



EMMAUS

CATHOLIC MAC

Early Years Foundation Stage (EYFS) Policy

Version	2.0
Date created/updated	26 th July 2024
Ratified by	Full Board
Date ratified	23 rd August 2024
Date issued	September 2024
Policy review date	September 2027
Post holder responsible	CEO/MAC School Improvement Lead

www.emmausmac.com

Commitment to Equality:

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.

This Early Years Foundation Stage (EYFS) Policy has been approved and adopted by Emmaus Catholic Multi Academy Company on 23rd August 2024 and will be reviewed in September 2027.

Signed by Director of Emmaus Catholic MAC: *J Griffin*

Signed by CEO for Central Team: *S Horan*

This policy relates to all Emmaus schools.

Contents

1	Aims	4
2	Legislation	4
3	Structure of the EYFS	4
4	Curriculum	5
5	Assessment	5
6	Working with parents	7
7	Safeguarding and welfare procedures	7
8	Monitoring arrangements	8

Appendix 1 – List of statutory policies and procedures for the EYFS

DEFINITIONS

The Company's standard set of definitions is contained at [Definition of Terms](#) – please refer to this for the latest definitions.

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 latest [statutory framework for the Early Years Foundation Stage \(EYFS\)](#). This document also complies with our funding agreement and articles of association.

3. Structure of the EYFS

At St George's Catholic Primary School, our Reception class attend school full time from 8.45am – 3.15pm. Wrap around care is available in the morning from 8.00am – 8.45am and is run by school staff. After school, an outside agency provide care from 3.15pm – 6pm.

4. Curriculum

Our early years setting follows the curriculum outlined in the latest EYFS statutory framework.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 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 that enable children to develop and learn effectively. In order to do this, 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, 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 warm, positive interaction.

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 George's Catholic Primary School, ongoing assessment is an integral part of 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).

Phonics assessments are carried out using the Read, Write Inc assessment materials. Other areas of the curriculum are assessed using the teacher's own assessment materials.

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](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority upon request.

6. **Transition**

- In June, parents are invited to a new intake parents' meeting where key information is shared and welcome packs are given out. Key staff are present and Year 6 children share their experiences of their time at St George's.

- Children are invited to spend an afternoon at school in a small group. This is an opportunity for not only the children to meet their teacher and teaching assistant, but also to meet some of their new peers and to become familiar with the classroom environment.
- Before September, the Reception Teacher telephones each child's nursery to find out about their individual strengths and needs, key information and about any safeguarding issues. Should a child have significant needs, a visit to see the child in their nursery is carried out.
- All families are invited to a meeting in school with the Reception Teacher and Teaching Assistant. This provides us with an opportunity to build positive relationships, to learn about the child's interests and needs and to share information about starting at our school. The Teaching Assistant also takes this opportunity to play with children having taken specifically chosen activities which will add to the assessment process.
- Children start school on a part time basis (either mornings or afternoons) whilst they get used to their new setting and routine. This allows for a more gentle transition, particularly for those who have little or no nursery experience, gives staff the opportunity to get to know all of the children well in smaller groups and on an individual basis, and also to allow for individual baseline assessment to be carried out.
- Children are gradually introduced to new adults and new routines during their first few weeks in school. The routine of the school day is introduced slowly or in smaller groups, especially those aspects which take the children away from their environment.
- The children have experience of playtimes in the infant playground with KS1 during their induction weeks so that they are prepared when they stay for lunch. The EYFS staff accompany the children during playtimes until such time as they are confident the children are fully integrated with the older children and other members of staff.
- Reception class staff are available to speak to informally at the beginning and end of the school day and will inform parents if there are any settling in issues or if their child has been unusually worried or upset during their time in school. A more formal meeting can be held should parents have more specific worries or issues which need further discussion related to settling in.

After Admission:

- A phonics workshop is held in November to share methods of teaching phonics in school and to give parents opportunity to find out more about how they can support their child with reading.
- Parents are encouraged to talk to the child's teacher if there are concerns. There is also an opportunity for parents to meet the teacher formally each term at school parents' evenings.
- Topic newsletters are sent at the beginning of every new topic (every 4-6 weeks) to inform parents about what children will be learning about in school and activities parents can do at home that will support this learning.
- Parents are invited to drop-in sessions, where class floor books are made available and parents can discuss photographs of learning activities with their children. Parents are also invited to join in with their children in activities within the classroom, enabling them to see how they interact with others and approach learning at school. Parents are encouraged to send in evidence of learning activities carried out at home in the form of photographs, notes or children's drawing or writing. These are also added to the learning journal.

Transition into Year 1

- In July, staff meet to discuss each child's individual strengths and weaknesses and the Reception staff share any issues, SEND, adaptations, social and emotional considerations and anything that will make transition to the next year group more successful for the child.
- Children visit Year 1 informally, participating in a number of sessions where the door in between the classrooms is open and the children are able to move between the rooms to access activities. A transition afternoon is also carried out across the school, where children move to their new classroom for the afternoon to meet staff and become more familiar with their new learning environment.
- Teaching in the early weeks of Year 1 mirrors the routines of the end of Reception with some parts of the day being taught through continuous provision. A more formal timetable is introduced gradually dependent on the needs of the cohort.

7. Working 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. At St George's Catholic Primary School, we aim to build strong relationships with our parents by giving open communication, support and offering time in school through Masses, workshops, performances, celebration assemblies and many more special events throughout the year.

Parents and/or carers are kept up to date with their child's progress and development through parents' evenings and meetings throughout the school year. We offer an open-door policy where parents are able to communicate with the class teacher on a daily basis.

Teacher assessments and the EYFS profile help to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. We ask parents to contribute to their child's learning journey by sharing progress from home and participating in classroom activities such as learning workshops to build their knowledge and support their child/ren from home.

8. Safeguarding and welfare procedures

We recognise that children learn best when they are healthy safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

We make sure that the appropriate statutory staff:child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

We comply with infant class size legislation and have at least 1 teacher per 30 pupils.

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

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

- The effects of eating too many sweet things
- The importance of brushing your teeth
- The importance of eating healthy foods and drinking plenty of water.

The rest of our safeguarding and welfare procedures are outlined in our school's Safeguarding (Including Child Protection) Policy.

9. Monitoring arrangements

This policy will be reviewed and approved by the Local Governing Body every 3 years or sooner if subject to changes.

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	Safeguarding and Child Protection Policy
Procedure for responding to illness	Attendance Policy; Supporting Pupils with Medical Conditions Policy
Administering medicines	Supporting Pupils with Medical Conditions Policy
Emergency evacuation procedure	Health and Safety Policy
Procedure for checking the identity of visitors	Safeguarding and Child Protection Policy
Procedures for a parent failing to collect a child and for missing children	Attendance Policy and Safeguarding and Child Protection Policy
Procedure for dealing with concerns and complaints	Complaints Policy