

# St Joseph's Catholic Primary School

*At St Joseph's we work, learn and grow together guided by Jesus' teachings*



## **CRC Article 29 (goals of education)**

Education must develop every child's personality, talents and abilities to the full.

It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

## **EYFS Policy**

### **Aims**

At St Joseph's Catholic Primary School we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. High quality early learning provides the foundation children need to fulfil their potential. We aim to provide teaching and learning to ensure "school readiness" and a foundation for positive future progress.

At St Joseph's Catholic Primary School we aim to provide quality and consistency, a secure foundation, partnership working and equality of opportunity. We value the individual child and work alongside parents and carers to help every child reach their full potential. A safe and happy environment with motivating and enjoyable learning experiences is created to enable children to become confident and independent learners. We provide broad and balanced curriculum which will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their potential.

### **Legislation**

This policy is based on the Early Years Foundation Stage Statutory Framework: Setting the standards for learning, development and care for children from birth to five 2024.

### **Statutory Framework of EYFS**

We adhere to the 'Statutory Framework of the EYFS' and the four guiding principles that shape practice within Early Years settings:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- Children learn to be strong and independent through **positive relationships**;
- Children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their

learning over time. Children benefit from a strong partnership between practitioners and parents/ carers.

- **Children develop and learn in different ways and at different rates.** The characteristics of effective teaching and learning are embedded into practice to support the importance of learning and development.

The framework covers the education and care of all children including children with special educational needs. The four guiding EYFS themes and principles are underpinned in our practice and provision, we ensure a number of commitments and roles that enable them to be put into practice.

### Structure of EYFS

Our EYFS classroom is in the main section of our school and is a contained unit with dedicated outdoor learning space. We have our own toileting facilities and use the hall space and school kitchen for lunches. We have two discrete teaching spaces for Nursery and Reception with a large sized classroom for our Continuous Provision learning. Nursery and Reception are integrated together during continuous provision.

Nursery is staffed by one unqualified teacher and one teaching assistant. Reception is staffed by one teacher and one teaching assistant. Extra support in EYFS can sometimes be provided by students or teaching assistants.

EYFS follow the whole school policies and procedures.

### Teaching and Learning Times

#### Nursery

- Nursery am: 8.30am to 11.30am
- Nursery pm: 12.30pm to 3.30pm
- 30 hour places: 8.30am to 2.30pm. Available through DfE Funding and parents submitting a code or paying the top up fees from 15 hours.
- 35 hour places: 8.30am to 3.30pm: Available through DfE Funding and parents submitting a code and/or paying the top up from 15 or 30 hours
- Snack time is organised for the children. Snack is provided in school and no additional snack is required from home.

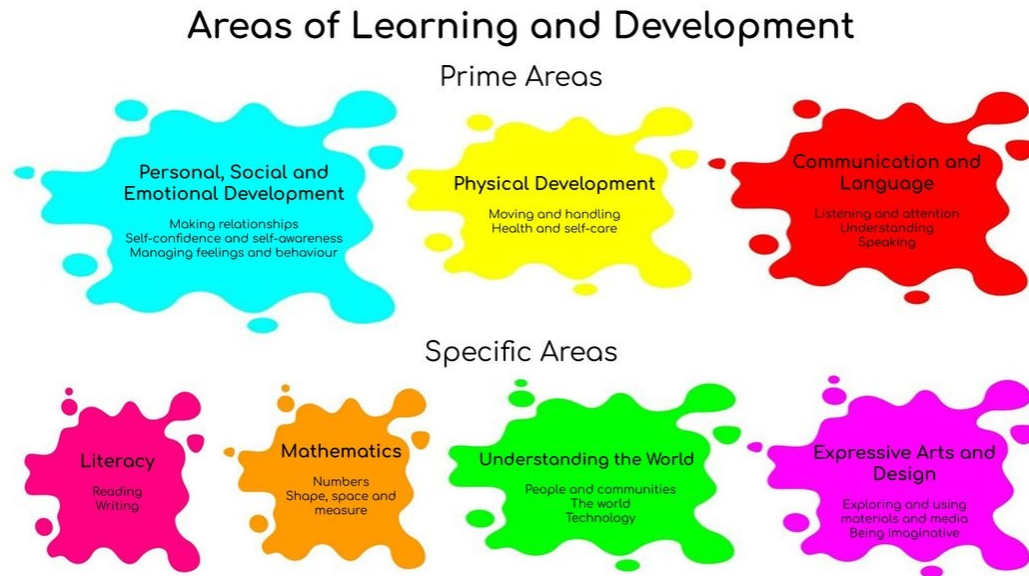
#### Reception

- Reception start school at 8.45am and the day ends at 3.15pm
- Lunch time is **12.00pm – 1.00pm**
- Snack time is organised for the children. Snack is provided in school and no additional snack is required from home.

### Curriculum Intent

At St Joseph`s Catholic Primary school we believe that each child is unique and made in the likeness and image of God. We provide a broad, balanced and ambitious curriculum to ensure that all children reach their full potential and help them gain the knowledge and skills to become resilient, capable, confident and self-assured learners. We provide opportunities for children to grow and develop personally, socially, emotionally and spiritually.

Our curriculum is designed with a strong focus on the 7 areas of learning and development. All areas are equally important and inter-connected. The prime areas are seen as particularly important for learning and forming relationships. The three prime areas are crucial for igniting curiosity and enthusiasm for learning, and for building children’s capacity to learn, form relationships and thrive. They provide the basis for learning in all areas. The four specific areas help strengthen and develop the three prime areas.



At St Joseph’s we provide highly effective teaching and learning within a culture of challenge, nurture and support. We support all children to progress to be the best they can be. When planning and guiding what children learn we follow the three characteristics of effective teaching and learning. We always reflect on the different rates at which children develop and plan to personalise learning and meet individual needs. Our curriculum encompassing the prime and specific areas of learning enables as many children as possible to achieve a Good Level of Development by the end of their time in the Early Years Foundation Stage (EYFS) and set strong foundations for KS1. The children are assessed against the ELG’s at the end of Reception class using knowledge of the child and expert professional judgement.

### **Implementation**

In EYFS, we have a sequenced EYFS Curriculum Map directly linked to the Development Matters and Birth to Five documents. This document is organised into sequenced half termly planning. The half termly planning is organised to teach substantive and disciplinary knowledge and skills. Our curriculum is designed to allow for children’s individual needs and interests and this is reflected in the EYFS environments and planning. We have a clear focus on communication and language, vocabulary, stories, rhymes and poems, which is threaded across all learning areas. Each area is meticulously planned in order to support and further develop children’s knowledge and skills in all prime and specific areas. Each objective and skill builds upon previous in order for children to know more and remember more. Half termly planning helps create planning sessions for adult led input and their own learning through play (continuous provision). We ensure a strong foundation for children’s development in the prime areas of learning. The specific areas of learning provide children with a broad curriculum and with opportunities to strengthen and apply the prime areas of learning. This is crucial for developing language and extending vocabulary.

Children have access to an indoor and outdoor enabling learning environment organised and structured into specific learning areas that are carefully and skilfully planned for by members of staff to ensure children have access to meaningful learning experiences and opportunities across the seven areas of the EYFS curriculum. Our setting is structured to allow children to access a range of learning areas in order to learn through play, both indoor and outdoor. The learning planned both in Nursery and Reception is delivered through play and the teaching and learning of characteristics of effective learning. By the end of Reception, teaching and learning is more adult led than child led to help ensure a smooth transition into Year 1.

### **Early Reading and Maths**

We follow Read Write Inc (RWI) Phonics. Children in Nursery have daily access to pre-phonics sessions to develop their listening skills, and the RWI program begins, for most children, in their final term of Nursery and progresses through Reception. Children in Reception have daily RWI phonic sessions. They are provided with a book which is in line with their reading ability (see Phonics Policy).

In both Nursery and Reception Maths is delivered through daily planned teaching and learning. This will involve either adult focus lessons, adult initiated activities, songs/rhymes or continuous provision.

In Reception, we implement Number Sense to develop children's fluency in number. Maths learning experiences are well planned daily and threaded through all activities in the learning environment.

For RE, we follow the Diocesan Strategy "Learning and Growing as the People of God" and adhere to Canon's Law – 10% RE work per week (2 sessions in both Nursery and Reception)

### **Impact**

We aim that all children will leave the EYFS curriculum with strong foundations to support their knowledge and learning in KS1 and beyond. They will have a language rich vocabulary, deep knowledge of rhymes, stories and poems and strong understanding of fluency in number.

We aim to develop readers and writers who are phonetically able and are developing their independence with reading and writing.

We aim to create happy, nurtured and loved children who have developed a good level of skills and knowledge in all of the areas of the EYFS curriculum.

### **Assessment**

The EYFS profile is a statutory assessment of children's development at the end of their Reception year. Each child's level of development is assessed against 17 early learning goals (ELGs) across all 7 areas of learning in the EYFS. For each ELG, teachers must assess whether a child is meeting the level of development expected at the end of the EYFS, or if they are not yet reaching this level and should be assessed as 'emerging'. The profile provides a holistic picture of a child's knowledge, understanding and abilities, their attainment against expected levels and their readiness for Year 1. The results of the profile are shared with parents and also relevant staff to ensure effective transition. We also report the EYFS profile results to the local authority when requested.

During the first six weeks of the Autumn Term, Reception carry out the statutory Reception baseline, on entry assessment, this is not intended to provide ongoing formative assessment for practitioners but on entry assessment of the child's attainment as a starting point from which a cohort level

progress measure can be created at the end of KS2. RE on entry baseline is also carried out for Reception and data is internally analysed.

In the first half term both Nursery and Reception teachers carry out teacher baseline assessments to create a picture of the child's developmental stage. This assessment also enables early identification of need.

At St Joseph's, we use a platform called Tapestry, in which we take digital images of the children to create their own learning journey. These observations are taken weekly and link to the Development Matters and Birth to Five. Next steps are identified and this information is used to inform planning and support children's learning and progression. All observations are linked to the 7 areas of curriculum.

All professional knowledge, expert experience and information from assessments inform our planning for teaching and learning.

Nursery and Reception have three parents evenings during the academic year. A parents evening is organised for each term in order to discuss progress and attainment of the child. N.B Nursery parents attend if their child has been at school for 5 terms or due to start school the next academic year.

Reception are assessed against the prime areas and 2 specific areas at the end of the academic year in order to achieve GLD (good learning development) and these results are sent to the MAC and LA for internal and external analysis.

#### **Acting on concerns:**

If at any stage we are worried or have concerns about a child's stage or level of progress in any prime area we discuss concerns with parents and or carers. We discuss and agree together how best to support the child as early intervention to support learning and development is key. As a team we will discuss if we feel a child needs any additional support and if they may have a special educational need or disability which requires specialist support.

#### **English as an Additional Language:**

We make reasonable steps to provide children with EAL opportunities to develop and use their home language in play and learning. We also ensure children have a wide range of opportunities to learn and reach a good standard of English. When assessing we always attempt to assess in English as the first step, however if this is not possible we will explore assessing skills in a child's home language.

#### **A Quality Workforce:**

We aim to provide children with a high quality workforce. Continuous Professional Development is part of our practice and provision. It can involve different methodologies such as conferences, seminars, workshops, events, webinars, training courses and online learning. It also involves sharing with colleagues information, thoughts, ideas, practice techniques, knowledge, expertise and new learning that is all aimed at developing the workplace.

#### **Parental Relationships**

We aim to develop strong relationships with parents, as parents are the first educators of their children. Before children start our school in September, we provide new children to our school whether in Nursery or Reception with a home visit to meet EYFS staff. This provides parents with an opportunity to discuss their child's development, create a picture of their child and talk through the

statutory forms required. This gives both staff and parents time to fully discuss the child and talk about any concerns or worries they may. It also provides the opportunity for the child to meet staff in a familiar environment.

We provide children with a staggered start to their Nursery or Reception experience. This information is provided to parents before their child begins school.

New/existing parents are invited into school in the Summer term with Reception class teacher/ EYFS lead, Principal and EYFS staff. Information packs and home visit times are provided at this initial meeting. We also provide an opportunity for parents and their child to attend a stay and play session in order to visit the environment and see the classroom in action.

Parents/ carers of both Nursery and Reception children are encouraged to bring them into school every morning to help support the transition into our setting. Activities will be available to carry out with the children to help settle them into the school day. To support transition into Year 1, Reception parents from Easter are asked to drop their child at the EYFS door and from May half term, they will begin to drop their child at the KS1 entrance.

We have termly parent workshops for Nursery and Reception which parents are invited to in advance. Reception have Maths, Reading and RE workshops and Nursery have work shops related to the prime learning areas.

### **Safeguarding and Welfare**

If there are concerns about a child's safety or welfare the local authority children's social care team needs to be notified immediately. In emergencies the police should be notified. The importance of early intervention is crucial. We aim to provide help and support to meet the needs of children as soon as problems emerge. Our safeguarding and welfare procedures are outlined in our school's Safeguarding and Child Protection policy.

### **Disqualification:**

If someone is disqualified from working in the Early Years they must not continue or be involved in early years provision. Appropriate action must be taken to ensure the safety of children.

### **Paediatric First Aid**

There is always at least one member of staff who has a current paediatric first aid certificate available when the children are present. All staff qualified at Level 2 and Level 3 hold a valid PFA qualification. A member of staff with a valid paediatric first aid certificate is always present when children are eating and staff with a PFA certificate accompany children on outings.

### **Staff taking medication or other substances**

Individuals working with children must not be under the influence of alcohol or any other substances. All medication must be stored securely and out of reach of children. Smoking, vaping or the use of e cigarettes are not permitted.

### **Supervision, training and skills:**

All induction training includes information about emergency evacuation procedures, safeguarding, child protection and healthy and safety issues.

### **English language skills:**

All staff providing early years care have sufficient understanding and use of English to ensure the well being of children in their care.

**Key Person:**

Each child in Nursery and Reception is assigned a Key Person. Their role is to ensure that a child's care is personalised to meet individual needs, support the child to become familiar with the setting and build positive relationships with the child and their parents and / or carers. The Key Person should also be involved in any processes that involve supporting a child or their families engage with more specialist support if needed.

**Food and Drink:**

Children are provided with a healthy, balanced and nutritious snack. Fresh milk and drinking water is always available. All children are supervised when eating and drinking.

**Suitable People, Qualifications and Ratios:**

All staff hold approved qualifications. Any staff holding an Early Years Educator qualification also has achieved a suitable level 2 qualification in English. In Nursery there is at least one member of staff for every 13 children. This consists of a unqualified teacher and a teaching assistant with a Level 3 qualification. In Reception there is a qualified teacher and a Level 2 teaching assistant. Safer recruitment procedures are followed and all practitioners have the relevant qualifications and training to fulfil their roles. Staff child ratios meet the needs of children and ensure their safety. Children are always within sight and hearing and this also applies when children are eating.

**Health:**

As a setting we promote good health, including oral health. Please see Medical Conditions Policy.

**Accident or Injury:**

Please see First Aid Policy

**Outdoor Arrangements**

Our outdoor space is a continuation of the learning environment inside and allows children to develop their knowledge and skills on a larger scale.

- A risk assessment will be carried out daily before the school day and at the end of the day
- Outside area should be assessed before lunch time
- Site manager is to check the site daily (information is logged on Every for the site manager)
- Sheds and outdoor classroom to be shut every evening by staff
- Activities are planned outside in relation to the medium-term planning document. Continuous Provision outdoor plan is visible for staff to support children's learning through questioning and engagement.
- Children will use the outside area during Continuous Provision times as per timetable.
- Outside space needs at least 2 members of EYFS staff – if staff are inside and more children are outside staff must go to where the majority of children are.
- At lunchtimes, all day Nursery children are supervised by a teacher (in line with welfare requirements) Reception are supervised by a teaching assistant and lunchtime supervisor. There is one first aider on the playground during the lunchtime.

### **At St Joseph's we aim to:**

- Plan positive learning experiences for children through both a balance of adult led and child-initiated activities.
- Stimulate children's interests and respond to children's needs and guide their development through warm and positive interactions.
- Encourage enjoyment and enthusiasm to enable children with a safe and stimulating environment to challenge their own learning.

### **Equal Opportunities**

Please see the Equality of Opportunity Policy for the school

### **SEN**

Any children who may identify with the need for additional support, special educational needs or a disability are quickly identified and early intervention occurs. All concerns are discussed with parents and / or carers and partnership working is encouraged. Please see our SEND Policy.

Please see school website for related policies

Anti-Bullying Policy

Attendance Policy

Behaviour Management

Equality Policy

First Aid Policy

Health and Safety Policy

Intimate Care Policy

Medical Conditions Policy

Mobile Phones Policy

Online Safety Policy

Phonics Policy

Safeguarding and Child Protection Policy

Special Educational Needs and Disability Policy

Whistle Blowing Statement



