

Early Years Foundation Stage (EYFS) Policy

St. Adrian's Catholic Primary School



'To Learn, To Love, To Live as a Community of God with Christ as our Teacher'

www.stadrians.herts.sch.uk

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Early Years Foundation Stage (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
- Close partnership working between practitioners and with 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 [2017 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

3. Structure of the EYFS

Our EYFS phase leader is: Mrs N Palmer

Our Nursery teacher and key person is: Mrs S Solakova

Our Reception teacher and key person is: Mrs N Palmer

Other EYFS staff include: Mrs K Reid, Mrs L O'Connor and Mrs K Heffnan

Our Nursery offer is for 15 hours per week. This equates to 3 hours per day Monday to Friday 9am – 12 noon.

Our Reception Class equates to a full school day in line with the rest of the school. 8:55 am to 3:15 pm, Monday to Thursday and 8:55 am to 1:30 pm on Friday.

Doors to the classroom are open from 8:45 am.

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2017 statutory framework of the EYFS.

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.

4.1 Prime areas

Communication and language

- Listening and Attention: Children will learn to listen to each other and adults, individually, and in small and large groups. They are given daily opportunities to listen and join in with stories and rhymes.



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- **Understanding:** Children will develop understanding of language through play and exploration and targeted interventions. They will have the opportunity to respond to questions.
- **Speaking:** Children will be given a rich range of real experiences and activities to talk about. They will take part in planning and recall activities enabling them to talk about past experiences and plan the future

Physical development

- **Moving and Handling:** Children will learn to improve their coordination, control, manipulation and gross and fine motor skills.
- **Health and self-care:** Children will learn about the importance of good health, physical exercise and a healthy diet. They will learn to manage their own hygiene and personal needs.

Personal, social and emotional development

- **Making relationships:** Children form positive relationships and learn to work and play together cooperatively. They learn to take account of the ideas of peers and show sensitivity to the needs of others.
- **Self-confidence and self-awareness:** Children will be encouraged to be confident to speak in a group and to express their ideas and needs. They will have opportunities to discuss ideas, choices and feelings.
- **Managing feelings and behaviour:** Children will learn about their emotions and the feelings of others. They will learn to work as part of a group or a class. They will understand rules and boundaries.

4.2 Specific areas

The prime areas are strengthened and applied through 4 specific areas.

Literacy

For both reading and writing children will develop phonic knowledge that will enable them to decode, read and write words. Phonics will take place through a range of learning experiences e.g. listening activities, songs, rhymes and playing with language throughout the EYFS.

- **Reading:** Children will learn the skills they need to be a reader and to love books, they will borrow books to be read to them at home and enjoy daily stories at school. They will become familiar with print and talk about their reading.
- **Writing:** Children will apply their phonic knowledge to their writing. They will write what is meaningful to them and be able to read it. They will learn to write words and simple sentences.

Mathematics

In the EYFS children's mathematical understanding develops through active learning, play and exploration.

- **Number:** Children will learn to count reliably, order numbers, calculate, problem solve and use mathematical language.
- **Shape, space and measure:** Children will learn about weight, capacity, position, distance, time and money. They will explore, recognise, create and describe patterns and shapes.

Understanding the world

People and Communities: Children will celebrate diversity and be aware of the similarities and differences between themselves and others. They will be aware of events from the past and present.



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- The World: Children will explore their local environment and be able to identify features. They will know about the similarities and differences of both living and non-living things. They will be able to explain why things happen.
- Technology: Children will learn to use a range of new technology and be able to select equipment for a specific purpose.

Expressive arts and design

- Exploring and using media and materials: Children will explore a range of materials, tools and techniques. They have daily opportunities to experiment with colour, design, texture and form.
- Being Imaginative: Children will be encouraged and supported to express themselves imaginatively through design and technology, art, music, dance, role play and stories.

4.3 Teaching and learning

Learning opportunities are carefully planned to engage and challenge all children. The children will experience a range of activities, indoors and outdoors, to develop skills, knowledge and independence. They learn actively within a strong routine. We ensure that these opportunities are across the seven areas of the curriculum. We are committed to enabling every child to become independent, enthusiastic learners with a range of skills that they can draw upon and develop throughout their schooling. We strive to enable every child to make good or better progress, from their own starting points, by the end of Reception. In all areas there is a strong emphasis on the characteristics of learning - active learning, play and exploration, and creating and thinking critically. Information about what children are learning and how they can be supported at home is provided via an on line learning journal, Tapestry, and class blogs.

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 our Special Educational Needs and Disabilities Coordinator (SENDCo) and relevant services from other agencies, where appropriate.

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

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners 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. However, teaching and learning through child initiated play continues into Year 1.

4.5 Phonics

We value phonics as an essential tool for the development of pupils Literacy skills. In Early Years, staff are trained to deliver daily, systematic high quality phonics, using the Letters and Sounds guidance as a basis for planning and assessment: www.gov.uk/government/publications/letters-and-sounds

The following websites have excellent phonics activities:

<http://www.letters-and-sounds.com/>

http://www.familylearning.org.uk/phonics_games.html

<http://www.phonicsplay.co.uk/freeIndex.htm>



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5. Assessment

At St Adrian'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 take into account observations shared by parents and/or carers through close communication and each child's on line learning journals, Tapestry.

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
- Exceeding expected levels or,
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile, together with a short narrative describing each child's three characteristics of effective learning, are then shared with parents and/or carers is also provided.

6. 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. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

The class teacher is each child's the key person 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 other policies and procedures

All whole school policies are following by staff within the EYFS.

Our Safeguarding procedures are outlined in our [Child Protection Policy](#).

Other important school policies can be found on our website: [St Adrian's Catholic School - Policies](#)

8. Monitoring arrangements

This policy will be reviewed and approved by the head-teacher and will be reviewed annually.

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