



EYFS Policy

**Cardinal Newman Catholic Primary School
Holy Family Catholic Primary School
St Alban's Catholic Primary School
St Anne's Catholic Primary School
St Augustine's Catholic Primary School
St Charles Borromeo Catholic Primary School
St Cuthbert Mayne Catholic Primary School
St Hugh of Lincoln Catholic Primary School
St John the Baptist Secondary Catholic School
St Polycarp's Catholic Primary School
St Thomas of Canterbury Catholic Primary School
St Peter's Catholic School
Salesian Catholic Secondary School
The Marist Catholic Primary School
St Edmund's Catholic Primary School
Teach SouthEast
Xavier Central Team**

This Policy has been approved and adopted by the Xavier Catholic Education Trust in July 2021

Committee Responsible: EYFS Lead

To be reviewed in July 2022

Xavier Catholic Education Trust Mission Statement

Our mission is to provide an outstanding Catholic education for all the children in our schools. We will follow the example and teachings of Christ and everything we do will be inspired by gospel values. We will strive for excellence in all areas of our work and cherish every child in our care.

The Xavier Catholic Education Trust has developed this policy to enable parent/carers of pupils attending our schools and members of the public, to raise a concern or complaint relating to the operation of its school or the Trust itself.

The procedures within this policy do not apply to concerns and complaints relating to the following, which are dealt with under separate policies:

a) exclusions; b) admissions; c) appeals relating to internal assessment decisions for external qualifications; d) complaints about Education Health and Care (EHC) Plans; e) grievances or disciplinary issues relating to members of staff; f) issues related to child protection g) whistleblowing.

Early Years Foundation Stage (EYFS)

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.” (DFE 2020)

This policy outlines the philosophy, aims and principles of early years teaching and learning in the Early Years Foundation Stage. The document underpins practice in all areas of provision.

Responsibility and other policies

The Head Teacher is responsible for ensuring that the Early Years Foundation Stage (EYFS) is in line with the EYFS statutory framework.

This policy should be read in conjunction with the following policies:

- Child Protection & Safeguarding Policy
- Pupil Discipline
- Medicines and Pupils with Medical Needs
- Health & Safety Policy
- School Complaints Policy
- Equalities Policy

Principles

The Statutory Framework of the EYFS is based on four guiding principles:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident, and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners, parents and/or carers and relevant outside agencies.
- Children **develop and learn in different ways and at different rates**.

Learning and Development

There are seven areas of learning and development: three prime areas and four specific areas.

Prime:

- Personal, Social and Emotional Development (PSED)
- Communication and Language (CL)
- Physical Development (PD)

Specific:

- Mathematics (M)
- Literacy (L)
- Understanding of the World (UW)
- Express Arts and Design (EXAD)

We aim to deliver all the areas through planned, purposeful play, with a balance of adult-led and child-initiated activities.

Observation, Assessment and Planning

- Good planning is the key to making children's learning effective, exciting, varied, and progressive. Effective learning builds on and extends what children know and can already do. Our planning shows how the principles of the EYFS are put into practice. This is always informed by observations that have been made of the children to understand and consider their current interests, development and learning needs.
- All practitioners who work across the EYFS are involved in making observations of children's new learning.
- The planning within the EYFS is based around children's interests and development needs. Planning used by the EYFS team is a guide for weekly planning; however, these may be altered in response to the needs (achievements and interests) of children.
- As part of our daily practice, we observe and assess children's development and learning to form our future plans. We record our observations in a variety of ways. Significant observations of children's achievements are collated in their own personal learning journey, which is shared with parents. Parents/Carers are invited to attend a parents evening at different points in the year and reports are written once a year.

End of Nursery Year:

Within the final term of Nursery, parents are provided with a report based on their child's development against each of the **Early Learning Goals and the characteristics of their learning**. The parents are then given the opportunity to discuss these judgements with the Nursery teacher in preparation for Reception.

End of Reception Year:

Within the final term of Reception, parents are provided with a report based on their child's development against each of the **Early Learning Goals and the characteristics of their learning**. The parents are then given the opportunity to discuss these judgements with the Reception teacher in preparation for Year 1.

Home/School Links

We recognise that parents/carers are the child's first and most important educators. When parents/carers and practitioners work together in early years settings, the results have a positive impact on the child's development. A successful partnership needs to be a two-way flow of information, knowledge and expertise.

We aim to develop this by:

- Outlining the school's expectations to parents/guardians during the new parents' workshops, school visits, home visits, written information (welcome booklets and/application forms).
- We hold further curriculum workshops to guide parents in supporting their child's learning at home.
- Holding parent/carer class visits/stay and play sessions.
- Discussing children's individual targets with parents/carers parents at several points through the year.

Staffing and Organisation

Within our schools our staffing ratios are in line with the EYFS statutory guidelines. We expect the teacher (or equivalent) to be working with children for most of the time. Where they need to be absent for short periods of time, we will need to ensure that quality and safety is maintained.

For children aged **three and over**:

There must be at least one member of staff for every 13 children; At least one member of staff must be a schoolteacher. At least one other member of staff must hold a full and relevant level 3 qualification.

For children in **Reception classes**:

The School Admissions (Infant Class Size) Regulations 2012 limit the size of infant classes to 30 pupils per schoolteacher while an ordinary teaching session is conducted.

Key Person:

All children in the EYFS will be allocated a key person.

A key person is a member of staff who has special responsibility for the education and welfare of a particular group of children during their time within our settings.

The key person will prioritise developing a secure trusting relationship with their key children and their parents.

First Aider:

At least one person who holds a current paediatric first aid certificate is always on the premises and available when children are present, and (as designated by the EYFS framework) will accompany children on outings.

School Trips:

Staffing on trips reflects our schools' internal procedures. All trips will have at least the above ratios as a minimum but where possible will have a ratio of adults to children of 1:4 for 3 and 4 years. This might include parents and carers who will be under the supervision of the class teacher or room leader and must include a staff member with a current paediatric first aid certificate.

Safety:

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. We have stringent policies, procedures, and documents in place to ensure children's safety.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious food, following set procedures when children become ill or have an accident.

Inclusion:

We value all our children as individuals at Early Years Foundation Stage, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meet the needs of the individual child and support them at their own pace so that most of our children achieve and even exceed the Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies.

Transitions:

- Transitions are carefully planned for, and time given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings, including nurseries and childminders.
- Children attend introductory sessions to before starting to develop familiarity with the setting and practitioners. Children will require different support at different stages during the settling process. Each class and age group will share these expectations with parents, where possible before a place is accepted. Staggered starts and reduced sessions also contribute to our practice of supporting children to make secure starts.
- In the final term in Reception, the Year 1 teacher will meet with the Early Years staff and discuss each child's development against the Early Learning Goals to support a smooth transition to Year 1. This discussion helps the Year 1 teacher to plan an effective, responsive, and appropriate curriculum that will meet the needs of all children.

Healthy Living:

- We ensure fruit and water is available to children daily.
- We provide children with meals and snacks that are healthy, appetizing and that meet their nutritional needs. Where appropriate a weekly menu is on display.
- We share our healthy eating practices with parents and carers before they start at our schools.

Premises:

- Our classrooms will be organised in a way that meets the needs of the children. Space requirements are: children aged three to five years 2.3m² per child.
- We provide access to an outdoor play area daily.

Health and Intimate Care: (*Please also refer to the Medicines and Pupils with Medical Policies*)

Accidents:

- A first aid box accessible always with appropriate content for use with children.
- We keep a written record of accidents or injuries and first aid treatment.
- We will inform parents and/or carers of any accident or injury sustained by the child on the same day, or as soon as reasonably practicable, of any first aid treatment given.

Intimate care:

- All children entering school will be at different stages of their toileting. Some children and young people will take time to achieve full independence in personal care or managing and controlling their bladder and bowel actions, others may require special arrangements for the rest of their lives. Where this is the case medical advice will be sought.
- Children and families should not be excluded because they have personal care needs, for example having occasional wetting 'accidents' or needing ongoing support with their personal care needs.

