



ST JOSEPH'S CATHOLIC PRIMARY SCHOOL EYFS POLICY

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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
- 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 \(EYFS\)](#) for 2023.



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3. Structure of the EYFS

Our EYFS consists of both Nursery and Reception classes. We take children from the age of 3 years old.

Nursery:

Children are offered either a part time (morning or afternoon session) for throughout the week or a full time session. Morning sessions run from 8.45am staggered start with a 9.00am registration until 12noon. The afternoon session runs from 12.30pm until 3.30pm.

All children are entitled to 15 hours free hours of childcare in either a morning or afternoon session once their child is 3 years + a term.

Additional hours can be purchased for fulltime care provision. These sessions can be purchased for £100 per week (£22 per session). A child who is 3 years + a term could therefore have their morning sessions free and their afternoon sessions paid or vice versa.

We also offer provision for children who have had their 3rd birthday but are not yet 3 years + a term. The cost for these children is £175 per week (£40 per session).

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest EYFS statutory framework. The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 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



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4.1 Our Pedagogical approach

We follow the revised EYFS curriculum and **careful sequencing** helps children to build their learning over the time they are with us, from entry in to Nursery until the end of Reception. We know that young children's learning is often driven by their interests and adapt our planning to take this into account. Through our strong emphasis on the **characteristics of effective learning**: playing and exploring, active learning, creating and thinking critically, we aim to give children the skills to become successful learners. We put great emphasis on **early reading and early maths skills**. Adults share and talk about books with the children, aiming to develop a lifelong love of reading. There are frequent opportunities to develop reasoning skills in maths.

St Joseph's is a **"talk rich"** school with a strong emphasis on **communication and language**. Through high quality provision and staff knowledge, we ensure that children get the best start on their journey to become confident in their speaking and listening skills. The children experience a **language rich environment**, engage actively with frequent stories and are encouraged to share their ideas. Children are taught new vocabulary to support their learning. Sentence stems are taught to enable children to articulate their ideas and explain their learning.

Our environment and curriculum reflect the diversity of our community enabling pupils to see positive role models. This supports their belief that they too can achieve. We teach all children to have a **growth mind-set**, empowering them with the confidence to have a go, to learn from mistakes and to keep trying and improving. Regular **visits and events** enrich our curriculum. In the EYFS our **environments** are planned to enable pupils to **develop independence**. The resources are labelled clearly and accessible to the children, so that they are able to make choices and plan their own learning. Children's **special educational needs are identified quickly** and all children receive any extra help they need to progress well in their learn

4.2 Planning

Our curriculum is a coherently planned 3-11 curriculum. The EYFS planning does not sit in isolation but forms the foundational layer of learning for KS1. The curriculum implementation started in EYFS carries on throughout the school. For example; RWI phonics and White Rose Maths mastery. Our ambitious and carefully planned curriculum is taken from the statutory framework and further informed by development matters and this guidance is used by staff to inform planning and assessment.

Our staff plan activities and experiences building on what the children know to enable them to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

We offer a broad and balanced curriculum specifically planned to support children from their entry point to achieving our curriculum aim of reaching the Early Learning Goal by the end of Reception. IN line with our school context we place a strong focus on oracy, numeracy and developing writing to overcome the barriers many of our children have on entry to the school (communication and language, SEN).

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.



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Where a child may have a special educational need or disability, staff identify this within 1 week. In liaison with the SENCO 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.

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.

Staff plan the process of developing key concepts by identifying important vocabulary and modelling this to the children.

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.

5. Assessment

At St Joseph's school, ongoing assessment is an integral part of 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.

Staff review each child's progress termly and provide parents and/or carers with a summary of their child's development. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed. This is alongside termly parents evenings (Autumn and Spring).

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 upon request.

6. Working with parents and carers

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.



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In addition to the termly progress checks, teachers also hold termly parents evening meetings, providing an additional opportunity to discuss progress and next steps.

The school has an open door policy allowing parents to talk to the adults working with their children on a regular/ as needed basis. Short discussions and feedback may take place at the classroom door during the staggered start or end of the day. Any more in depth conversations are booked in with the teacher directly at request to prevent interruption of the school day. Such conversations may include helping families to engage with more specialist support if appropriate.

7. Safeguarding and welfare procedures

We recognise that 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 follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

We make sure that the appropriate statutory staff:child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

- For children aged 3 and over as maintained nursery setting in a maintained school:
 - We have at least 1 member of staff for every 13 children
- For reception :
 - We comply with infant class size legislation and have at least 1 teacher per 30 pupils

We have at least 1 person with a current pediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

We promote good oral health, as well as good health in general, in the early years by ensuring healthy eating and active lifestyles including being mentally healthy has a strong focus.

- The effects of eating too many sweet things
- The importance of brushing your teeth
- Children are taught and reminded how to wash their hands correctly
- Children are taught and supported in how to eat using cutlery
- Children are taught and encouraged to develop their resilience and learn to risk taking by being faced with opportunities to experience small 'fails'.
- Reception children have a full afternoon of PE teaching by a PE coach in addition to the physical development curriculum that takes place within the EYFS setting.

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by the EYFS lead in liaison with SLT every 2 of years. At every review, the policy will be shared with the governing board.



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Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy

Last reviewed: June 2024

Next review: June 2026