

**ST PANCRAS**



# **St Pancras Catholic Primary School**

## **Early Years Foundation Stage (EYFS) policy**

**Approved by:**

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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).

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

### 3. Structure of the EYFS

At St Pancras, the EYFS consists of one Reception class which is called 'Rainbows'.

### 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

The core aims of the EYFS curriculum is to provide the children with the best possible start to support them to reach their full potential. As children grow and progress the prime areas will support them to develop skills in the four specific areas. We also need to ensure that activities support the Characteristics of Effective Learning;

-**Playing and Exploring** where 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.

#### 4.1 Planning

The Planning within the EYFS follows the schools' Long Term Plan alongside Short Term (weekly planning), which is based around the Primary Knowledge Curriculum, as well as children's interests.

The curriculum is taught through topics which are enriched with classroom enhancements, trips and visitors. Topics are supported by quality key texts. These are chosen carefully to encourage children's speech, language and communication development. All planning however, is flexible and responsive to children's needs so plans can be changed and adapted dependent on children's interests.

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. Learning in Reception takes place both indoors and outdoor area, which is used all year round to reflect all 7 areas of the Curriculum. Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics using Little Wandle. The children learn nursery rhymes and develop

their mathematical thinking through direct teaching and exploration. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences. We have built our school environment to enable our children to strengthen their core muscles through physical play, children spend time outdoors in their natural environment in all weathers. They develop through wonderful, exploratory, sensory experiences in our mud kitchen and sand and water areas. Our learning environment is adaptable in order to reflect children's interests and progression. The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play.

The timetable is carefully structured so that children have directed teaching during the day, followed by small focused group work. This results in quickly identifying any misconceptions and planning for each child's next steps. 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, in preparation for year 1.

## 5. Assessment

Prior to the children starting at St Pancras, the class teacher will visit each child's nursery to speak to their key worker, meet the child and review their learning journeys to help assist the best possible start for the child, meeting their needs.

During the first half term, staff will use ongoing assessment, interactions and class observations to develop baseline assessment. This identifies each individual child's starting points in all areas so that we can plan experiences to ensure progress. These starting points are varied and diverse, therefore we have high expectations to ensure that all children make 'strong progress' across all the areas of the EYFS curriculum.

Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as appropriate. These observations are recorded in children's individual 'Tapestry' online platform. They also contain information provided by parents and other settings. This information is also tracked on Insight. We strive for children to reach the Early Learning Goals at the end of Reception and to be at least in line with the National Expectations.

A NELI assessment is also completed with all children in Reception during the baseline period. This is used to identify the children's understanding of language and recognise those children who are at the expected level, those who need intervention and those who may need to be referred to Speech and Language Therapy.

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.

## **6. Working with parents**

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

We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- Talking to parents about their child before their child starts in our school.
- During the summer term, having 'listen, play and sing sessions' to meet the class teacher and support transition.
- Home visits before the child starts in the Reception class.
- Offering parents regular opportunities to talk about their child's progress and allowing free access to their children's "Tapestry" diary available online.
- Encouraging parents to talk to their child's teachers about any concerns they may have.
- Inviting parents to our 'share mornings' each term with a focused area of learning.
- Providing 'Wow' diaries for parents to share their child's achievements.
- Providing space in the child's "Tapestry" diary online for parents to leave comments relating to the children's achievements.
- There are two formal meetings per year (autumn and spring term) at which time the teachers, teaching assistants and parents discuss the child's progress and development.

Home visits are undertaken by staff to meet with the children prior to them starting at St. Pancras. These visits provide the opportunity to discuss individual needs and to meet the children within the home environment.

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**

In Rainbows, we aim to create a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

We promote good oral health, as well as stressing the importance of healthy living in the early years. We have visits from professionals including nurses or dental hygienists to talk to the children and promote healthy living.

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

## **8. Monitoring arrangements**

This policy will be reviewed and approved by Head teacher and EYFS teacher every 2 years.

At every review, the policy will be shared with the governing board.

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