

# St John's Catholic Primary School, Bridgnorth



*"I am the vine you are the branches" – John, 15.*

## Early Years Foundation Stage Policy

*"No job is more important than working with children in the Early Years"*

*Reviewed: January 2024*

*Reviewed by: Mrs E. Shimmons*

*Next review date: January 2025*

## Statement of Intent

At St John's Catholic Primary School, we greatly value the importance of the Early Years Foundation stage (EYFS) in providing a secure foundation for future learning and development. The Reception Class at St. John's Catholic Primary School is the children's final year in the Early Years Foundation Stage and the year in which final assessments will be made against the Early Learning Goals, in the Early Years Foundation Stage Profile.

This policy has been developed in conjunction with the relevant Department for Education (DfE) guidance and legislation to ensure that each child has a happy and positive start to their school life in which they can build a foundation for a love of learning.

We ensure that children learn and develop well and are kept healthy and safe. We promote teaching and learning to ensure children's readiness for the next stage of their education and give children a broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

We seek to provide:

- Every child is unique. We wish to form positive relationships with your child to enable them to learn, develop independence, resilience, and confidence.
- An environment to keep the children safe and protected at all times, to promote their health and well-being.
- A well-balanced curriculum which incorporates your child's interests whilst ensuring every child makes progress.
- A partnership working between practitioners and parents/carers.

## The Governing Body

The Governing Body has the overall responsibility for the implementation of this policy. The Governing Body has overall responsibility for ensuring that this policy does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability, or sexual orientation. The EYFS Lead and EYFS Teacher, in conjunction with the Headteacher, has responsibility for the day-to-day implementation and management of this policy. Staff, including teachers, support staff, supply staff and volunteers, are responsible for familiarising themselves with, and following, this policy.

## Structure of the EYFS

St John's Catholic Primary School is led by a fully qualified teacher with PGCE in EYFS 3-7 years and a qualified teaching assistant. We have one EYFS classroom with capacity for 30 pupils. Mrs Shimmons is the class teacher and EYFS Lead. PPA cover is covered by a level 3 TA minimum.

## Curriculum

The EYFS curriculum is based on an observation of children's needs, interests, and stages of development. When your child starts school at St John's we ask you to complete an 'All About Me' section on Tapestry. This allows us to gain an insight of your child's interests. There are seven areas of learning and development that must shape education programmes in EYFS settings. These are split into two sections – prime and specific; however, all the sections are interconnected and important.

The Prime areas:

- Communication and Language
  - Listening, Attention and understanding
  - Speaking
- Personal Social and Emotional Development
  - Self-Regulation
  - Managing Self
  - Building Relationships
- Physical Development
  - Gross Motor Skills
  - Fine Motor Skills

The Specific areas:

- Literacy
  - Comprehension
  - Word Reading
  - Writing
- Mathematics
  - Number
  - Numerical Patterns
- Understanding the World
  - Past and Present
  - People Culture and Communities
  - The Natural World
- Expressive Arts and Design
  - Creating with Materials
  - Being Imaginative and Expressive

Despite ICT being removed as an Early Learning Goal (ELG) in the curriculum, computing opportunities will be provided for your child to use technology, equip them for the demands of the developing digital world, and prepare them for the next step in their education.

### Religious Education

As a Catholic School, we also follow the Religious Education program: *The Way, the Truth and the Life*.

The religious experience of the children will be an integral part of the early years' curriculum. By providing opportunities for children to reflect upon experiences they will be encouraged to grow in sensitivity and awareness of the mysteries of life and respond to them. The experience of loving and being loved leads the children to know the love of God, Jesus and the Spirit of love. The Way, the Truth and the Life programme of study is specifically planned for Early Years Foundation Stage children.

### Characteristics of Effective Learning

"All of those areas of learning are connected together. The characteristics of effective teaching and learning weave through them all. That is because children in the early years are becoming more powerful learners and thinkers". The characteristics of effective teaching and learning are:

- Playing and exploring – children investigate and experience things.
- Active learning – children concentrate, keep on trying if they encounter difficulties and enjoy their achievements.
- Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

On our website there is a document which provides details of our wider curriculum. In each area of learning and development will be implemented through a mix of adult-led and child-initiated activities. The children have access to indoor and outside provision during child-initiated activities. Once a week we take part in 'Fun at the Forest' and once a week we have designated P.E lesson.

### Planning

Our planning is organised into Continuous Provision, Long Term Planning, Medium Term Planning and Short-Term Planning. This facilitates flexibility and the opportunity for responsive planning as the children become particularly interested in a topic. Resources for each area of learning are available inside and outside and organised in such a way that the children can access them themselves.

### Assessment

We at St John's understand that, as parents, the first day of handing over your child to the care of another can be an emotional time. As your child adjusts to experiences without you at their new school, most parents continue to want to share these times. Tapestry facilitates this, by enabling a personal journal to build over time. Photographs, videos and notes of special moments are not only recorded but can be made available regularly and often immediately to you. Tapestry allows you to be kept up to date with your child's progress and learning.

At St John's we use a range of assessment to recognise children's progress, understand their needs, plan activities, and assess the need for support. At the start of Reception your child will take part in Reception Baseline Assessment which the Government requires us to complete. This is an activity-based assessment for early mathematics, literacy, communication, and language. It is used to create a baseline for school-level progress measures and will measure the progress children make from Reception until the end of Year 6. After completion of the RBA, EYFS practitioners will receive a series of short, narrative statements that tell them how pupils performed in the assessment – the school will use these to inform their teaching approaches. A copy can be provided as parents/carers request.

Assessment in the EYFS mainly takes place through observations, these are mostly available to you through Tapestry. Assessment allows us to recognise your child's progress, plan accordingly and assess areas which may need to support to ensure all children achieve their full potential. Throughout the school year, your child is tracked for progress as 'not on track' and 'on track', extra support is then identified and given to the 'not on track' children. Your child will also be assessed for phonics throughout the year. During the academic school year, you will be invited to two parent's evenings to discuss your child's progress. If we have concerns about a pupil's progress during the academic year, we will invite you to a meeting to discuss any concerns.

### EYFSP

The Early Years Foundation Stage Profile is completed in the Summer Term, it is a comprehensive assessment completed at the end of the EYFS to provide a well-rounded picture of a child's knowledge, understanding and abilities, attainment against the early learning goals (ELGs), and their readiness for Year One. The class teacher will assess each child against the 17 Early Learning Goals as well as the characteristics of effective learning. We will judge if a child is • Not yet reaching expected levels (emerging) or meeting expected levels (expected). Parents do receive a copy of their child's report detailing their results with a comment about their year in Reception.

### Parental Involvement

We firmly believe that the EYFS cannot function without the enduring support of parents. We believe we are a team, and we will work together to ensure your child makes progress. As previously stated, you have full access your child's learning using Tapestry from day one. You will be provided with a direct email address to the class teacher with any questions you may have. Parents are invited to two parents' evenings; however,

the school has an open-door policy and parents are welcome to talk to teachers at the start and end of the school day.

In the summer term, before your child starts school you will be invited to 'Meet the Teacher' where you will be told more information about the EYFS, and the meeting provides a chance to ask any questions ahead of September.

Parents are notified of any visits out of schools. We will ask for volunteers to help with any off-site visits for ratio numbers and we want to share experiences with us too.

During the year, we aim to provide opportunities for parents, carers or family members to join in our activities, for example Christmas Craft Afternoon and stay and read sessions. These activities change yearly depending on topics and other planned events. All are welcome to attend Mass at school and in Church.

### Transition

As part of the transition process from nursery to school, the reception teacher visits the children in their nurseries, gathering information about the children from their key workers and having the opportunity to observe and interact with the children in a familiar environment. Parents are invited into school for an introductory meeting and to provide information about their child's experiences. The children visit St. John's for a whole-day session (10am-2pm). When they start school in September, children are given the opportunity to start at different times throughout the morning, so that we have the opportunity to spend time with them individually and show them where to put their belongings. We also hold a further 'Meet the Teacher' session to provide more information about the EYFS and further opportunities for parents to meet staff.

We recognise the step from Early Years to Year One can be big a step to make. In the Summer Term, we have a 'Transition day' for all children, this means children are given the opportunity to meet the teacher and look around the class before moving class in September. We also prepare the children in class by showing them their new books, where the coats and bags go, where they will sit in assembly, and we start introducing some of the expectations in Year One such as spellings. SEN children are given more opportunities to prepare them for Year One, tailored to their needs.

### Health and Safety

As part of the new curriculum which was introduced in September 2021. The school will promote the good health of children in the EYFS, including the promotion of good oral health.

The EYFS staff will report any minor accidents or injuries involving your child to parents on the day it occurs, and any first-aid treatment administered to a child will also be reported to their parents. If there has been a head bump an email will be sent via Parent Mail. Accidents and injuries will be recorded in an accident book, located in the classroom with our first aid box.

### Inclusion

All children are valued as individuals, irrespective of their characteristics. The EYFS curriculum is planned in order to meet the needs of the individual child and support them at their own pace. The Special Educational Needs and Disabilities (SEND) Policy ensures all children receive the support they need and are given the best learning experience possible. SEND in the EYFS setting will be monitored and managed by the school's SENCO. If we are aware of any children with SEND/SEND concerns before your child starts school, we will have a meeting before your child starts school to discuss further. If a practitioner has concerns once your child starts school we will discuss these with you and how best to support your child going forward.

### Further Policies

Anti-Bullying Policy

Behaviour Policy

*Confidentiality Policy*

*Data Protection Policy*

*Health and Safety Policy*

*Inclusion Policy*

*Intimate Care Risk Assessment*

*Marking Policy*

*Mobile Phone Policy*

*Parent Code of Conduct*

*Physical Contact and Handling Policy*

*Safeguarding and Child Protection Policy*

*Transition Policy*

*Wellbeing Policy*

*All quotes have been taken from Development Matters, 2020.*