

Early Years Foundation Stage (EYFS) policy



“Our school is a place where we all come together as one community to learn, have fun and make lasting friendships all under God’s love and care”

Approved by:

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Governing Body
SLT

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

3. Structure of the EYFS

At St Lawrence Catholic School, we have an Early Years setting with children attending from age 3 to 5 years. In the Nursery, we have 2 Nursery classes. (Green Acorns and Red Acorns) there are 45 children in Nursery in total

We offer children to attend the whole day (30 hours) or AM only.

At present, we have in Nursery:

Red Acorns- 13 30 hour children and 11 15 hour children in the AM.

Green Acorns- 14 30 hour children and 7 15 hour children in the AM.

The 30 hour children stay for lunch. The parents provide the children with a packed lunch from home and pay a fee of £5 per day.

There is an option for parents to pay to keep them at school all day. This is charged at £90 extra per week.

The Nursery hours are:

8:45am-11:45am – Nursery AM

8:45am-3:15pm – Nursery 30

12:15pm-1:15pm – Lunchtime for the Nursery 30

There is a class teacher and EYFS practitioner in each Nursery class.

We have two classes in our Reception (Holly class and Cherry class). There are 30 children in each class. Each class comprises of a teacher and EYFS practitioner.

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2021 EYFS statutory framework.

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

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working in the Nursery are expected to focus strongly on the 3 prime areas.

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 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.

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff 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.

5. Assessment

At St Lawrence Catholic School, 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 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.

The EYFS teaching staff meet weekly from November to moderate the 17 areas of learning. They also attend external moderation meetings provided by the LBH.

We analyse the children's data at the end of Autumn 1.

We also complete progress and attainment grids at the end of Spring 1 and the end of Summer 2.

We look at these groups of children – EAL, SEN, Term of birthday, No pre-school, PP and gender. The grids we complete are analysed and targets are set from the data results.

All data is inserted on 'Pupil Asset' at the end of Autumn 1, Spring 1 and Summer 2.

We use an online system to report to parents called 'Evidence Me'. We report to parents on the children's achievements.

6. Working with parents

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.

Each child is assigned a key person (class teacher) who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

7. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years by talking to the children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

We have a model of teeth and toothbrushes displayed - we model the way the children should be brushing their teeth. We follow [statutory guidance](#) for safety around supervised tooth brushing.

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 a member of the senior leadership every year.

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

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
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy