



**The**  
**Rosary Trust**  
**St Clare's Catholic Primary**  
**School**  
**EYFS Policy**

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## **Aims**

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the 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 all children keep up.
- 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.

## **Legalisation**

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies from September 2021](#).

## **Structure of the EYFS**

Our Nursery is a full-time nursery running from 8am till 5pm offering sessional care. We have two early years' classrooms with a yearly intake of 45 children.

## **Curriculum**

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

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

## **Planning**

Staff plan activities and experiences for children using the 'Development Matters' guidance. Activities and provision is carefully planned for and 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 and liaising with the SENCO where appropriate. In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

### **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 positive and purposeful interactions.

All staff set high expectations for children's attainment and progress using a variety of teaching approaches and grouping.

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.

### **The Learning Environment**

The classrooms are well organised and designed to give children space to move about between the different activities safely and with ease. They are designed to provide a stimulating learning environment inside and outside. There are planned focused activities for specific children or groups of children. **Adaptable** activities are organised to meet the learning needs of each child. Children are able to access the continuous provision which is divided across the two classrooms.

Continuous provision is enhanced throughout the week to follow children's interest and extend their learning further.

### **Assessment**

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.

When a child is **aged between 2 and 3**, staff review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

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) to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

### **Partnership with Parents and Carers**

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. Tapestry observations and the EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. We hold parents as partners sessions where we invite parents in to work with their child.

We hold termly parent meetings to discuss each child's progress and their pastoral wellbeing.

### **Special Educational Needs**

At St Clare's Primary School we identify those children who find some areas of learning difficult quickly so that strategies to help them can be put into place as soon as possible. The children will have a One Plan which is written by the class teacher/nursery practitioner in consultation with the parent and SENCO. This will be reviewed regularly as the child progresses. SEN children have access to the full curriculum and are involved in all the learning experiences.

### **Equal Opportunities**

All staff ensure that all children have equal access to the curriculum. Children will be taught to respect similarities and differences within cultures other than their own. The school seeks to develop tolerance and concern for others.

### **Safeguarding and welfare procedures**

We promote good oral health, as well as good health in general, in the early years by talking to children and families about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

The rest of our safeguarding and welfare procedures are outlined in our school and nursery school's safeguarding policy.