



# EMMAUS

## CATHOLIC MAC

### Early Years Foundation Stage (EYFS) Policy

<b>Version</b>	1.0
<b>Date created/updated</b>	18.09.2023
<b>Ratified by</b>	Full Board
<b>Date ratified</b>	22.09.2023
<b>Date issued</b>	September 2023
<b>Policy review date</b>	September 2024
<b>Post holder responsible</b>	Catholic Senior Executive Leader (CSEL)

Commitment to Equality:



We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.

**This Early Years Foundation Stage (EYFS) Policy has been approved and adopted by Emmaus Catholic Multi Academy Company on 22<sup>nd</sup> September 2023 and will be reviewed in September 2024.**

**Signed by Director of Emmaus Catholic MAC: J Griffin**

**Signed by CSEL for Central Team: S Horan**

**Schools to which this policy relates:**

**Signed by Principal for – Hagley Catholic High School**  
**Signed by Principal for – Our Lady of Fatima Catholic Primary School:**  
**Signed by Principal for – Our Lady & St Hubert's Catholic Primary School:**  
**Signed by Principal for – St Ambrose Catholic Primary School:**  
**Signed by Principal for – St Francis Xavier Catholic Primary School:**  
**Signed by Principal for – St Gregory's Catholic Primary School:**  
**Signed by Principal for – St Joseph's Catholic Primary School**  
**Signed by Principal for – St Mary's Catholic Primary School:**  
**Signed by Principal for – St Philip's Catholic Primary School:**  
**Signed by Principal for – St Wulstan's Catholic Primary School:**

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## DEFINITIONS

The Company's standard set of definitions is contained at [Definition of Terms](#) – please refer to this for the latest definitions.

## 1. Aims

1.1 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

2.1 This policy is based on requirements set out in the [latest statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

This document also complies with our funding agreement and articles of association.

## 3. Structure of the EYFS

At St Joseph's Catholic Primary School we do not offer pre-school/ nursery provision.  
Our Reception class children attend school full time from 8.45am – 3.10pm.

## 4. Curriculum

4.1 Our early years setting follows the curriculum as outlined in the 2021 EYFS Statutory Framework (revised September 2023) which can be found [here](#).

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

#### 4.2 Planning

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.

#### 4.3 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

- 5.1 At St Joseph's Catholic Primary 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.

On entry into Reception, staff will conduct assessments that support our EYFS curriculum, particularly in Literacy and Mathematics. This then heavily informs the initial teaching and the direction for future learning.

Within the first 6 weeks that a child **starts reception**, staff will administer the statutory Government 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 and schools within our MAC, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

## 6. Transition

- 6.1 Our children join Reception class from a range of local nursery and pre-school providers. A smooth transition is achieved by having the following in place:

### Transition into Reception (add details)

- Strong links with Little Saints Pre-School and other local nurseries/ pre-schools, including staff visits.
- Comprehensive transition document used to ensure detailed information is provided to support transition.
- Children visit the setting in July.
- Parents evening held in Reception class where EYFS staff are introduced and an introduction to life in EYFS is given.
- Gradual start – children attend morning only on first day then mornings plus lunch until the end of the first week. They then attend full time.

### Reception to Year One :

- EYFS/ KS1 staff work closely together.
- Children are familiar with Year 1 staff through whole school activities and break times.
- EYFS curriculum has clear links to KS1 through carefully chose topics and activities.
- In summer term, teaching in Reception class is more formal in preparation for Year 1.

- In autumn 1 teaching in Year 1 includes some elements of continuous provision where appropriate.
- Children take part in a transition afternoon where they meet the Year 1 staff and become familiar with the Year 1 classroom.

## **7. Working with parents and carers**

- 7.1 We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. At St Joseph's Catholic Primary School we aim to build strong relationships with our parents by giving open communication, support and offering time in school through workshops, liturgy, performances, and many more special events throughout the year.
- 7.2 Parents and/or carers are kept up to date with their child's progress and development through parents' evenings and meetings throughout the school year. We offer an open-door policy where parents are able to communicate with the class teacher on a daily basis.
- 7.3 Teacher assessments and the EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. We ask parents to contribute to their child's learning journey by sharing progress from home and participating in classroom activities such as learning workshops to build their knowledge and support their child/ren from home.

## **8. Safeguarding and welfare procedures**

- 8.1 We promote good oral health, as well as good health in general, in the early years by teaching the children about:
- The effects of eating too many sweet things
  - The importance of brushing your teeth
  - The importance of good handwashing
  - The ways we can lead a healthy lifestyle through good sleep, hygiene and exercise

During the year, Reception class will also have a visit from the school nurse as well as other medical professionals such as a dental hygienist who will teach the children how to brush their teeth and demonstrate good hand washing.

- 8.2 Children are taught about the early stages of digital literacy to ensure that they have an awareness of online safety.

The rest of our safeguarding and welfare procedures are outlined in our Safeguarding and Child Protection Policy.

## **9. Monitoring arrangements**

- 9.1 This policy will be reviewed and approved by the Local Governing Body every 3 years.

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

Copies of these and all are other policies can be found on our school website:  
<https://st-jo-st.dudley.sch.uk/>