



St. Francis Xavier's RC Primary School

Love one another as I have loved you

EYFS Policy

Our Mission

Share God's love with one another

Follow your dreams

EXcel in citizenship

Our Mission is to:

- Be a witness to the values, teaching and beliefs of the Roman Catholic Church
- Promote achievement and enjoyment for all
- Expect the best for individuals
- Inspire learning
- Collaborate with the community
- Promote a healthy and safe life style
- Create a sustainable school
- Continually strive to be effective

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year (0-5). In our school, children join us in the Reception class where they complete EYFS. At St. Francis Xavier's RC Primary School we will provide a safe and stimulating environment, following the children's interests, where they have opportunities to explore and investigate through their play.

'All children deserve the care and support they need to have the best start in life.'

EYFS Framework 2024

Legal Framework

The Policy has due regard to statutory legislation, including but not limited to the following:

- Childcare Act 2006
- Safeguarding Vulnerable Group Act 2006
- The GDPR
- Data Protection Act 2018

This policy has due regard to statutory guidance including, but not limited to the following:

- DFE (2024) 'Statutory Framework for Early Years Foundation Stage'
- DFE (2023) 'Keeping Children safe in Education'
- DFE (2023) 'Working Together to safeguard Children'
- GOV.UK (2023) 'The Prevent Duty'

Overarching Principles

There are four guiding principles that shape our practice in our early years settings. These are:

- **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** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- **The importance of learning and development.** Children develop and learn at different rates.

As a Catholic school we believe that every child has been given different talents and gifts by God and that we as a school should nurture these gifts and allow children to grow and achieve their best.

'Live life to the full' John 10:10

We believe that each child is made in the 'image of God' and that they are a special and valued member of our community and therefore every effort will be made to support their needs, to enable them to become resilient, capable and self-assured competent learners.

'Love one another as I have loved you.' John 15:12

The school recognises the importance of creating a safe, and stimulating learning environment in which the contributions of all children is valued. The children have access to indoor and outdoor space as well as regular visits to the school wooded area.

We recognise that parents are the children's first and most enduring educators and we highly value contribution that parents make.

Our Intent

The EYFS team seek to provide:

- **Quality and consistency** in our early years settings, so that every child makes good progress and no child gets left behind.
- **A secure foundation** through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly.
- **Partnership working** between practitioners and with parents and/or carers.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.
- **To safeguard children**, promoting their welfare and well-being.
- To ensure assessment arrangements for measuring progress are in place and reports are made to parents and or /carers.
- **To provide a key worker** for each child.
- **To provide an effective transition** from nursery to school.

Implementation

The EYFS Team will achieve this;

- By considering the individual needs, interests, and development of each child in their care, and use this information to plan a challenging, stimulating curriculum and environment.
- By Practitioners stimulating children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning.
- By creating opportunities for children to explore, investigate and solve problems.
- By ensuring the children have an enjoyable experience in all areas of learning and development.
- By using the education programmes to ensure children have a broad wealth of experiences and opportunities for learning.
- By helping children to develop the knowledge and skills they require for ELG's.
- By ensuring the children have conversations with peers and adults in a language-rich environment.
- By weekly meetings and discussions with the EYFS team.
- By using Tapestry to show 'WOW!' or to 'remark on the remarkable' moments to parents and encouraging parents to help 'build a picture' of their child.
- By the Reception teacher being the key worker for the class.
- As children mature in the reception year, there will be a greater focus on teaching the essential skills and knowledge in the specific areas of learning. This will help children to prepare for Year 1
- By Parent's evenings and reports.
- By speaking to children's key workers; visits to nursery; 'Stay and Play Sessions'; Home Visits

The EYFS team will focus on the seven Areas of Learning

Three Prime Areas:

Personal, Social and Emotional Development

- Self –Regulation
- Managing Self
- Building relationships

Communication and Language

- Listening, attention and understanding
- Speaking

Physical Development

- Gross motor skills
- Fine motor skills

Four Specific Areas:

Literacy

- Comprehension
- Word reading
- Writing

Maths

- Number
- Numerical patterns

Understanding the World

- Past and present
- People, culture and communities
- The natural world

Expressive Arts and Design

- Creating with materials
- Being imaginative and expressive

The EYFS Characteristics of Effective Learning, which move through all areas of learning.

- **Playing and exploring**- children investigate and experience things, and 'have a go'
- **Active learning**- children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **Creating and thinking critically**- children have and develop their own ideas, make links between ideas, and develop strategies for doing things

All areas of learning are delivered through a balance of adult led and child initiated activities in response to children's needs and interests. In each of the 17 areas there are Early Learning Goals (ELG's) that define the expectations that children are working towards to prepare them for the National Curriculum in Year 1. These will be used as an assessment tool by the end of June to see if children have reached that expected level. Assessment plays an important part in helping to recognise children's progress, understand their needs, plan activities and assess the need for support. Assessment will take many forms from observations, verbal feedback, to formative and summative assessments. For more details see the school Assessment Policy.

Impact

Our EYFS Curriculum will support children's development of knowledge and skills to prepare them for Year 1 and the National Curriculum. It will help to develop their independence, their self-regulation and their personal, emotional and social development. The children will learn to read using their phonics skills learnt through Read Write INC. and will have a 'love of reading.' The children will have a firm foundation in number and numerical patterns. The children will have opportunities to be creative and develop their skills through music, dance and the arts.

Safeguarding and Welfare

All necessary steps are taken to keep the children in the setting safe and well. Any safeguarding or welfare issues are dealt with in line with the Child Protection and Safeguarding Policy. Staff receive safeguarding training that enables them to understand the safeguarding policy and procedures, have up-to-date knowledge of safeguarding issues, and recognise signs of potential abuse and neglect. All staff know who is the Designated Safeguarding Lead (DSL).

Mobile Phones and devices

Staff members do not use personal mobile phones or cameras when children are present. Staff's phones are safely stored and in silent mode when children are present.

Staff phones will be taken when on trips or away from setting to be used only for emergency purposes.

Parents will not be allowed to use phones or mobile devices without prior permission. The school strongly advise against the publications of any photographs or videos taken at school or school events on social media.

Staff will use school iPads to take photographs or videos for evidence, Tapestry online journal, displays within school and the school website. Parents will complete a consent for photographs or videos to be used.

Health and Safety

A first aid box and first aid grab bags are located in the classroom. Teaching Assistants are paediatric trained (PFA). Medication is administered in line with the Administering Medicines Policy. Any child who has a bumped head, their parents will receive a phone call. Incidents will be recorded in the Accident Book located in the First Aid drawer in locked cupboard and the child will have a copy to take home.

Fresh drinking water and healthy snacks will be available.

The school has Fire Evacuation Plan in place. Children will have termly fire drills.

The Health and Safety Policy outlines the full health and safety Policies and procedures.

This policy was updated May 2024. The policy was adopted by the Standards and Curriculum Committee of the Governing Body of St Francis Xavier's RC Primary on 20th May 2024. This policy will be monitored annually.

Signed: *Sylvia Cockcroft*

Date: 20.5.24

Chair of Standards and Curriculum Committee

Signed: *Diana Pearce*

Date: 20.5.24

Headteacher

