

# Early Years Foundation Stage (EYFS) policy



## St Luke's Catholic Primary School

<b>Approved by:</b>	Louise Evans (Headteacher)	<b>Date:</b> September 2021
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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 [Statutory framework for the early years foundation stage \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

### 3. Structure of the EYFS

At St Luke's Catholic Primary School all children in the reception cohort are covered by the Early Years Foundation Stage. All reception children at St Luke's are taught within a mixed age class of reception and year 1 pupils.

### 4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2023.

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

#### 4.1 Planning

Staff plan activities and experiences for children that enable them to develop and learn effectively. In order to do this, staff working with the children are expected to focus strongly on the 7 areas. A broad and balanced curriculum has been designed to ensure that all children, within the Early Years Foundation Stage are able to make progress in all of these 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. All staff work closely with the school SENCO, Miss Louise Russell to ensure that all children are well supported and their individual needs are met.

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.

Children are taught daily Phonics, Literacy and Maths lessons. Alongside these lessons, the learning environment allows for children to practice and consolidate their knowledge and understanding, throughout the day. St. Luke's has chosen to deliver Read, Write, Inc. phonics to all children, beginning with those in Early Years Foundation Stage. This programme allows all children to gain a secure knowledge of sounds and how to use this knowledge to blend and segment for reading and writing.

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

At St. Luke's Catholic Primary School, ongoing assessment is an integral part of the 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.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA). In addition to internal assessment procedures.

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 7 areas of learning, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels

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 children learn and develop well when there is a strong partnership between staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Parents and/or carers will have the opportunity to meet, formally, with their child's class teacher, twice a year, during Parents Evening. All children will receive an end of year report, which will allow parents to understand progress that their child has made.

The school encourages parents and/or carers to talk to the EYFS team if they have any concerns or worries about their child's progress. Staff are available to talk to each day. If parents and/or carers prefer a meeting can be arranged for a mutually convenient time.

Children learn best when both school and home, work together, following the same systems and procedures. St. Luke's regularly invite parents to EYFS workshops to share and showcase how children are taught within the school day, e.g. Read, Write, Inc. a Guide to Phonics Workshop.

## 7. Safeguarding and welfare procedures

Safeguarding and welfare procedures for children within the EYFS are outlined in our safeguarding policy. The schools designated Safeguarding Leads are Louise Evans (Headteacher), Samantha Holmes (Teacher in Charge), Louise Russell (SENCO and Mental health and Wellbeing Lead), Peter Duffield (Teacher) and Helen Davies (Wraparound Care Manager)

We promote good health in general, in the early years by educating the children about:

- The benefits of healthy eating
- The importance of brushing your teeth
- The need for regular physical activity
- Sensible amounts of screen time
- Having a good sleep routine
- How to be a safe pedestrian

## 8. Monitoring arrangements

This policy will be reviewed and approved by Louise Evans (Headteacher) every year.

## 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	Child protection and safeguarding policy
Procedure for responding to illness	Health and safety policy
Administering medicines policy	Supporting pupils with medical conditions policy
Emergency evacuation procedure	Health and safety policy
Procedure for checking the identity of visitors	Child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	Child protection and safeguarding policy
Procedure for dealing with concerns and complaints	Complaints policy