

Early Years Foundation Stage (EYFS) policy

St Joseph's Primary School



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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.
- Close partnership working between practitioners and with 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 [2017 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

3. Structure of the EYFS

At St Joseph's there are 3 Reception Classes that form our EYFS setting. Each class can have up to 30 pupils and will have a teacher and teaching assistant. The school day starts at 8.40am and ends at 2.55pm.

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2017 statutory framework of the EYFS.

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.

4.1 Planning

Planning is taken from six documents:

- › EYFS Framework,
- › Development Matters,
- › Read Write Inc,
- › Cornerstones,
- › Come and See (RE), and
- › White Rose Maths.

Each half term, there will be a medium-term plan in place which will set out the different objectives covered that half term using these documents and enabling personalised learning and progress for all learners.

Due to the nature of the Early Years Curriculum, short-term planning does not follow the same formats as for Key Stage One and Two. Planning should enable the Early Years team to accommodate changes and flexibility in order to meet the needs of the children in all areas of learning. Weekly planning will be in the format of 'table top' cards which will have the learning and assessment strands from the Development Matters Document. There will be separate cards for each area which will also be displayed on the tables in the classroom, linked to that area.

Staff plan activities and experiences for children that enable children to develop and learn effectively.

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 will liaise with the SENCo to consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, practitioners 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 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.

Enabling environment: In each class, the different areas are set up with clearly labelled resources. All resources are available to the children. The children select what they want to do in each area. The principle is that resources are accessible to the children and they are varied, open-ended and high quality. Each class has a role play area that will be changed to reflect the current topic. The outdoor area also is set up with the different areas. There is also a mud kitchen and snack area where the children can select their snack and milk at a time convenient to them. This provides great opportunities for social interactions!

Quality interactions: In child-initiated time, the children become involved in activities of their choice. The adults observe the children carefully, join them, when appropriate, and engage in quality interactions (teaching) to move the learning on. They do this through observing and interacting. This ensures that the adults enhance and extend the learning at the appropriate level for each unique child. In adult-led time, Foundation Stage teachers follow their specific curriculum, with subjects being taught as part of themed work. Each day, there is a Literacy and Maths focus, and phonics is taught in differentiated groups (from Autumn 2). RE is taught once a week with resources available throughout the week for the children the access.

5. Assessment

At St Joseph's, 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. Practitioners also take into account observations shared by parents and/or carers. Observations are recorded on Tapestry and shared with the parents once the class teacher has approved them.

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,
- Exceeding expected levels or,
- Not yet reaching expected levels ('emerging').

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

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

We encourage parents to record home-based achievements and comment on observations through Tapestry. Home learning tasks are set based on what is being taught in class, and parents are then asked to record this on Tapestry where staff can see and then give feedback. This also helps parents to know on a regular basis of the learning covered in school through using this app.

Tapestry also helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

7. Safeguarding and welfare procedures

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

8. Monitoring arrangements

This policy will be reviewed and approved by The Senior Leadership Team every year.

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