

ST CLEOPAS CE PRIMARY SCHOOL



Early Years Foundation Stage Policy

Mission Statement:

We are a distinctive, inclusive, Christian school, where everyone is welcomed and valued. We aim to nurture and develop opportunities for lifelong learning through a caring and inclusive ethos. We come together in a friendly, creative community to develop our cultural lives, spirituality and abilities through the core values of Love, Trust, Care, Respect and Joy all given and received in Jesus' name.

Biblical reference:

"..love one another. As I have loved you, so you must love one another, then everyone will know that you are my disciples".

John 13:34-35

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1. Aims

Our children represent the future of our society and our global community. The aim of our school is to fully develop every child intellectually, morally, emotionally and physically and promote independence. We believe that every day is a day in which a child can strive to fulfil their potential, and one in which the children can learn to know God and find ways of speaking to Him.

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 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 [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies from September 2021](#).

3. Structure of the EYFS

At St Cleopas, our Early Years provision includes a 26 place AM Nursery and 26 place PM Nursery for 3 and 4 year olds and two Reception classes, with space for 45 children.

Our Nursery class has a large room for their sole use as well as a large garden area which is a great outdoor learning space. The nursery is open term time between the hours of 8.30am – 11.30am and 12.15 – 3.15pm and more details about applications can be found in our prospectus or by calling the office on 0151 727 1725.

Our Reception classes each have their own classroom which are connected by a retractable door as well as a large outdoor garden.

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 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

The prime areas are strengthened and applied through 4 **specific areas**:

Literacy

Mathematics

Understanding the world

Expressive arts and design

4.1 Planning

The EYFS at St Cleopas provides a happy, safe, caring, stimulating and well-organised environment in which children learn by building upon what they already know and can do.

Staff at St Cleopas look carefully at the children in their care, consider their needs, their interests and their stages of development and use all of this information to help plan a challenging and enjoyable experience across all areas of Learning and Development. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas as a foundation for making progress in the 4 specific areas – especially early reading and writing.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice. 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.

4.2 Teaching

The EYFS is the foundation stage on which the rest of the school curriculum is built. We ensure we provide all children with the necessary environment and structure so they can achieve their potential. The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet 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.

Four guiding principles should shape practice in early years settings. These are:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.
- **Children develop and learn in different ways and at different rates**. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

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. Our outdoor provision mirrors the opportunities available to the children inside offering a mix of adult-led and child-initiated learning.

5. Assessment

At St Cleopas, 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 and/or carers.

Within the first 6 weeks that a child **starts reception**, staff will administer the Statutory Reception Baseline Assessment (RBA, May 2021).

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 and with the Y1 teachers to aid transition.

The profile is moderated internally and in partnership with other local schools in our network, to ensure consistent assessment judgements. EYFS profile data is then submitted to the local authority.

6. Working with parents

Key to ensuring high quality early years experience is to ensure continuity between all settings and to ensure that the children's social, emotional and educational needs are addressed appropriately. At St Cleopas, transition is seen as a process, not as an event and is planned for and discussed with parents, children and practitioners of the pre-school settings that the children of our school attend.

At St Cleopas we also recognise that parents are the children's first and most enduring educators and that when parents and practitioners work together the results have a positive impact on children's development and learning.

We encourage parent partnership through:

- Showing respect and understanding for the role of the parent in the child's education Listening to accounts of their child's development and any concerns they may have
- Making parents feel welcome by being friendly, approachable and having an open door policy
- Maintaining an on-going dialogue
- Being flexible in arrangements for settling children in
- Meeting with parents of Reception children regularly to discuss progress
- Inviting parents in to share their child's Learning Journal and see a range of work
- Through the use of Tapestry, an online learning journal which parents can access at home
- Inviting parents in the school to share their specialised skills Inviting parents to accompany staff on trips.

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

Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile 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

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. We know that children learn best when they are healthy and safe, when their individual needs are met and when they have the chance to build positive relationships with the adults around them and their peers.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by the Early Years Lead each year.

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



