




# Early Years Foundation Stage (EYFS) Policy

## Policy Review

This policy was adopted and agreed by the Governing Body on 12<sup>th</sup> December 2022 and will be reviewed in full by the Governing Body every year.

It is due for review in the Autumn term 2023.

Signature  Interim Executive Headteacher Date: 12<sup>th</sup> December 2022

Signature  Chair of Governors Date: 12<sup>th</sup> December 2022

## Revision Record

Revision No.	Date Issued	Prepared By	Approved	Comments
1	12.12.22	SF/SW	FGB	The Key model policy personalised for the school and local context by the Early Years Lead.
2				
3				
4				

***All the governors and staff of Holy Cross Catholic Primary School are committed to sharing a common objective to help keep the children and staff of the school community safe. We ensure that consistent effective safeguarding procedures are in place in order to support families, children and staff of the school.***

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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
- 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 [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

## 3. Structure of the EYFS

The Early Years Foundation Stage (EYFS) refers to children from birth to five years of age; at Holy Cross Primary, children complete their final year of the EYFS in Reception Class.

Parents have a right to request full time attendance for their Year R EYFS child from the second week of term. For example, if the Autumn term start date is the Tuesday 1st September, parents have a right to request full time attendance from Tuesday 8th September. Schools cannot refuse this request.

The children in EYFS start in September with 'settling in' sessions. The children then start and finish the school day in line with the pupils in the rest of the school. We are aware that settling in sessions can be a problem for working parents, we therefore aim to keep settling in sessions to a minimum.

## 4. Curriculum

Our early years setting follows the curriculum as outlined in the 2021 EYFS statutory framework.

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

Staff plan activities and experiences for children that enable children to develop and learn effectively. To do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

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 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.

#### 4.2 Teaching

At Holy Cross we recognise that play underpins all learning and development for young children. Most children play spontaneously, although some may need adult support. It is through play that children develop intellectually, creatively, physically, socially and emotionally. By providing well-planned experiences based on children's spontaneous play, both indoors and outdoors, we support our children to learn with enjoyment and challenge. They have the opportunity to think creatively alongside and with other children and adults, as well as on their own. They communicate their ideas with others as they investigate and solve problems.

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.

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 year 1.

### 5. Assessment

Before children join us at Holy Cross, staff meet with practitioners at pre-school settings to share information about the children's needs and level of development. Children are also observed during their first few weeks at school and this information is combined to build a picture of each child's development 'on-entry'. We refer to this as a the Reception Baseline Assessment (RBA), which is completed within the first six weeks that a child **starts Reception**.

As part of our daily practice, we observe and assess children's development and learning to inform our future planning. Children demonstrate their active learning all the time through what they say, what they do and how they approach activities. It is primarily by observing children that judgements are made to inform planning and to track each child's progress towards the Early Learning Goals (the established expectation for most children to reach by the end of the Reception year).

Evidence is captured in a variety of ways, e.g. through making notes, taking photographs, videos, annotating work and narrative observations. All staff and families are encouraged to contribute. These observations are collated via the online 'Tapestry' system in each child's personal learning journal, which is shared with families. Staff meet regularly to quality assure their judgements and participate in moderation activities both within and between schools and led by the Local Authority.

We summarise the information we have collated about each child's progress at key points throughout the year. 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. Within the final weeks of the Summer Term, we provide families with a report based on their child's development against each of the Early Learning Goals and the Characteristics of Effective Learning. Information about each child's learning and development is also shared with Year 1 teachers so they can identify appropriate next steps for each individual 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 to be independent and resilient through positive, supportive relationships. At Holy Cross, we recognise that children learn and develop well when there is a strong partnership between staff and families. We aim to do this through open communication and constant dialogue with parents and carers to enable children to form special attachments. We are responsible for ensuring that the child feels safe and cared for in order to develop a positive sense of well-being and achievement.

Each child is assigned a key person when they start school to support learning, care and development, and support families with their child's development at home.

Parents and/or carers are kept up to date with their child's progress and development through regular parent meetings.

Where children's development is causing concern, additional parent meetings will be put in place to discuss this with parents and/or carers, this may include other school staff (e.g. SENDCO) and outside professionals.

## 7. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years by inviting the school dental team into school to talk to the children about caring for their teeth and what happens if they eat too many sweet things. They are shown a demonstration about how to brush their teeth properly and talk about how important it is to take care of their teeth.

We invite the nursing team into school to talk about the importance of good hygiene and handwashing techniques and how this plays a major part in keeping us healthy and well.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

## 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	Child Protection Policy and Safeguarding Policy
Procedure for responding to illness	Health and Safety Policy
Administering medicines policy	Supporting Pupils with Medical Conditions Policy
Emergency evacuation procedure	Health and Safety Policy
Procedure for checking the identity of visitors	Child Protection Policy and Safeguarding Policy
Procedures for a parent failing to collect a child and for missing children	Child Protection Policy and Safeguarding Policy
Procedure for dealing with concerns and complaints	Complaints Policy