseline. We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS is ongoing and takes the form of observation, phonic and word checks and maths assessments. This involves the teacher and other adults as appropriate. Evidence and photographic records are stored on 'Tapestry' and shared with parents as partners, who are also able to contribute to it. Parents receive an annual report that offers comments on each child's progress in each area of learning. It highlights the child's strengths and developmental needs and gives details of the child's general progress. We complete these in June and send them to parents in July each year.

The Role of Parents

We believe that all parents have an important role to play in the education of their child. We recognise the role that parents have played, and their future role, in educating their children. We use 'Mouse Club' sessions regularly to enable parents to be involved in learning. Staff model good practice and pedagogy of how children learn through play. Parents can then engage in their child's learning using similar strategies and approaches when consolidating learning at home. Parents receive regular prompt leaflets with activities to do at home with their child and 'Mouse'. Children have access to a class library of books they can take home and read with parents and we encourage parents to read to and with their children regularly.

Transition

A good transition is vital to consistency in learning as children begin school, progress from Nursery to Reception and then to Year One. The process for transition begins before children start school. Staff will liaise with parents, other schools or nurseries and other agencies where necessary to make sure transitions are smooth. Children starting Nursery class complete taster sessions, at least two, and sometimes more if recommended by the EYFS lead or requested by parents. Children are given an 'All about me booklet' to complete with parents and a 'Mouse Club' pack. The soft toy mouse acts as a transitional object and goes from home to school from nursery to year one. Home visits for Nursery children starting are offered in September if preferred. In the Summer term there is a 'New to Reception' meeting in which the expectations of Reception and an update about curriculum is discussed with parents. As children are ready to move into a new year group they visit the classroom, teacher, support staff and playground regularly to build familiarity.

EYFS Policy – Usage, Monitoring and Review

This policy will be used as guidance by all teaching staff, monitored by S McGhee, the EYFS Leader and reviewed in line with the Governors agreed policy schedule.

SIGNED: *S.McGhee*

DATE: January 2022

CHAIR OF GOVERNORS:

DATE: