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St Bede's RC Primary School **Early years Foundation Stage (EYFS) Policy**

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Approved by:

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EYFS MISSION STATEMENT

St Bede's is a welcoming, vibrant and diverse community with the Christian values of respect, equality and love for all at its core. The children experience a happy, safe and secure atmosphere with a Christian message of God's loving care through worship, relationships and teachings of the Catholic Church. Our curriculum is rich, broad and balanced, reflecting the Catholic nature of the school. We will offer every child an opportunity to achieve, dream and aspire feeling secure and full of enjoyment. Children are encouraged to be healthy, to achieve and make a positive contribution. Growing and developing physically, intellectually, spiritually and morally.

AIM

This policy aims to ensure:

- That all children will have a stimulating, happy, secure and organised Christian environment where they can develop as individuals through interaction, play and opportunities supported by skilled adults.
- To offer a broad, balanced curriculum which is of high quality, consistent and covers all seven areas of development in line with the curriculum guidance for the Early Years.
- 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.
- Each child has a happy, positive and fun start to their school life in which they are provided with opportunities to establish solid foundations to expand and foster a deep love of learning through their own interests.
- Support for all children to develop self-esteem, respect and building relationships through social skills to ensure all pupils can cooperate and share within the school environment.
- Each child can develop spiritually, socially, physically, intellectually and emotionally through high expectations, support and encouragement.
- Children develop confidence in recognising their own strengths and achievements through experiences of regular success allowing confidence to develop and work towards their own personalised goals.

LEGISLATION

This policy is based on the requirements set out in the 2021 statutory framework for the Early Years Foundation Stage (EYFS). Please see the link below.

https://assets.publishing.service.gov.uk/media/670fa42a30536cb92748328f/EYFS_statutory_framework_for_group_and_school_-_based_providers.pdf

ADMISSION PROCEDURES

Children are admitted to the Nursery in the term after their third birthday, and to the Reception Class in the September after their fourth birthday. Applications for Reception should be received at the LA by 15 January. Local Authority forms are available from school, along with details of admission arrangements. An outline of the Induction process will be given to parents during 'New Starters' meetings held in the summer term.

TEACHING AND LEARNING

Our Early Years Unit follows the curriculum outlines in the EYFS Statutory Framework.

The EYFS Framework is based on 7 areas of learning and development. 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 3 prime areas are:

- **Communication and Language**
 - Listening, attention and understanding
 - Speaking
- **Personal, Social and Emotional Development**
 - Self-regulation
 - Managing self
 - Building relationships
- **Physical Development**
 - Gross motor skills
 - Fine motor skills
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The prime areas are strengthened and applied through 4 specific areas:

- **Literacy**
 - Comprehension
 - Word reading
 - Writing
- **Numeracy**
 - Numbers
 - Numerical patterns
- **Understanding the world**
 - Past and present
 - People, culture, communities
 - The natural world
- **Expressive arts and design**
 - Creating with materials
 - Being imaginative and expressive

At St Bede's, we recognise that teaching can take place at all times of the day through directed teaching sessions, through times of play and inside and outside the classroom. We encourage all of these. We endeavor to ensure that our environments are enticing to our children, and we encourage our staff to seize every opportunity for teaching.

Our planning formalizes and aims to ensure a balance of formal and informal learning linked to a topic or following children's interests. We plan to provide opportunities in each area of learning and staff are encouraged to think carefully about their questions and interventions

in children's learning to optimize this. Learning should be personalised, building on the child's interests whilst involving them fully. The children should be encouraged to reflect on what they have learned and how they can build on their skills. Children's learning will be carried out within a nurturing and caring Christian environment, in line with the school's Catholic ethos.

Our Long-Term Planning (LTP) consists of a 2 yearly cycle dividing each half term into topics that offer opportunities for learning within our provision. Our topics are catered around our pupils needs, they are adapted through our daily and weekly plans to enhance children's interests.

ASSESSMENT

At St Bede's, ongoing assessment is an integral part of learning and development process. Staff observe pupils to identify their levels of achievement, interests and learning styles. These observations are used to shape future planning. Staff will also consider observations shared by parents / carers.

In Nursery, the child's initial profile is started at the Home Visit, and further assessment information is added using the Development Matters Document, throughout the year to be passed on to Reception Class.

In Reception, staff will conduct assessments that support or EYFS curriculum continuing to use the Development Matters Document. This will then heavily inform the initial teaching and the direction for future learning. Within the first 6 weeks that a child starts reception, staff will administer the statutory Government Reception Baseline Assessment (RBA). During the Reception Year, more information is built up to create a record of each child's achievements.

At the end of Reception, staff will complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals (ELGs), indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

There is an annual report at the end of each year and opportunities for parents to discuss their child's progress with their teacher/practitioner. The Reception report is based around the computer programme designed to record the 'e-profile' scores.

Records are kept of each child's development and achievement in the form of observation, photographs, videos, examples of finished activities and dated comments.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1180056/DfE_Development_Matters_Report_Sep2023.pdf

SAFETY AND WELFARE

St Bede's Primary School, we believe children learn best when they are healthy, happy, safe and secure. Children's safety and welfare is paramount to us. We create a safe, secure and

welcoming environment where children can enjoy to develop their knowledge and skills. Our curriculum provides opportunities for the children to learn how to be safe, make decisions and assess risks. We have policies in place to safeguard children and daily procedures to encourage children to operate in safe ways, keeping them safe. Policies include; Health and Safety Policy, Behaviour Policy and Anti-Bullying Policy. Child Protection Procedures will be followed in line with the County Policy. School works closely with the E.W.O. and Social Services in monitoring pupils felt to be 'at risk'.

The school has emergency contact forms that must be completed by all pupils which include relevant medical, social and personal details. If a child has an accident, this must be recorded and parents informed as soon as possible.

INCLUSION

We value all our children as unique individuals at St Bede's Primary School, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. Our curriculum is planned to meet the needs of the individual child and support them at their own pace.

We work hard to identify children with Special Educational Needs at the earliest opportunity, which enables us to give the child the appropriate support that they need, whilst working closely with parents and outside agencies when required along with support from our SENCO.

A child identified as having SEN, and gifted or talented children, will experience an enhanced curriculum, relevant to their needs. We aim to ensure that support is provided within the learning environment. However, at times, it may become necessary to work with children in a small group or on an individual basis outside of the unit for specialist input e.g. speech and language support.

PARTNERSHIP WITH PARENTS

Our school recognises the importance of the role that parents/carers play in their children's learning journey. We believe that a strong partnership between home and school is invaluable and work hard to develop and sustain links with parents/ carers. We seek to involve parents with their children's learning in the term before their children start school through clear communication and, visits and information sessions. We do this in a range of different ways including:

- Stay and play sessions
- Reading books shared between home and school
- Weekly whole school newsletters / termly EYFS newsletters
- Information sessions
- 'Seesaw' App - updated regularly and information is shared
- Parent consultations twice a year

- Written feedback through an end of year report
- Opportunities to volunteer in various ways

Working with other services is integral to our practice to meet the needs of our children. At times, we may need to share information with other professionals to provide the best support possible. We

THE EARLY YEARS FOUNDATION STAGE LEADER

The Foundation Stage Leader is:
Jayne Bone and Claire Noble

They will be responsible for:

- Ensuring that the policy is implemented consistently and reviewed regularly
- Monitoring, planning, teaching and implementation of the curriculum
- Ensuring that children's attainment and progress is recorded regularly and communicated to the next teacher
- Liaising with parents about admissions, induction, parents evenings and documentation
- Liaising with other agencies
- Leading the staff team and keeping them informed about current requirements
- Developing staff experience through school based INSET and attendance at courses
- Keeping S.M.T. and Governors informed about Early Years developments
- Ensuring that resources (both physical and financial) are used efficiently
- Ensuring the EYFS welfare requirements are fully covered in both Nursery and Reception.

MONITORING AND EVALUATION

The Early Years Foundation Stage Leader will be responsible for the day-to-day monitoring of the policy.

The Head Teacher and the Governors will ensure that monitoring and evaluation are carried out.

The Early Years Foundation Staff will regularly review their practice, evaluate outcomes and will use this information to agree future actions.

Areas identified for development will be incorporated into the School Improvement Plan in the form of specific plans.