



Early Years and Foundation Stage Policy

March 2024

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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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
- That every child is included and supported through equality of opportunity and anti-discriminatory practice
- Recognition that all children are unique and special
- Clear understanding that children develop in individual ways and at varying rates
- In providing a safe, secure and caring environment where children feel happy and know they are valued by staff looking after them
- Offer high-quality early education where each child is given an equal chance of success.

2. Legislation

This policy is based on requirements set out in the [Early Years Foundation Stage \(EYFS\) statutory framework for group and school based providers, effective from 04.01.2024](#)

3. Structure of the EYFS



The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. Our Early Years Foundation Stage accommodates children from the age of 3 to 5 years. In our school we have one full-time Nursery class and one full-time Reception class.

The Nursery class has 26 places and children are offered a place in the September following their third birthday. Nursery staffing includes a teacher and one teaching assistant. Children attend our Nursery for a full 30 hours (15 hours free & 15 hours paid) or alternatively they can take their 15 hours flexibly over various parts of the week. (e.g 2.5 days)

The Reception class has a teacher and a teaching assistant.

To ensure best practice and continuity, our foundation stage classes work closely together and share planning and an outdoor learning environment.

Teaching and Learning Times

Nursery 8:45 a.m. – 11:30 a.m.

12:45 p.m. – 3:15 p.m.

Reception 8:45 a.m. - 11:45 a.m.

12:45 p.m. – 3:15 p.m.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from January 2024.

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

Planning has a sharp focus on the children's needs, their interests and their stages of development. Staff recognise that the seven areas of learning cannot be delivered in isolation and seek opportunities to make links between them.

Play is the building block of a child's intellectual, social, emotional, physical and language skill development. Most of the Early Years school day is dedicated to child-initiated learning (play) where staff respond to, extend, scaffold and engage in quality talk to support the children's learning. Staff also enjoy presenting new concepts in meaningful contexts that enable the children to build on what they already know.

Staff takes into account the individual needs, interests, and stage of development of each child in their care, and uses 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.

At St. Adrian's, our long term planning shows the aims and values, demonstrates how the continuous provision meets the EYFS requirements.

4.2 Teaching

In the EYFS a variety of teaching styles and techniques are used.

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.

In Reception, 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 KS1

Individuality and independence are fostered and practitioners try to help each child achieve their full potential.

5. Assessment

At St Adrian's, assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support.

Assessment should not involve long breaks from interaction with children or require excessive paperwork. When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement. Practitioners are not required to prove this through collection of any physical evidence.



Practitioners should keep parents and/or carers up to date with their child's progress and development. Practitioners should address any learning and development needs in partnership with parents and/or carers, and any relevant professionals.

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.

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. Consultations with the teacher, observations, reports and the EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

The key person in Nursery and Reception class is the class teacher. The class teacher works to ensure that learning and care is tailored to meet individual needs. The class teacher supports parents and/or carers in guiding their child's development at home. The class teacher also helps families to engage with more specialist support, if appropriate.

We recognise that parents/carers are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents/carers have played, and their future role, in educating the children. We do this through:

- Talking to parents/carers about their child before their child starts at school
- Giving children the opportunity to spend time with their teacher before starting school during 'meet your new teacher' sessions
- Inviting all parents/carers to an EYFS information evening before their child starts school
- Offering parents/carers regular opportunities to discuss their child's progress and allowing informal access to the children's e-profiles
- Encouraging parents/carers to talk to the child's teacher if they have any concerns



- Organising a range of activities throughout the year that encourage collaboration between children, school and parents/carers – parent learning mornings, class assemblies, charity events, open days and Sports Day, etc.
- Arranging for parents/carers to contribute to their child's e-profile, such as uploading learning moments to Tapestry
- Parents' evenings are held in the Autumn and Spring terms, where their child's development and progress against the early learning goals is being discussed
- Parents/Carers receive a written report on their child's attainment and progress in Spring and Summer term

7. Safeguarding and welfare procedures

Children learn best when they are healthy, safe, secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.

At St Adrian's we are legally required to comply with the Welfare Requirements as set out in the Statutory Framework for Early Years Foundation Stage 2024. These detail the need to:

- Promote the welfare of children
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs
- Ensure that all adults who look after the children or who have unsupervised access to them are suitable to do so
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children

Being active - The children have access to an outdoor area, which provides a range of physical activities; including large balls, bats and balls, sand, water, bikes, scooters, the woods and climbing/play equipment. The children take part in 2 PE sessions each week.

Food and drink - Children are supported to wash their hands with soap before selecting a piece of fruit for their snack. The children have their own water bottles which we refill daily. These are accessible at any time. Water bottles are also taken to PE and outside during hot weather.

All food is stored according to manufacturer's recommendations and in line with food hygiene legislation. Information about the children's dietary needs is sought when they enter the



setting. A list of the children's dietary needs is available in the classroom and all practitioners have regard to this when putting out food and drink in the snack area or when leading a cooking or food tasting activity. The school dinner menus are displayed so that parents and carers can support their children to choose their food.

The rest of our safeguarding and welfare procedures are outlined in our policies listed below.

8. Monitoring arrangements

This policy will be reviewed and approved by the Headteacher and the Governing Body every 2 years

At every review, the policy will be shared with the Governing Body.



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