



Love, Learn, Respect and Appreciate

Early Years Foundation Stage Policy

EYFS Policy		
Approved by	Board of Governors	October 2021
Next Review Due	October 2022	

St Oswald's Catholic Primary School
Early Years Foundation Stage Policy
September 2021

Love, learn, respect and appreciate.

Our School Vision is:

That all children should leave St. Oswald's with a love of learning, a thirst for knowledge, an understanding and appreciation of their faith and religion, and the world they live in and, above all, many happy memories.

At St Oswald's Catholic Primary School, we aim to give the children a love of learning that enables them to be confident and independent in an environment where they feel secure and happy. We provide excellence in education enabling them to reach their full potential and make good progress from their initial starting points. We support the children in developing an understanding and appreciation of their faith and the world they live in.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2021) 'Statutory framework for the early years foundation stage'
- DfE (2021) 'Keeping children safe in education'
- STA (2021) 'Early years foundation stage: Assessment and Reporting Arrangements (ARA)'
- DfE (2021) 'Reception Baseline Assessment'
- Equality Act 2010
- Childcare (Provision of Information About Young Children) (England) Regulations 2009
- Data Protection Act 2018
- General Data Protection Regulation 2018

This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy
- Child Protection and Safeguarding Policy
- Health and Safety Policy
- Supporting Children with Medical Conditions Policy
- Data Protection Policy
- Fire Safety Policy
- Invacuation, Lockdown and Evacuation Policy
- Primary Transition Policy
- Assessment Policy

2. Roles and responsibilities

The Governing Body will be responsible for:

- Monitoring the implementation of this policy.
- Ensuring that this policy does not discriminate on any grounds

- Handling any complaints regarding this policy in accordance with our Complaints Procedures Policy.
- Reviewing this policy annually in liaison with the Head Teacher.
- Ensuring the Statutory Early Years Framework is implemented.
- Putting quality assurance processes in place to ensure that EYFS profile outcomes accurately reflect the attainment of children.
- Ensuring that the LA can examine EYFS profiles and assessments.
- Ensuring that the LA is provided with any requested information relating to EYFS profiles and assessments.
- Ensuring that staff involved in assessments are provided with sufficient opportunities to become familiar with effective methods for completing the EYFS profile, whether through training courses, or moderation meetings held in-house or externally.

The EYFS link Governor will be responsible for:

- Work closely with the EYFS Lead and the EYFS team.
- Ensuring that EYFS provision remains high on our agenda.
- Ensuring the Early Years Policy is in place and that it is accessible to and understood by all members of staff. Contribute to the development of a review schedule for the EYFS policy and ensuring reviews are in line with statutory requirements.
- Monitoring the implementation of the assessment of the early learning goals (ELGs) and target setting procedures to ensure that all groups of children within the EYFS, including the most vulnerable, make good and expected progress.
- Effectively interpreting and analysing performance data and seeking solutions from the EYFS practitioner to address any patterns or issues that are identified.
- Monitoring how parents are kept up-to-date with their child's progress.
- Ensuring that effective partnerships for working with parents and other practitioners are established and that the impact of these partnerships is monitored.
- Report regularly to the curriculum committee and the Governing Body.

The Head Teacher will be responsible for:

- The day-to-day implementation and management of this policy.
- Reviewing this policy annually in liaison with the governing board.
- Ensuring that staff have received the appropriate training in regard to EYFS assessments.
- Ensuring that an EYFS profile is completed for all eligible children, and that data is quality assured.
- Ensuring that the requirements of all children with SEND are met.
- Ensuring that teacher judgements are monitored.
- Ensuring that EYFS profile:
 - Outcomes are reliable and accurately reflect levels of attainment.
 - Data is returned to the LA.
 - Assessments are sent to the Governing Body.
- Ensuring that statutory requirements for the transfer of records between providers are fulfilled, including the completion of the common transfer file (CTF).

The EYFS Lead Teacher will be responsible for:

- Ensuring they have a thorough working knowledge of the EYFS learning and development requirements.
- Implement the 'Statutory Early Years Framework and plan a curriculum matched to the needs and interests of the children.
- Assess children in their first 6 weeks at school for the Reception Baseline Assessments (RBA).

- Accurately assessing children against the EYFS ELGs.
- Completing the EYFS profile for each child who will be five years of age in that academic year, except where exemptions apply.
- Work closely with the EYFS link Governor, Head Teacher and Senior Leadership Team.
- Report Positioning Statement' to the Governing Body termly.
- Effectively lead and manage the EYFS team, students and volunteers in the EYFS setting.
- Work closely with parents.
- Be responsible for the transition arrangements from Pre-school and from EYFS to Year 1.

Staff, including teachers, support staff and volunteers, are responsible for following this policy.

3. Early Years Foundation Stage (EYFS)

The Early Years Foundation Stage (EYFS) sets standards for the learning, care and development of children from birth to five years old. It promotes teaching and learning to ensure children are school ready, giving children the broad knowledge and skills they need to provide the firm foundations needed for future progression.

There are four distinct but complementary principles that guide the effective work of all practitioners in the Foundation Stage. They are outlined below:

- **A Unique Child**: Every child is constantly learning and can be resilient, capable, confident and self-assured.
- **Positive Relationships**: Children learn to be strong and independent through *positive relationships*.
- **Enabling Environments**: Children learn and develop well in *enabling environments* with teaching and support from adults, in which their experiences respond to their individual needs to build upon their learning over time. Children respond well to effective relationships between practitioners and their parents and carers.
- **Learning and Development**: Children *develop and learn* through three prime and four specific areas of learning and development. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with Special Educational Needs and Disabilities (SEND).

4. The Curriculum

At St Oswald's our whole school curriculum vision is:

'I touch the future. I learn.'* Together at St Oswald's *'We Touch the Future.'

"We believe through the teaching and learning that happens through our curriculum, we can all make a positive difference to the society we live in and have the power to 'Touch the Future.' Through our curriculum we teach the children the skills required for them to gain knowledge and develop and grow as resilient people who can successfully embrace this constantly changing world with their own knowledge, values and passion. We believe that the knowledge we learn and the values we experience and develop personally, influence our attitude to life and can constantly affect others in the world.

The processes we adopt to deliver our curriculum and our teaching and learning are based on our principles as human beings. The principles are the universal values we all share: love, happiness, respect and care, perseverance, understanding, humility, resilience and

freedom. We want the children to embrace our curriculum and their learning and understand that the skills and knowledge they learn during their time with us gives them personally the power to shape and touch the future” (H. Lennon, Headteacher).

EYFS Curriculum Intent

At St. Oswald’s our EYFS curriculum aims are:

- To give children a happy and positive start to school life which enables them to develop a love of learning.
- To provide a happy, safe, secure and caring environment where children feel happy and valued.
- To provide a quality, play based curriculum that is exciting, child centred and challenging.
- To recognise that all children are unique and develop in individual ways and at varying rates.
- To encourage children to be confident and independent learners who are resilient and work toward their own goals.
- To support children to build positive relationships through the development of social skills.
- To foster positive relationships between practitioners and parents/guardians.

EYFS Curriculum Implementation

Teaching and assessment in EYFS at St. Oswald’s Catholic Primary School is delivered in accordance with the government’s statutory document ‘Statutory Framework for the Early Years Foundation Stage: setting the standard for learning, development and care for children from birth to five’ (effective September 2021), bringing together children’s welfare, learning and development requirements. We aim to provide the learning and development that each child requires to ensure they reach their full potential and are ready for future school learning.

The curriculum has seven interconnected areas of learning and development that are divided into three prime areas and four specific areas.

The three prime areas are important as they build the children’s enthusiasm and curiosity for learning and, form positive relationships and prepares them for their future learning as they move through the Key Stages.

The Prime Areas:

- **Communication and Language**
- **Physical Development**
- **Personal, Social and Emotional Development**

There are four specific areas which strengthen and apply the three prime areas, and include the knowledge and skills that the children need to make further progression.

The Specific Areas:

- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive Arts and Design**

The Characteristics of Teaching and Learning:

In planning and guiding children's activities, the three characteristics of development are considered. These characteristics move through all areas of learning and enable practitioners to reflect upon the ways that individual children engage with other people and their environment, and be a motivated learner.

The Characteristics of Effective Learning are:

- **Playing and exploring** – Engagement of children, investigate and experience things, and 'have a go'.
- **Active learning** – Motivation of children, concentrate and keep on trying, and enjoy achievements.
- **Creating and thinking critically** – Thinking to develop their own ideas, make links and develop strategies for doing things.

4. Learning and Development

The EYFS team are dedicated, professional and caring, and provide a quality curriculum for the children. We recognise that young children learn best when they are active and learn effectively through play. Through play, they are encouraged to be creative, develop their language skills and understanding, investigate, develop curiosities, problem solve, ask questions and develop social skills. We believe that learning in the Early Years should be as practical as possible, enabling us to support children effectively in their learning and development.

The children are guided through set routines when they start school to ensure that they feel confident in their learning environment. Learning and development is implemented through a mix of adult-led and directed and child-initiated activity and play. We plan children's activities and enhance provision to reflect their interests, stage of learning development and the views of their parents, which provides children with opportunities to apply newly acquired knowledge, demonstrating their skills. Ongoing assessment is conducted through daily activities with adults and during child initiated learning and some assessments are recorded through purposeful observations recorded using Evidence Me.

5. The Learning Environment

The learning environment is stimulating, inviting, colourful, interactive and challenging. The classroom is organised so that children can independently explore and learn in a safe environment. All areas are resourced so that children are encouraged to use them and engage in purposeful activities with or without an adult. The learning environment is regularly enhanced to reflect ongoing assessment and interests of the children. Children are responsible for tidying up and caring for these resources.

Enclosed outdoor spaces are secure and offer children the ability to explore a different learning environment, which will present them with different challenges and experiences. The children have access to the outdoor environment throughout the day and the number of children outside during each session is monitored by the adults. Activities will be planned throughout the indoor and outdoor learning environments to help the children develop in all areas of learning.

Safety is paramount and we have a robust and effective Child Protection and Safeguarding Policy in place to ensure the children in our care are protected.

The following general health and safety safeguards are in place:

- A supply of fresh drinking water is available on the premises at all times.
- Dietary needs are acted upon.
- Snacks are available during the morning session and afternoon sessions
- A first aider is accessible at all times.
- Accidents and injuries are recorded on First Aid forms and are stored in a central filing system. Parents are given a copy of these forms.
- Administering of inhalers and medication are completed by two people and recorded on forms/stickers with a copy given to parents.
- A Fire Safety Policy, Lockdown and Evacuation Policy.

6. Transition

Nursery/Pre-School to Primary School

We encourage parents/guardians to visit the school and talk with a member of staff prior to the completion of the Admission Forms.

The EYFS teacher visits each child in their nursery/pre-school setting to observe them in their familiar environment. The child meets their new teacher and the teacher spends time with the child's Key Worker, sharing the Learning Journey if it is made available.

Pre-Covid to ensure that the transition is successful and smooth, the child and their parents were invited to two induction afternoons in the Summer term. During the pandemic, children have been given the opportunity to spend two sessions (one morning and one afternoon) in the EYFS classroom and outdoor area, and to meet other adults from the school. Parents are provided with induction information on the school website and school app and welcome videos are posted to give further information and school and classroom tours. The Reception Teacher makes phone calls to parents during the Summer term to discuss their child's achievements, the things they enjoy and any issues that they feel the school needs to be aware of.

Reception to Year 1

The children take part in transition afternoons in the Summer term when they move up to Year 1 to get to know their new teacher and support staff. The Reception and Year 1 teachers work closely throughout the year and in the Summer term meet regularly to discuss, share and exchange data and the children's achievements and their next steps.

7. Assessment

Formative assessment (ongoing assessment) is an integral part of the learning and development process in Reception. It involves observing children to understand their level of achievement, interests, learning styles and to then shape learning experiences for each child reflecting those observations.

We achieve this by:

- Observing children in their play through daily activities and routines, child initiated activities, planned activities, and learning that happens at home, shared by parents/guardians. Observations are through notes, interactions and some are recorded using Evidence Me when purposeful.
- Using ongoing assessment to understand the child's stage of development, individual needs and interests, and learning styles.

- Reflecting on observations to shape learning experiences for each child by planning relevant and motivating learning experiences in all areas of learning and development.

Reception Baseline Assessment

In the first six weeks of school, the statutory Reception Baseline Assessment (RBA) is completed. The RBA is a school level progress measures to show progress made by pupils from Reception to end of Key Stage 2. Also a Baseline Assessment is carried out through observations of the child in the provision. This data is used as a starting point for them at the beginning of their school journey.

EYFSP (Early Years Foundation Stage Profile)

In the Summer term of Reception, the **EYFSP** is completed for each child who is 5 years old in that academic year unless exemptions apply. Profile judgements will be made using the ELGs (Early Learning Goals) as support to make a holistic best fit judgement based on with practitioners drawing upon their own professional judgements. The EYFS practitioner will complete the profile in accordance with the EYFS ARA (Assessment and Reporting Arrangements). These summative assessments provide us with a clear picture of the child's development, knowledge, understanding and abilities, and their readiness for Year 1.

For the EYFS profile, the following assessment ratings for the seventeen Early Learning Goals will be used to indicate the relevant EYFS judgement:

- An assessment rating of '1' indicates that a child is at the 'emerging' level at the end of the EYFS
- An assessment rating of '2' indicates that a child is at the 'expected' level at the end of the EYFS
- An assessment rating of 'A' indicates a child who:
 - Has not been assessed due to long periods of absence.
 - Has attended the provision for an insufficient amount of time for the teacher to make an adequate assessment before the profile submission deadline.
 - Has an exemption.

Additional information alongside the profile judgements will be provided to ensure that conversations with KS1 staff are meaningful and to help the child make a successful transition.

We will ensure that provision has been made for those children with EAL and SEND and their requirements met.

The Head Teacher and the Senior Leadership Team will monitor all teacher judgements. The EYFSP is shared with parents/guardians through an end of year report on their child and is discussed during an end of year Parents' Evening.

We will also use the information to assess:

- Levels of learning and development across each area of learning for individual children.
- The attainment of children born in different months of the year, e.g. the progress of Summer born children against their peers.
- The attainment of different groups of children, e.g. boys and girls.
- We will conduct further analysis by comparing our results against local and national results.

8. Equal Opportunities, Inclusion and Special Needs

The Early Years Foundation Stage is taught in accordance with the present policy for Equal Opportunities. Children are encouraged to develop a positive attitude towards people of different ethnic groups, cultures, beliefs, gender and ability. We support the belief that everyone is unique in their own right and act upon it.

We value the diversity of individuals and deliver a curriculum that respects a child's ethnic faith and cultural heritage, and the needs of each child. All children are treated fairly and we give every child the opportunity to achieve.

It is the responsibility of the school to ensure that we identify and help those children in our care with additional educational needs including gifted children.

The SENDco, Gail Furness, supports EYFS staff to provide for the needs of children with SEND. IEPs and IBPs are implemented to support the learning of children and targeted intervention can take place. Referrals to Speech and Language and Educational Psychologists are made when needed with the support of the SENDco.

9. Monitoring and review

This policy will be reviewed annually by the governing board and the Head Teacher. Any changes made to this policy will be communicated to all members of staff by the Head Teacher. All members of staff directly involved with the early years teaching are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.

The next scheduled review date for this policy is September 2022.

September 2021

Review Date: September 2022