

	<p style="text-align: center;"><b>Corpus Christi Catholic Primary School</b></p> <p style="text-align: center;"><b>Early Years Foundation Stage Policy</b></p>
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*Joyfully, unique in Jesus' family, we learn to use our special gifts to love,  
serve and make the world a better place.*

Early Years Foundation Stage Policy			
Approval		Board of Governors	
Headteacher	Simon Lennon	Signature	
Date of last review	July 2022	Date of review	July 2024
Date of next review	July 2027	Maintenance	SSDC Committee

*“Truly I tell you, unless you change and become like little children, you will never enter the kingdom of heaven”. Matthew 18:2*

## **Purpose**

As a Catholic school we recognise and value each child's unique differences and abilities as they enter the Reception class. We encourage each child to develop his or her self-esteem and confidence within a caring and secure environment, so that they may achieve their full potential as a whole person. As outlined in our School Mission Statement we encourage children to use their '*special gifts to... make the world a better place*'. We recognise and value the role of parents in the education of our youngest children.

The education we offer to our youngest children is based on the EYFS principles, recognising that each child is **unique**, learns best within **positive relationships** and an enabling **environment**, and **learns and develops at different rates**.

We do this by:

- Through home visits, stay and play sessions and parent information sessions.
- Finding out and building on what our children already know and can do from the children, parents and others.
- Ensuring that no child is excluded or disadvantaged.
- Offering a structure for learning that has a range of starting points, content that matches the needs of young children and activities that provide opportunities for learning both indoors and outdoors.
- Providing a rich and stimulating environment. indoor and outdoor stimulating learning environment.

## **Aims of the Early Years Foundation Stage**

The Early Years Foundation Stage (EYFS) focuses on the development of a child from birth to the end of the academic year in which he or she turns 5. In our school we take children at the beginning of the academic year in which they turn 5, meaning they join us for the last year of the Early Years Foundation Stage.

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge, skills and experiences 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
- Close partnership working between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

## **Curriculum**

Our early years setting follows the Educational Programmes as outlined in the January 2024 Statutory

framework of the EYFS. The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. The Early Learning Goals (ELGs) define the level of development children should be expected to have attained by the end of the EYFS.

We aim to offer the children a broad and balanced curriculum working towards and in some cases beyond the ELGs. The ELGs are all interconnected, but arranged in seven areas of learning. These areas are separated into 3 prime areas, which normally develop first in typically developing children and four specific areas of learning through which the three prime areas are strengthened and applied:

**Prime areas:**

- Communication and Language (divided into - Listening, Attention and Understanding and Speaking)
- Physical Development (divided into - Gross Motor and Fine Motor)
- Personal, Social and Emotional Development (divided into - Self-regulation, Managing Self and Building Relationships)

**Specific areas:**

- Literacy (divided into - Comprehension, Word Reading and Writing)
- Mathematics (divided into - Number and Numerical Patterns)
- Understanding the World (divided into - Past and Present, People, Culture and Communities and The Natural World )
- Expressive Arts and Design (divided into - Creating with Materials, Being Imaginative and Expressive)

In this school we nurture the spiritual development of each child, laying the foundations for learning about our Catholic faith and explicitly teach Catholic Character Education through our school Gospel Virtues from the start of Reception. We also aim to foster positive attitudes and dispositions towards learning, independence and confidence in our children.

**Teaching and Learning**

Our policy on Teaching and Learning defines the features of effective teaching and learning in our school. The more general features of good practice in our school that relate to the Early Years Foundation Stage are:

- The partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement. Families are offered an initial home visit and invited in for a variety of opportunities to work with their child in school.
- The understanding that teachers have of how children develop and learn, and how this affects their teaching.
- The range of approaches used that provide first-hand experiences, model tasks and give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication.
- The carefully planned curriculum that builds on prior knowledge and children achieve the ELGs and develop characteristics of effective learning by the end of the EYFS.
- The provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities.
- The encouragement of children to communicate and talk about their learning, and to develop independence and self-management.
- The support for learning with appropriate and accessible indoor and outdoor space,

- facilities and equipment.
- The identification of the progress and future learning needs of children through observations.
- The good relationships between our school and the settings that our children experience prior to joining our school.
- The clear aims for our work, and regular monitoring to evaluate and improve what we do.
- The regular identification of training needs of all adults working within the EYFS.

### **Child-initiated and adult-initiated learning in the EYFS**

Through child and adult initiated learning opportunities our children explore and learn. The children are supported to develop the **Characteristics of Effective Learning** (Playing and Exploring, Active Learning, Creating and Thinking Critically). They practise and build up ideas, learn how to self-regulate and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They are immersed in a word-rich learning environment which encourages the development of a wide vocabulary, giving children the skills to express themselves.

### **Inclusion in the EYFS**

We believe that all our children matter. We give our children every opportunity to achieve their full-potential. We do this by taking account of our children's range of life experiences when planning for their learning.

In the EYFS we set realistic and challenging expectations that meet the needs of our children, so that most achieve the ELGs by the end of the stage. Some children progress beyond this point. We achieve this by planning to meet the needs of boys and girls, children with special educational needs and disabilities, children who are more able, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence.
- Using a wide range of teaching strategies based on children's learning needs.
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively.
- Providing a safe, supportive and stimulating learning environment in which the contributions of all children are valued.
- Using resources which reflect diversity and are free from discrimination and stereotyping.
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills.
- Monitoring children's progress and taking action to provide support or challenge as necessary. This may involve specific support such as Speech and Language Therapy.

### **Planning for the EYFS Curriculum**

Opportunities for the children to have rich and stimulating practical experiences and engage in purposeful activities planned and supported by adults are at the heart of the EYFS. These activities may include visits to local places, ranging from the Church to the beach and New Forest. We also

welcome visitors such as the School Nurse and Life Education van, the Parish Priest, the Police and Fire Services; as well as parents who come in to talk to the children about their interests.

The teachers use Development Matters including the ELGs as an overview for their planning over the three school terms. They follow the seven key features of effective practice which are: The Best for Every Child, High Quality Care, Curriculum, Pedagogy, Assessment, Self-regulation and Executive Function and Partnerships with Parents. Teachers plan lessons based on their current assessment information and their knowledge of children's next steps and interests. Planning ensures that a stimulating and enabling environment and questioning from adults ensures that all children are engaged and challenged in their learning.

### **Assessment in the Early Years**

The teachers and teaching assistants talk to the children about their learning continually and use Tapestry (an 'online learning journal' where teachers record children's achievements against the EYFSP) and 'bubble-ups' to record achievements and next steps spontaneously. Parents are also able to view their child's Tapestry observations and learning. As teachers mark work they give the children verbal feedback. They also use individual reading time to chat to the children about their learning and will write in the Reading Record Books to pass on information to parents and tell the child what they are writing. Teachers complete learning journeys for each child, charting both achievements towards the ELGs and identifying next steps. Parents and all adults who spend time with the children are encouraged to contribute towards learning journeys. Teachers also use pupil conferencing to involve children in discussing their achievements and plan their next steps.

Adults make daily assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Most of the assessment in the EYFS takes the form of ongoing observations of the children participating in different activities by teachers and teaching assistants. We record the children's progress against the Early Years Foundation Stage Profile (EYFSP) as well as informally.

During the children's first half-term in the Reception class, the teacher assesses the ability of each child using a government approved statutory baseline assessment tool. Staff will also make further observations to inform their planning. In class, staff regularly assess children's progress to identify those who may need specific support or additional challenge and to plan for individual next steps. Data about the children's progress is collected and analysed by the EYFS leader at regular points in the year and reported to the Senior Leadership Team.

EYFS teachers attend Bournemouth, Christchurch and Poole Council (BCP Council) moderation events and moderate within school throughout the year to ensure judgements are accurate and consistent and accurate next steps and any intervention can be included in future planning. The EYFS profile scores are sent to BCP Council in the Summer term. When BCP Council returns these assessments we use them to identify patterns of attainment within the cohort of children and to identify areas for development.

The two levels reported for each Early Learning Goal are:

- **emerging** for children not yet working at Expected at the end of EYFS.
- **expected** for children working at Expected at the end of the EYFS.

### **The role of parents**

We believe that all parents have an important role to play in the education and spiritual development

of their child. 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.
- Taking prospective parents on a tour of the school.
- Giving the children the opportunity to spend time with their teacher before starting school. Inviting all parents to an induction meeting during the term before their child starts school.
- Holding formal meetings for parents in the Autumn and Spring terms at which the teacher and the parent discuss the child's progress in private.
- Sending a written report at the end of the school year including the EYFS profile scores along with information on how their child displays the three Characteristics of Effective Learning.
- Having an open invitation to parents to talk to the child's teacher if there are any concerns.
- Daily verbal exchanges.
- Writing comments in the child's Reading Record Book.
- Having flexible admission arrangements that enable parents to decide, in consultation with the teachers, whether their children are ready for full-time education or need to be part-time in the first term of their school life.
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents e.g. attending parent sessions and helping on visits.
- Engaging in dialogue with parents of children with special needs or disabilities through a home school diary.

## **Resources**

We plan an enabling learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We use materials and equipment that reflect both the community that the children come from and the wider world. We review our resources and equipment annually and replace/replenish/change when appropriate.

## **Related Policies:**

[Parent Code of Conduct](#)

[Teaching and Learning Policy](#)

[Catholic Life, Mission and Religious Education Policy](#)

and all other policies available on School Website.