



St Francis Catholic Primary School

EYFS Policy

EYFS Policy
Standards Committee
Review: March 2025

ST FRANCIS CATHOLIC PRIMARY SCHOOL

St Francis School strives to provide a broad, balanced and relevant Catholic education in which we recognise, through mutual respect, that Christ is in everyone.

EARLY YEARS FOUNDATION STAGE POLICY

MISSION STATEMENT

Recognising Christ in Everyone

POLICY STATEMENT

The aim of this policy is to put in place the steps to ensure that every child makes a successful transition between home and school. To enable this to happen we will:

- a) Promote the intellectual, emotional, physical, spiritual, moral, social and cultural development of each child through a well planned and managed curriculum. This curriculum takes into account each child's aptitude to learning through different forms of activity, in particular through active involvement and play.
- b) Ensure that each child has equal and adequate access to the curriculum and that his/her progress is commensurate with his/her developing ability regardless of gender, ethnic or social background or special needs.
- c) Enable each child to make a satisfactory transfer to KS1 by ensuring that he/she has developed sufficient skills, aptitudes and understanding.

POLICY AIM

The EYFS seeks to provide:

- Quality and consistency in Reception Year, so that every child makes good progress and no child gets left behind.
- A secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly.
- Partnership working between practitioners and with parents and/or carers.
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

The EYFS is based upon four principles:

- A Unique Child.
- Positive Relationships.
- Enabling Environments.
- Learning and Development.

Our primary aim is to provide an environment that is caring, stimulating and one that fosters children's independence. To know that every child is **a unique child**, who is constantly learning and can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise, encouragement and rewards, to encourage children to develop a positive attitude to learning. We understand that children learn to be strong and independent through **positive relationships** with peers and adults. We value the importance of children learning and developing well in an **enabling environment**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers. We understand that children **develop and learn** in different ways and at different rates and we aim for the curriculum to meet the needs of all children regardless of ability or special educational needs.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence.
- Using a wide range of teaching strategies based on children's learning needs.
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively.
- Providing a safe and supportive learning environment in which the contribution of all children is valued.
- Using resources which reflect diversity and are free from discrimination and stereotyping.
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills.
- Monitoring children's progress and taking action to provide support as necessary.

The learning and development requirements comprise three elements:

1. The early learning goals – the knowledge, skills and understanding which young children should have acquired by the end of the academic year in which they reach age 5 (young children).
2. The educational programmes – the matters, skills and processes which are required to be taught to young children.
3. The assessment arrangements – the arrangements for assessing young children to ascertain their achievements.

The Early Years Curriculum:

There are **seven** areas of learning and development.

All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

- Personal, Social and Emotional Development.
- Physical Development.
- Communication and Language.

We must also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Positive Relationships

At St Francis Catholic Primary School we recognise that children learn to be independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners:

We recognise that parents are children's first and most enduring educators and we value the contribution they make.

We recognise the role that parents have played, and their future role, in educating the children. We do this through:

1. Talking to parents about their child before their child starts in our school.
2. Hosting a new parents' induction evening where they will receive information for their child starting in September. They will meet the Head teacher, Class teacher and support staff and be provided with information. This provides the parents with an opportunity to see the learning environment and ask any questions.
3. Staff meet with parents prior to the children starting school – virtual meetings.
4. Children have the opportunity to spend time with their teacher before starting school during two visits to school including a lunch visit.
5. At St Francis we have an open door policy where parents can have regular opportunities to talk about their child's progress and discuss any worries or concerns.
6. There are two parents' evenings where the teacher and the parent discuss the child's progress and discuss next steps.
7. We arrange a range of activities throughout the year that encourage collaboration between children, school and parents for example, Collective Worship, sports day, Festive Forest Fun. We provide parents with WOW sheets where they can contribute to their child's learning journeys by celebrating special achievements.
8. We encourage the use of Evidence Me app for parents to upload learning from home to be included in the child's electronic learning journey.

All staff at St Francis Primary School aim to develop good relationships with all children, interacting positively with them and taking time to listen to them.

Observation, Assessment and Planning

In planning and guiding children's activities, we reflect on the different ways that children learn and reflect these in our practice. The characteristics of effective teaching and learning are a key element in the Early Year's Foundation Stage. They detail the ways in which children should be learning from their environment, experiences and activities. St Francis has linked these to an animal theme, e.g.: thinking tigers and linking lions. Children are rewarded with dojos and stickers when they show such styles of learning.

Three characteristics of effective teaching and learning are:

- 1. Playing and exploring** - children investigate and experience things, and 'have a go'.
- 2. Active learning** - children concentrate and keep on trying if they encounter difficulties and enjoy achievements.
- 3. Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

The Planning within the EYFS follows the schools' Yearly and Medium-Term Plans (MTP's), which are based around termly themes. These plans are used by the EYFS teacher as a guide for weekly planning, however, the teacher may alter these MTP's in response to the needs (achievements and interests) of the children. Weekly planning also includes an environment plan and weekly challenges for our Continuous Provision.

We consider the individual needs, interests, and stage of development of each child and will use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development. We shall focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively. Throughout the early years, if a child's progress in any prime area gives cause for concern, we discuss this with the child's parents and/or carers and agree how to support the child. We consider whether a child may have a special educational need or disability which requires specialist support. If so, we shall help families to access, relevant services from other agencies as appropriate alongside our SENCO carrying out observations.

On entry to EYFS the teacher and support staff assess the children against the EYFS development matters and ELG to successfully build on their previous experiences. Information from the children's previous setting as well information gained from parents is also used to make these assessments and is completed within the first few weeks of school. We monitor children's Emotional Well-Being and Level of Involvement (Leuven scale) on entry and throughout the year in order to see if they are settled and ready for learning. Emotional Well-being focuses on the extent to which pupils feel at ease, act spontaneously, show vitality and self-confidence. Involvement focuses on the extent to which pupils are working to their full capabilities. In particular, it refers to

whether the child is focused, engaged and interested in various activities. At St Francis School we believe high levels of Emotional Well-Being and Involvement are vital in order for children to reach their full potential. If a child displays low levels in either it is our responsibility to support the child and build on their emotional skills (PSED) and involvement within the setting. The class teacher also completes the Reception Baseline Assessment within the first few weeks of school.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Their learning is tracked and assessed against the EYFS development matters statements every half term. Assessment in the EYFS takes the form of observation and recorded work and this involves the teacher and other adults as appropriate.

Within the final term of the EYFS, we provide a written report to parents, reporting their progress against the ELG's. Towards the end of the year we use the assessment and observations and what we know about the children, to make a final judgement against the ELG. This is the EYFS profile and it is used to describe children's attainment at the end of EYFS. For each ELG, practitioners must judge whether a child is meeting the level of development expected at the end of the EYFS Year (expected) or not yet reaching this level (emerging). This information is submitted to the DFE. Some evidence is moderated at local level in Cluster groups. Once the data has been submitted the setting's GLD (Good Level of Development) will be published. This percentage is a measure of how successful the setting is in ensuring children is ready for their next phase of learning. (The number of children achieving 'Expected' in the three prime areas and Literacy and Maths).

English as an Additional Language - EAL

For children whose home language is not English, we will take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. We also ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS: ensuring children are ready to benefit from the opportunities available to them when they begin Year 1. When assessing communication, language and literacy skills, we assess children's skills in English. If a child does not have a strong grasp of English language, we will explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.

The Learning Environment

The EYFS classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classroom is set up in learning areas, where children are able to find and located equipment and resources independently. The EYFS classroom has access to an outdoor area. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children the opportunity to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in the areas of learning.

Play

"Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development."

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.

Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child-initiated activities. In each area there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by teachers, to help children prepare for more formal learning, ready for Year1.

Safeguarding

Where appropriate, all children will be taught personal safety skills carefully matched to their level of development and understanding.

If a member of staff has any concerns about physical changes in a child's presentation, e.g., marks, bruises, soreness etc. s/he will immediately report concerns to the appropriate manager/designated person for safeguarding children and the children's safeguarding policy will be followed.

If a child becomes distressed or unhappy about being cared for by a particular member of staff, the matter will be looked into and outcomes recorded. Parents/carers will be contacted at the earliest opportunity as part of this process in order to reach a resolution. Staffing schedules will be altered until the issue(s) are resolved so that the child's needs remain paramount. Further advice will be taken from outside agencies if necessary.

If a child makes an allegation against a member of staff, all necessary procedures will be followed, including following 'allegation against a member of staff' which should include contacting LADO (Local Authority Designated Officer for Managing Allegations Against Those Working With Children) contact 01628 683 202.

Use of Personal Smartphones:

- Visitors using a smartphone will not be allowed access to the premises until it is switched off and stored away securely.
- Personal smartphone usage is kept to a minimum. EYFS staff must only use their personal smartphones when on a break and only when in staff-only rooms away from the children or when off-site without pupils. Staff in EYFS must ensure that phones are stowed away, out of the reach of pupils and must only be used in the Staff Room or in classrooms where no pupils are present and when the member of staff is not supervising pupils. Personal smartphones are never used by staff in any rooms occupied by pupils and staff are not permitted to use their phones to take photographs of children.
- St Francis School number is known to immediate family should they need to be contacted in an emergency.
- In the event that staff take their own smartphones on outings for use in case of an emergency, the making or receiving of personal calls is not permitted.
- Members of staff do not use their personal smartphones to take photographs of children on outings or trips. They only use their school iPad.

Cameras and Use of Photographs:

- Members of staff are instructed not to bring their own camera into School. Staff are not permitted to use their own mobile camera phones to take photographs of pupils. They must use the school camera or iPads instead.
- Photographs taken of children in school are taken for valid reasons: for the recording of curriculum activities in action, recording of the learning and development of pupils for observation records and profiles and for evidence for Ofsted and ISI Inspections and for marketing purposes. We also use photographs for displays within the EYFS setting.
- The permission of parents and carers is always be sought before any images are used on website or X.
- Parents are reminded that photographing or recording at special events should not be used on social media.
- Parents are strongly advised not to place photos of other people's children on social media sites
- Staff are aware of their responsibilities under the General Data Protection Regulations

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Monitoring and review

It is the responsibility of the EYFS teachers to follow the principles stated in this policy.

The Head teacher and subject coordinator will carry out monitoring on the EYFS as part of the whole school monitoring schedule.

Edited by Miss Tanya Swan

Reviewed by Mrs Rhona Miccoli before going to Governors

Policy to be reviewed annually-

Policy to be the responsibility of Standards Committee

Appendix A: Outdoor Play Policy

Rationale

All children will be able to access their learning outside as well as inside

Aim

To enable children to use the outdoor area as a context for learning throughout the year.

Objectives

We aim to:

- use the outdoor area as a context and a natural resource for learning
- include the outdoor area when planning for learning
- enable children to access the outdoor area on a daily basis
- ensure that it offers children the opportunity to investigate and explore, problem solve, use their imagination and creativity
- ensure the outdoors offers children opportunities to develop their large motor skills
- ensure that children enjoy energetic activity outdoors and the feeling of wellbeing that it brings
- observe and assess and record the learning that happens outdoors
- give children opportunity to plan and have ownership for their learning
- help children to care for the outside environment
- enable children to work on their own and with others
- enable children to develop an appreciation of natural beauty and a sense of wonder about the world
- respect the outdoor environment and to care for living things
- enable children to manage and use the space and freedom afforded by the outdoors
- give children the opportunity to be relax, enjoy and have fun outdoors
- use tools safely and effectively and to follow class safety rules

Method

The staff will:

- facilitate access to the outdoors daily through discussion, daily risk assessments, planning and mutual agreement
- organise and provide necessary resources as appropriate, for example aprons, footwear (wellies for when it is muddy), tools, etc.
- encourage children to use a variety of natural resources
- plan for weekly forest days initially on site in our forest area and then walking off site to a forest base camp at St Mary's and a Spring visit to Windsor Forest Site.

Monitoring and Evaluation

This will include:

- staff observations, discussions and feedback from children and parents
- discuss and review the policy to ensure it is meeting the needs of the children

Success Criteria

This policy supports staff in consistently promoting the EYFS framework document and supports children's learning and development in all seven areas.

Appendix B: Intimate Care

Introduction

Settings who work with young children or children/young people who have intimate care needs will require staff to be respectful of children's needs.

Intimate care can be defined as care tasks of an intimate nature, associated with bodily functions, body products and personal hygiene which demand direct or indirect contact with or exposure of the genitals. Examples include care associated with continence as well as more ordinary tasks such as help with washing.

Children's dignity will be preserved, and a high level of privacy, choice and control will be provided to them. Staff who provide intimate care to children have a high awareness of Safeguarding Children issues. Staff behaviour is open to scrutiny and staff work in partnership with parents/carers to provide continuity of care to children/young people wherever possible.

The school is committed to ensuring that all staff responsible for the intimate care of children will undertake their duties in a professional manner at all times. The school recognises that staff must treat all children with respect when intimate care is given. No child should be attended to in a way that causes distress or pain.

Best practice.

All children who require intimate care are treated respectfully at all times; the child's welfare and dignity is of paramount importance.

Staff who provide intimate care and are trained to do so (including Safeguarding Children and Health and Safety training in moving and handling) must be fully aware of best practice. Apparatus will be provided to assist with children who need special arrangements following assessment from physiotherapist/occupational therapist as required.

Staff will encourage each child to do as much for themselves as they can. This may mean, for example, giving the child responsibility for washing themselves. Individual intimate care plans will be drawn up for particular children as appropriate to suit the circumstances of the child. These plans include a full risk assessment to address issues such as moving and handling, personal safety of the child and the carer and health.

Each child's right to privacy will be respected. Careful consideration will be given to each child's situation to determine how many carers might need to be present when a child needs help with intimate care. Where possible, one adult will care for one child with support close by of a second adult.

Parents/carers will be involved with their child's intimate care arrangements.

Appendix C: Dealing with bodily fluids/waste

Spillages of substances likely to result in the spread of infections will be dealt with rapidly and carefully. Blood, vomit, urine, and faeces will be cleaned up immediately and disposed of safely and hygienically by double bagging and taken out of the setting. Staff will wear disposable plastic gloves and an apron and wash themselves thoroughly afterwards. Children will be kept well clear while such substances are being dealt with.

Staff are committed to taking all practicable steps to prevent and control the spread of infectious germs, and to uphold high standards of personal hygiene in order to minimise the risk of catching or spreading infection.