



*In God's love we believe and achieve*



# St. Michael's

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## Catholic Primary School

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# Early Years Foundation Policy

# St. Michael's Foundation Unit

## Policy

### Introduction

EYFS at St Michael's Catholic Primary School consists of Pre-School and a Reception Class. Across the phase there are five experienced practitioners, working in partnership within an EYFS Unit. Ongoing investment, developing high quality learning spaces and knowledgeable practitioners, ensures good outcomes for all groups of children.

This policy is:

- A statement of our aims, principles and philosophy that guides teaching and learning in the Early Years Foundation Stage at Primary School
- Based on requirements set out in the 2021 statutory framework for the Early Years Foundation Stage (EYFS).

### Our Aims

- The statutory requirements of the new EYFS Framework are embedded within everyday practice;
- All children who attend St Michael's Catholic Primary School access a broad and balanced curriculum; a curriculum that fulfils the Educational Programme for each area of learning and the Characteristics of Effective Teaching and Learning;
- Effective pedagogy, a mixture of different approaches, supports all children to make good progress so they are ready for the next stage of their education;
- Close partnership working supports children as they transition into, through and out of EYFS; and
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

## **Statutory Requirements**

From the 1<sup>st</sup> September 2021, all practitioners working in EYFS at Primary School, will ensure the following requirements are implemented within the new Statutory Framework:

- Learning and development requirements
- Assessment
- Safeguarding and welfare requirements
- A regular team audit of the requirements will take place, identifying key next steps.

## **Curriculum**

### **Intent:**

- At St Michael's Catholic Primary, we have high expectations for all children. We aim for all groups of children to make progress across the curriculum and be ready for the next stage of their education, achieving good outcomes.
- Our aims are, to develop lifelong learners in a learning environment that is happy, provides high quality care, promotes independence, supports emotional well-being, celebrates and promotes individuals interests and fascinations.

### **Implementation:**

- A carefully designed and sequenced curriculum has been developed using, the new EYFS Educational Programmes for each area of learning, recent research and additional guidance. It identifies key skills and knowledge for children to be taught term by term, deepening learning and enabling them to achieve the early learning goals at the end of the phase.
- The EYFS curriculum is the foundation to the schools personalised curriculum starting with the individual child and widening their learning to

local, national and international experiences (see whole school curriculum overview).

- Through high quality texts, fiction and non-fiction, a broad balanced curriculum is facilitated. A curriculum enhanced through a range of first-hand practical experiences, within and beyond school.
- High quality learning environments are in place indoors and outdoors, facilitating early years pedagogy. They provide opportunity for children to practise, consolidate and apply ongoing and new learning, across all areas of learning and the characteristics of effective teaching and learning.
- Across the daily routine, practitioners ensure children have a balance of child-initiated and adult-led activities. It is recognised that young children learn by, taking part in activities guided by knowledgeable adults and leading their own learning, sensitively supported by practitioners. During the summer term, the balance of learning is developed to support smooth transition into Y1.
- Practitioners engage with parents at points of transition, within home learning and the observation process. The school SENCO, part of the EYFS Team, ensures rapid response to children identified personal needs. Integrated services are used to maximise children's learning potential.
- In the Foundation Stage, we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

- *The seven areas of learning in EYFS are: □ Communication and Language □ Personal, Social and Emotional Development □ Literacy □ Mathematics □ Understanding the World □ Expressive Arts and Design \*\* The characteristics of effective teaching and learning are: □ Playing and Exploring □ Active Learning □ Thinking and Creating Critically*

## **Impact**

- Formative assessment, day-to-day observations of learning, are integral part to the learning and development processes in EYFS. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to identify and shape future / next steps in learning.
- Practitioner best-fit assessment judgements are regularly moderated to ensure accuracy.
- Majority of children at make good progress and are ready for the next stage of their education. Historical data shows the 63% of children achieving the 'expected' level at the end of EYFS.
- Parents are regularly informed of their child's progress throughout the academic year.

## **Safeguarding and Welfare Procedures**

- Our safeguarding and welfare procedures are outlined in the whole schools safeguarding policy.
- We value the diversity of individuals within the school. All children at St Michael's Catholic Primary School are treated fairly regardless of race, gender, religion or abilities. All children and their families are valued within our school. In our school we believe that all our children matter.

We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

- We have a number of staff in EYFS who have a current paediatric first aid (PFA) certificate which is on the premises and available at all times.
- 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.

### **Assessment**

As each child enters the Foundation Stage we use our professional judgement to assess the age band children are working 'within' across the 17 areas of the EYFS learning.

Within 4 weeks of the child starting they will be given a 'baseline' assessment.

### **Expected Standards for Foundation Stage are;**

#### **FS1**

- Secure within band 3-4 Years = Inline with ARE (Age Related Expectations)
- Developing within band 3-4 Years = Below ARE
- Any other lower age band below = Significantly below ARE

#### **FS2**

- Secure within Reception and achieved Early Learning Goals = Inline with ARE (Age Related Expectations)
- Developing with Reception band = Below ARE
- Any other lower age band below = Significantly below ARE
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## **Formative Assessment**

As the year progresses children are monitored on their development and progress in all areas of development. Examples of children's learning, showing their individual level and stage of development are built up throughout the year. Provision is made for these observations and assessments through experience and play. Progress is recorded by observing and assessing children using hand written observations, photographs and evidence of children's work. This evidence is collated and presented in the form of individual 'Learning Journeys'.

## **Assessment Cycle**

### **Baseline:**

**FS2**- within 3 weeks of the child's start date

**FS1**- within 4 weeks of the child's start date.

### **Progress**

FS1/FS2 - Termly. Inputted into EYFS Insight Assessment System.

### **Summative data**

At the end of the year we will assess the Reception Class children against the **EYFS Profile Early Learning Goals**, stating whether they are **DEVELOPING** or **EXPECTED**.

### **Parents**

Parents are included in their child's learning journey via Home reading, feedback forms, parent questionnaires, notice boards and the website. Parents are also able to view their child's Learning Journey on request. We have 2 formal Parents Evening's in the Autumn and Spring term (FS2). School reports are given out at the end of the year and parents are given the opportunity to discuss them with the teachers. Parents also have the opportunity to input half-termly into their child's learning journey via a parent consultation form. This forms part of our on-going assessment cycle. Parents have the opportunity to come and discuss any progress/issues/concerns during this focus week.

## **Monitoring and Review**

It is the responsibility of the EYFS staff to follow this policy. The Senior Leadership Team will carry out monitoring on the EYFS as part of the whole school monitoring system. This policy will be reviewed before the start of each academic year and will evolve to incorporate the views of all staff concerned.

Early Years Foundation Policy will be reviewed every 2 years and approved by the Governing Body. The policy will be signed by Mike Volynchok, Chair of Governors on behalf of the Governing body.

Signed.....

Date.....



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

This checklist lists the policies and procedures that we must have according to the EYFS statutory framework.

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