



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



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 Gregory's Catholic Primary School, we offer 30 hours for preschool children. This can be split into full time or part time hours in the form of mornings, afternoons or set days, according to what works best for our children and parents.

In this section outline the structure of your EYFS setting, e.g. which years are covered, how many hours are available in the nursery, and details of charging, if applicable.

Preschool times are as follows:

All day - 8.50 – 3.00

Mornings – 8.50 – 11.50

Afternoons – 12.00 – 3.00

Wrap around care is available from 7.30am and open until 6pm.

Our Reception class attend school full time from 8.45am – 3.25pm.

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 Gregory's Catholic Primary School and Nursery, 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.

On entry into Reception, staff will conduct assessments that support our EYFS curriculum, particularly in Literacy and Mathematics. This then heavily informs the initial teaching and the direction for future learning.

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](#)) 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

Our children join Reception class from our own St Gregory's Nursery as well as from other local nursery and pre- school providers. A smooth transition is achieved by having the following in place:

Transition into Reception:

- Children who attend our own Nursery here at St Gregory's are located in the same area of the building as our Reception class.
- The EYFS lead works with the Nursery staff to plan and prepare all EYFS learning activities.
- There are strong links with St Gregory's and other local nurseries/ pre-schools, our EYFS lead will visit other nurseries to meet children who are joining us in Reception.
- Comprehensive transition documents are used to ensure detailed information is provided to support transition.
- Children visit the setting in July.
- A welcome evening is held for parents moving into Reception class where EYFS staff are introduced and life in EYFS is discussed.

Reception to Year One:

- EYFS/ KS1 staff work closely together.
- Children are familiar with Year 1 staff through whole school activities and break times.
- EYFS curriculum has clear links to KS1 through carefully chosen topics and activities.
- In the summer term, teaching in Reception class is more formal in preparation for Year 1.
- In Autumn 1, teaching in Year 1 includes some elements of continuous provision where appropriate.
- Children take part in a transition afternoon where they meet the Year 1 staff and become familiar with the Year 1 classroom.

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 Gregory's Catholic Primary School we aim to build strong relationships with our parents by giving open communication, support and offering time in school through workshops, prayer and liturgy, 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:

- For children aged under 2, we have at least 1 member of staff for every 3 children
- For children aged 2, we have at least 1 member of staff for every 5 children
- For children aged 3 and over: 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.

1. We promote good oral health, as well as good health in general, in the early years by teaching the children about:
 - The effects of eating too many sweet things
 - The importance of brushing your teeth
 - The importance of good handwashing
 - The ways we can lead a healthy lifestyle through good sleep, hygiene and exercise.

During the year, Reception class will also have a visit from the school nurse as well as other medical professionals such as a dental hygienist who will teach the children how to brush their teeth and demonstrate good hand washing.

We follow [Public Health England guidance on supervised toothbrushing](#) to make sure that it is evidence-based and safe.

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