

Early Years Foundation Stage (EYFS) Policy

Our Lady and St George's Catholic Primary and
Nursery 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 [statutory framework for the Early Years Foundation Stage \(EYFS\)](#) for 2023.

3. Structure of the EYFS

Nursery

There is a purpose-built Nursery and garden situated adjacent to the school which has disability access for children and adults. It has a substantial outdoor learning environment.

The Nursery has 30 full-time equivalent places; there are two sessions, morning and afternoon. Morning sessions run from 8.45am-11.45am and afternoon sessions from 12.15pm-3.15pm. Extended hours are available in Nursery from 8am-6pm which will include lunch which is charged for. Hours outside the standard free 15 or 30 hour allocation are charged at £6 per hour.

The Nursery is staffed by one full-time teacher and three full-time EYFS practitioners including a nursery nurse.

The teacher and Nursery staff are Key Workers for each of the children at each session and are responsible for keeping records of their progress.

Reception

There are two Reception classrooms. They are in the main school adjacent to each other and both have their own toilets and washrooms. They have their own shared outdoor area that is fenced off from the KS1 playground (there is access via a gate).

Children are admitted in equal numbers into each Reception class either from the Nursery or from other placements at the beginning of the autumn term. There are a maximum of 30 children in each class. Each class has a full-time teacher and at least one full-time classroom assistant.

From 2025 Reception numbers will be reduced to 45 instead of the current PAN of 60.

4. Curriculum

We acknowledge parents as the first and continuing educators of their children.

In the Foundation Stage curriculum, we aim to provide a balance of child-initiated and adult-initiated experiences.

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

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 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

We believe that all areas of learning can be addressed equally in the inside and outdoors. Well-planned outdoor play is a key way in which early years staff support young children to learn with enjoyment and challenge. It enables children to learn by working on a larger, more active scale than is possible indoors.

At Our Lady and St George's we:

- value the outdoor environment and give it status through the active involvement of all practitioners with the children
- allow access to outside as much as possible
- provide a rich variety of learning experiences that complements the indoor environment
- provide access in most types of weather when children are appropriately dressed
- plan outdoor activities with the same thought and effort as those inside
- plan for individual children outside as well as inside
- provide opportunity for child initiated play and exploration
- develop or change activities to further stimulate the children
- ensure that the outside area meets health and safety criteria and that all have equal access.

Staff will plan and develop an outdoor learning environment that includes:

1. a defined boundary in which the children can feel safe, secure and confident
2. watchful adults to provide appropriate intervention to engage children in the learning process
3. a range of large and small equipment and cross-curricular activities which help to promote interactive and independent play and sharing skills
4. opportunities for self-initiated activities under adult supervision
5. access to the wider environment of the school playground, courtyard, allotment and developing woodland area

At Our Lady and St George's Religious Education is delivered through the Religious Education Directory curriculum for Early Years.

In Reception every child has a structured daily phonics session at their own ability level. This is delivered through the Read Write Inc. programme.

4.1 Planning

Our staff plan activities and experiences for children that enable children to develop and learn effectively. In order 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

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

At Our Lady & St George's Catholic Primary and Nursery school, ongoing assessment is an integral part of 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. Staff also take into account observations shared by parents and/or carers.

When a child is **aged between 2 and 3**, staff review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

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 upon request.

6. Working with Parents and Carers

We recognise that children learn and develop well when there's 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. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. Parent teacher consultation meetings are held termly.

Each child is assigned a 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 Welfare Procedures

We recognise that children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

We make sure that the appropriate statutory staff:child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

- For children aged 2, we have at least 1 member of staff for every 5 children
- For children aged 3 and over, we have at least 1 member of staff for every 13 children
- For reception classes, we comply with infant class size legislation and have at least 1 teacher per 30 pupils

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

We promote good oral health, as well as good health in general, in the early years by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy.

8. Monitoring Arrangements

This policy will be reviewed and approved by the Learning Committee every 2 years. At every review, the policy will be shared with the full governing board.