



ST. AUGUSTINE OF CANTERBURY CATHOLIC PRIMARY SCHOOL

Early Years Foundation Stage (EYFS) Policy

Mission Statement

"I called you by your name, you are mine." Isaiah 43

The mission of our school is to support and further the teachings of Christ and His Church.

We welcome and embrace individuals of all abilities and cultural backgrounds.

We aim to enhance and celebrate their moral, physical, social and emotional development, so that they may reach their full potential in an atmosphere of stability, care and respect.

We believe that education is for all and in partnership with parents, carers, children and the wider Catholic community: we will strive and succeed in a wholly inclusive setting.

Equality Statement

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at St. Augustine of Canterbury Catholic Primary School.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Written by: Mrs Claire Burns, EYFS Lead

This policy was reviewed: November 2022

The policy is to be reviewed: September 2024

Our EYFS Vision:



At St. Augustine of Canterbury Catholic Primary School we believe that every unique child deserves the best possible start in life through positive relationships and an environment that enables them to fulfill their potential.

EYFS Intent

At St. Augustine of Canterbury we want to provide the best possible start at primary school. We strive to develop positive relationships both in school and with home, to work in partnership with parents and carers. We encourage Resourceful, Independent, Creative, Happy (RICH) learners who flourish in school and reach their full potential from their starting points.

We provide opportunities throughout our EYFS curriculum to support learning, consolidate and deepen knowledge and ensure children meet their next steps, taking into consideration their interests. We use both the indoor and outdoor environments to support learning and development.

We prepare children to reach the Early Learning Goals at the end of Reception and ensure that everyone makes good progress from their starting points.

We prepare the children to continue their learning journey through supported transition into KS1.

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/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

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At St. Augustine of Canterbury Catholic Primary School, children join the Reception class in the

year that they turn five. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life.

Implementation

We provide a child-centered, play based curriculum that is built upon experiences and topics which engage the children. We encourage active learning to ensure the children are motivated and interested. We take time to get to know children's interests, likes and ideas to help support their learning.

All areas of the EYFS curriculum are followed and planned for to ensure there is a broad, balanced and progressive learning environment and curriculum. The children learn new skills, acquire new knowledge and demonstrate understanding through the seven areas in the EYFS curriculum, which are used to plan children's learning and activities. Planning for this curriculum is designed to be flexible so that each unique child's interests and needs are supported.

We provide activities across the EYFS areas of Development which support the Characteristics of Effective Teaching and Learning: **Playing and Exploring** - children investigate and experience things, and 'have a go'; **Active Learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; **Creating and Thinking Critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

As children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking, we provide learning opportunities both inside and in our outdoor learning environment. As well as adult-led, we also provide an engaging environment where the children can independently access resources and activities for child-initiated learning.

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 curriculum and educational programmes are designed to include activities and experiences for children, as set out under each of the areas of learning.

Learning and Development

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 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

At St. Augustine of Canterbury, we plan activities and experiences for children that enable children to develop and learn effectively, with a strong focus on the 3 prime areas. We use the non-statutory Development Matters guidance to design an effective early years curriculum, building on the strengths and meeting the needs of the children within our reception class.

A Unique Child

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

We also consider the individual needs, interests, and stage of development of each child, 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. At St. Augustine of Canterbury Catholic Primary School, we support children in using the three characteristics of effective teaching and learning. These are:

- **playing and exploring** - children investigate and experience things, and 'have a go';
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

We also follow the Religious Education Curriculum Directory within the reception class following the 'Come and See' programme (see RE policy).

4.2 Inclusion/Special Educational Needs (SEND)

All children and their families are valued at St. Augustine of Canterbury Catholic Primary School. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the schools SENCO is called upon for further information and advice. Appropriate steps are taken in accordance with the school's Inclusion policy for SEND.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- 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 and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and taking action to provide support as necessary.

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. Staff 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.

Enabling Environments

We aim to create an attractive and stimulating learning environment where children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision.

Effective learning builds and extends upon prior learning and following the children's interests. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. These observations are recorded in the children's individual learning journeys.

Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning.

5. Assessment

At St. Augustine of Canterbury, 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 used to shape future planning. Staff also take into account observations shared by parents/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. Children are assessed against the 17 early learning goals:

1. C&L: Listening, Attention and Understanding
2. C&L: Speaking
3. PSED: Self-Regulation
4. PSED: Managing Self
5. PSED: Building Relationships
6. PD: Gross Motor Skills
7. PD: Fine Motor Skills
8. LIT: Comprehension
9. LIT: Word Reading
10. LIT: Writing

11. MATH: Number
12. MATH: Numerical Patterns
13. UW: Past and Present
14. UW: People Culture and Communities
15. UW: The Natural World
16. EAD: Creating with Materials
17. EAD: Being Imaginative and Expressive

Against each of the ELGs, it is indicated whether the children are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents/carers. The results of the profile are shared with parents/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.

6. Working with parents

Positive Relationships

At St. Augustine of Canterbury Catholic Primary School, we recognise that children learn to be strong independent individuals from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents/carers are kept up to date with their child's progress and development throughout the year through target setting, target reviews and parent/teacher consultations. The EYFS profile helps to provide parents/carers with a well-rounded picture of their child's knowledge, understanding and abilities at the end of reception within the end of year report.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- giving the children the opportunity to spend time with their teacher and the class in the summer term before starting school during transfer sessions;
- hosting an informal 'Stay and Play' as part of transition;
- inviting all parents to an induction meeting during the term before their child starts school;
- providing parent information letters outlining the learning and topics that the children will be engaging with;
- talking to parents individually about their child before their child starts in our school;
- providing the opportunity for the children to explore the classroom environment individually and to meet the practitioners;
- encouraging parents to talk to the child's teacher if there are any concerns or using the class email. There is a formal meeting for parents twice a year at which the teacher and the parent

discuss the child's progress individually with the teacher. Parents receive a report on their child's attainment and progress at the end of each school year and have the opportunity to discuss these if requested;

- providing parents an opportunity to contribute to assessments and celebrate their child's learning and development by completing "wow" cards which inform planning and provision;
- written contact through home school diary;
- ensuring all parents know that their child's teacher and teaching assistant are their key workers and
- by providing a quiet and confidential area where parents are able to discuss any concerns.

7. Safeguarding and welfare procedures

It is important to us that all children in the school are safe. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children (see Whole School Safeguarding Children policy).

"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 promote good oral health, as well as good health in general, in the early years through our PSHE and RSE curriculum, including 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 Whole School Safeguarding policy.

8. Transition

From Pre-school/Feeder settings

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 times and routines, and any concerns they may want to express.
- "All about me" booklets/transition records, received from previous settings are read to offer an insight into the children's likes and interests. These are used during the Autumn term to support transition and to inform planning and can be found in the front of the learning journey.
- The children are invited to visit their reception class following the induction meeting for parents. They are offered times and days to visit again with parents and some of their new classmates to get to know the class and each other. A Stay and Play session is held so that all the children and parents can spend some time getting to know one another.
- Members of staff from St. Augustine of Canterbury Catholic Primary school make visits to feeder settings where possible. The number of visits will depend on the child's needs and how

much information gathering is required in order to support the child's transition. Where it is not possible to visit, staff will endeavour to speak with children's Key People over the telephone.

- Before starting in September, the EYFS teacher will meet with parent/carers and the children within the setting. This is to enable the children to become familiar with the classroom on a 1:1 basis and for relevant information to be shared with the teacher.

From Reception Class to Key Stage 1

To enable a smooth transition from Reception to Year 1 the children in EYFS have opportunities for 'free-flow' child-initiated learning between the Year R classroom, the outdoor area and the Year 1 classroom. This 'free-flow' is timetabled throughout the year to support both the Year 1 children in their new classroom and the Reception children in preparing for Year 1.

During the summer term the Reception children will have frequent contact with the Year 1 teacher during these 'free-flow' sessions. They will also have a more formal 'meet the teacher' whereby they spend time with the teacher in the classroom.

Impact

Staff in the EYFS make regular observations of the children's learning to ensure their next steps are identified and planned for. We regularly assess the children's progress against the Development Matters are using the Development Matters age bands and then ensure our planning, adult interaction and learning environment support children to reach their next steps.

The EYFS profile is completed to inform Year 1 teachers about each child's stage of development and learning needs, and help them to plan the Year 1 curriculum to meet the needs of all children. The EYFS profile is also used to inform parents about their child's development. Assessment judgements are moderated both in school and externally with local schools.

From the beginning of Reception year, EYFS and Year 1 staff support the transition into Key Stage 1. Throughout the year, Reception children engage in Free-Flow Friday, helping them become familiar with the Year 1 classroom and staff from the beginning. Further visits to their new class and meeting the teacher also help with the transition into KS1.