



# Early Years Foundation Stage Policy

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Governor	Mrs P Younts
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## ETHOS STATEMENT

The School was founded by and is part of the Catholic Church. The School is to be conducted as a Catholic School in accordance with the canon law and teachings of the Catholic Church and in accordance with the Trust Deed of the Diocese of Leeds in particular:

1. Religious education is to be in accordance with the teachings, doctrines, discipline and general and particular norms of the Catholic Church;
2. Religious worship is to be in accordance with the teachings, doctrines, discipline and liturgical norms of the Catholic Church;

And at all times the school is to serve as witness to the Catholic faith in our Lord Jesus Christ.

## MISSION STATEMENT

*As a family with God in our hearts we love, laugh, and learn.*

## Aims

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year and is intended to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. Our Early Years Foundation Stage accommodates children from the age of 4 to 5 years. The Reception class has two part time teachers and a full-time teaching assistant. To ensure best practice and continuity, staff work closely together and share planning, activities, and maintain the outdoor learning environment.

At St Joseph's Catholic Primary School, we aim to give each child a positive and meaningful start to their school

life, in which they can establish solid foundations on which to develop into independent and fearless lifelong learners. We will encourage children to develop independence within a secure and friendly atmosphere; to support children in building relationships through the development of social skills such as cooperation and sharing; to help each child to recognise their own strengths and achievements through experiencing success and by developing the confidence to work towards personal goals. Our high expectations will enable each child to develop socially, physically, intellectually, and emotionally and to achieve their full potential. We will offer a structure for learning that has a range of starting points and unlimited availability for development through a wide range of new and exciting first-hand experiences that will give children the opportunity to consolidate, explore and test their skills, knowledge and understanding alongside existing experiences.

### **The Curriculum**

Our Early Years team follow the curriculum as outlined in the 2021 Early Years Foundation Stage (EYFS) document, which is available on the school website or to download at:

<https://www.gov.uk/government/publications/earlyyears-foundation-stage-framework--2>. This clearly defines what we teach.

The following policy details the specifics of our setting.

### **The EYFS is based upon four principles:**

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

### **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 and rewards, to encourage children to develop a positive attitude to learning.

### **Positive relationships**

We recognise that children learn to be strong and independent from secure relationships and aim to develop caring, respectful and professional relationships with the children and their families.

### **Enabling environments**

We recognise that the environment plays a key role in supporting and extending the children's development. Through observations we assess the children's interests and stages of development and learning needs before planning challenging and achievable activities and experiences to extend their learning.

### **Learning and development**

Our Foundation Stage has a large classroom and outdoor area. The learning environments are 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 seven areas of learning are defined so that children are able to find and locate equipment and resources independently.

### **Areas of Learning**

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning to support the children to work towards the final Early Learning Goals. All seven areas of learning and development are important and interconnected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive, both in the EYFS and into Key Stage 1. These three areas are the prime areas:

- Communication and Language

- Physical Development
- Personal, Social and Emotional Development

Children are also supported through the four specific areas, through which the three prime areas are strengthened and applied:

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

### **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 consider observations shared by parents and/or carers. All children have a learning journal for observational assessments which are made during Child initiated Learning opportunities as well as some focused tasks. Assessments in Reception are made using Development Matters and tracked using Tapestry.

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. EYFS profile data is submitted to the local authority.

Progress meetings are planned termly with teachers, senior leaders and SENCO, to discuss and moderate children's attainment and consider support, interventions or further challenge.

### **Working with Parents**

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers. Parents and/or carers are kept up to date with their child's progress and development on a regular basis through Tapestry. Parents are invited to attend termly parents' consultations, this helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. In addition to this we offer parents workshops each term to support their understanding of child development and teaching and learning.

Parents are invited to a Curriculum Open Evening which gives further details about the EYFS curriculum and how we deliver Phonics using the Essential Letters and Sounds Scheme.

### **Safeguarding**

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

### **Monitoring**

The effectiveness of this policy will be monitored in line with the school's monitoring and reviewing of school policy procedures.

Any questions regarding this policy should be directed to Miss Wilkinson and Miss Choma who are the school's lead teachers on this issue.