



**CORPUS CHRISTI  
CATHOLIC SCHOOL**

## Early Years Foundation Stage Policy

September 2023

## MISSION STATEMENT

Corpus Christi Catholic School is a welcoming, vibrant and diverse community with the Christian values of respect, equality and love for all at its core.

We aim to nurture, motivate, educate and to inspire all children to become lifelong learners and to achieve the best that they can.

Following the example of Jesus, we uphold our school motto:  
To Learn, To Live, To Love.

Discere Vivere Amare



CORPUS CHRISTI  
CATHOLIC SCHOOL

## POLICY STATEMENT:

### Special Educational Needs and Disabilities

Date	Review Date	Area Leader	Nominated Governor
September 2023	September 2024	Lynsey Powell	Miranda Sawyer

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- Education Act 2011
- Children and Families Act 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015

The following documentation is also related to this policy:

- Statutory Framework for the Early Years Foundation Stage (DfE)
- Equality Act 2010: Advice for Schools (DfE)
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)

- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)
  - All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential. (DfE)
  - The EYFS sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the right foundation for good future progress through school and life. (DfE)

At Corpus Christi we use and adapt the Early Years Foundation Stage (EYFS) curriculum and Every Child Matters (ECM) principles to provide a well rounded, child based, stimulating environment. We aim to support children in becoming confident, enthusiastic and independent learners who enjoy school and build positive relationships with their peers and adults within a loving, Christian ethos.

The EYFS, which refers to children from birth to five years of age, is based upon the following four principles: **a unique child; positive relationships; enabling environments; learning and development** and it seeks to provide: **quality and consistency; a secure foundation; partnership working; and equality of opportunity.**

For all children within the EYFS we have a duty to:

- shape activities and experiences (educational programmes) (**Learning and development**);
- help children work towards acquiring knowledge, skills and understanding (**Early learning goals**);
- provide **assessment arrangements for measuring progress**;
- **report** to parents on their children's progress;
- safeguard children and promote their welfare (**safeguarding and welfare arrangements**).

The EYFS is made up of seven **areas of learning** which are all very important and interconnected.

The three prime areas of **communication and language; physical development; and personal, social and emotional development** are particularly crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive. It is very important for children to develop their skills within the three prime areas first as they form an essential base for a child's healthy development and future learning.

Also, as children grow the prime areas help them to develop skills in the four specific areas of **literacy, mathematics, understanding the world and expressive arts and design**.

We firmly believe that all seven areas of learning and development must be delivered through planned, purposeful play, with a balance of adult led activities and child-initiated activities.

We want all our children to learn by playing and exploring, by being active and through creative and critical thinking. We use both the indoor and outdoor environments so that children can develop intellectually, creatively, physically, socially and emotionally.

We work hard to create environments that are safe, stimulating and exciting, with play activities changing regularly. Our continuous provision is carefully planned to promote independent learning, investigation and critical thinking.

Practitioners support children by working alongside them in their play to extend their understanding of key concepts, language and to support pupils in developing their critical thinking.

In Nursery and Reception classes, there is a balance of independent play and focused group activities/ individual work which is led by an adult.

We work hard to give every child the opportunity to achieve their best as we believe every child is a unique child who is constantly learning.

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We strongly encourage and promote an "I can try, I can do it!" attitude in our children.

We recognise our responsibilities under the Health and Safety at Work Act 1974 and will take all reasonably practicable steps to provide and maintain safe and healthy working

conditions (on the school premises and during school-sponsored activities), equipment and systems of work for all our pupils, school personnel and visitors to the school.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

We aim to be judged at least good in all school inspections by ensuring that standards for all pupils are higher than schools of a similar size and that standards continue to improve faster than the national trend.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

## AIMS

- To give every child the best possible start in life and the support that enables them to fulfil their potential.
- To ensure children learn and develop well and are kept healthy and safe.
- To promote teaching and learning in order to ensure children's 'school readiness'.

- To give children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.
- To work in partnership with parents and carers
- To share good practice within the school and with other schools.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

## RESPONSIBILITY FOR THE POLICY AND PROCEDURE

### ROLE OF THE GOVERNING BODY

The Governing Body has:

- appointed a member of staff to be the leader of the Early Years Foundation Stage who:
  - provides leadership in the development and management of the teaching and learning of the EYFS;
  - has a teaching responsibility and undertakes other associated responsibilities.
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring full compliance with all statutory responsibilities;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- make effective use of relevant research and information to improve this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in:
  - determining this policy with the Governing Body;
  - discussing improvements to this policy during the school year;
  - organising surveys to gauge the thoughts of all pupils;
  - reviewing the effectiveness of this policy with the Governing Body.
- nominated a link governor to:
  - visit the school regularly;

- work closely with the Headteacher and the coordinator;
  - ensure this policy and other linked policies are up to date;
  - ensure that everyone connected with the school is aware of this policy;
  - attend training related to this policy;
  - report to the Governing Body every term;
  - annually report to the Governing Body on the success and development of this policy.
- responsibility for celebrating the effort, success achievements of pupils and school personnel;
  - responsibility for the effective implementation, monitoring and evaluation of this policy.

## ROLE OF THE HEADTEACHERS

The Headteachers and the EYFS Leader will:

- work in partnership with parents / carers to promote the learning and development of all children, and will ensure they are ready for school;
- ensure the following seven areas of learning and development, which are all interconnected, will shape educational programmes:

Areas of Learning Development	Educational Programmes
<b>Communication and Language</b>	<ul style="list-style-type: none"> <li>▪ To provide opportunities for children to experience a rich language environment.</li> <li>▪ To develop children's confidence and skills in expressing themselves.</li> <li>▪ To encourage children to speak and listen in a range of situations.</li> </ul>

<b>Physical Development and Personal</b>	<ul style="list-style-type: none"> <li>▪ To provide opportunities for young children to be active and interactive.</li> <li>▪ To develop their coordination, control and movement.</li> <li>▪ To help children understand the importance of physical activity.</li> <li>▪ To help children make health choices in relation to food.</li> </ul>
<b>Social and Emotional Development</b>	<ul style="list-style-type: none"> <li>▪ To help children develop a positive sense of themselves, and others.</li> <li>▪ To help children develop form positive relationships and develop respect for others.</li> <li>▪ To help children to develop social skills and learn how to manage their feelings.</li> <li>▪ To encourage children to understand appropriate behaviour in groups.</li> <li>▪ To encourage children to have confidence in their own abilities.</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>▪ To encourage children to link sounds and letters and to begin to read and write.</li> <li>▪ To give children access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.</li> <li>▪ To give children daily access to books that are also consistent with their phonic knowledge</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>▪ To provide children with opportunities to develop a deep understanding of numbers to 10 including composition, subitising, recall of some number bonds to 5 and 10, including doubling facts.</li> <li>▪ To provide children with opportunities to verbally count to 20 and beyond and recognise the pattern of the counting system, compare quantities and explore and represent patterns within numbers up to ten.</li> <li>▪ To provide children with opportunities to describe shapes, spaces, and measures.</li> <li>▪</li> </ul>
<b>Understanding the World</b>	<ul style="list-style-type: none"> <li>▪ To guide children to make sense of their physical world and their community through opportunities</li> </ul>



	to explore, observe and find out about people, places, technology and the environment.
<b>Expressive Arts and Design</b>	<ul style="list-style-type: none"> <li>▪ To enable children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.</li> </ul>

- ensure all teachers consider the individual needs, interests, and stage of development of each child in their care, and use this information to plan challenging and stimulating experiences for each child in all of the areas of learning and development;
- ensure all teachers provide for those children whose home language is not English sufficient opportunities to learn and reach a good standard in English language during the EYFS;
- ensure that every child is assigned a key person;
- ensure the level of progress of children should be expected to have attained by the end of the EYFS is defined by the early learning goals:

<b>Early Learning Goals - the Prime Areas</b>	
<b>Communication and language</b>	<ul style="list-style-type: none"> <li>▪ Listening and attention</li> <li>▪ Understanding:</li> <li>▪ Speaking</li> </ul>
<b>Physical development</b>	<ul style="list-style-type: none"> <li>▪ Moving and handling</li> <li>▪ Health and self-care</li> <li>▪ Gross-motor skills</li> <li>▪ Fine-motor skills</li> </ul>
<b>Personal, social and emotional development</b>	<ul style="list-style-type: none"> <li>▪ Self-regulation</li> <li>▪ Managing-self</li> <li>▪ Building relationships</li> </ul>
<b>Early Learning Goals - the Specific Areas</b>	
<b>Literacy</b>	<ul style="list-style-type: none"> <li>▪ Word reading</li> <li>▪ Writing</li> <li>▪ Comprehension</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>▪ Numbers</li> <li>▪ Numerical patterns</li> </ul>
<b>Understanding the world</b>	<ul style="list-style-type: none"> <li>▪ Past and Present</li> </ul>

	<ul style="list-style-type: none"> <li>▪ People, Culture and Communities</li> <li>▪ The Natural World</li> </ul>
<b>Expressive arts and design</b>	<ul style="list-style-type: none"> <li>▪ Creating with materials</li> <li>▪ Being imaginative and expressive</li> </ul>

- ensure assessment is on-going which recognises children's progress, understands their needs, and is used to plan activities and support;
- ensure the EYFS Profile is undertaken and completed at the end of the key stage;
- ensure the results of the EYFS Profile is sent to the local authority on request;
- develop positive relationships with parents;
- encourage parents to help in school and become involved in a range of enrichment activities, family learning and extended schools;
- ensure all school personnel and parents are aware of and comply with this policy;
- ensure good practice is shared;
- work closely with the link governor;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;
- make effective use of relevant research and information to improve this policy;
- monitor the effectiveness of this policy by:

- monitoring learning and teaching through observing lessons
- monitoring planning and assessment
- speaking with pupils, school personnel, parents and governors

- monitor the effectiveness of this policy by speaking with pupils, school personnel, parents and governors;
- celebrate the effort, success and achievements of pupils and school personnel;
- annually report to the Governing Body on the success and development of this policy.

## ROLE OF THE EARLY YEARS FOUNDATION STAGE LEADER

The Early Years Foundation Stage Leader will undertake the following responsibilities:

### Leadership and Management

- To lead and manage the EYFS working in conjunction with the Headteacher, SLT and governors.
- To undertake leadership and management responsibilities.
- To co-ordinate and be responsible for the organisation and management of the EYFS.
- To advise and work closely with the Headteachers and the nominated governor.
- To write an EYFS development plan as part of the whole school SIP and to monitor its effectiveness.
- To ensure all EYFS policies are in place and regularly updated.
- To lead and develop an effective EYFS team.
- To provide and manage a stimulating EYFS environment.
- To monitor all planning in accordance with the EYFS and school policies.

### **Assessment and Data**

- To ensure assessment procedures are in place for recording, reporting and tracking pupils' progress.
- To ensure regular formative assessments are in place to measure progress in phonics and word reading (Phonic Tracker) and to also highlight where intervention is needed.
- To ensure regular formative assessments are in place to measure progress and understanding in number and numerical patterns (WhiteRose Maths) and to also highlight where intervention is needed.
- To use pupil data effectively.
- To undertake thorough and accurate tracking of pupil progress.
- To present termly pupil progress reports to the Headteacher, SLT and nominated governor.
- To set targets with the Headteacher and SLT.
- To ensure EYFS Profiles are completed and passed on.

### **Resources and Budget**

- To make effective use of resources and budget allocation.

### **Transition**

- To ensure smooth transitional arrangements between phases.

### **Parents**

- To develop and strengthen good relationships with parents.
- To organise parent-teacher consultations every term.
- To produce regular newsletters for parents.

**EYFS Policy**

- To lead the development of this policy throughout the school.

**Working Relationship**

- To work closely with the Headteachers and the nominated governor.

**Support and Wellbeing**

- To provide guidance and support to all EYFS staff.
- To give provide access to outside support (SMART clinic)
- To provide an open-door policy where EYFS staff feel they can discuss their feelings and well-being in a safe environment with their EYFS phase leader.
- To encourage EYFS staff to support one another.
- To provide training for all staff on induction as required.
- To co-ordinate and oversee EYFS teaching staff and support staff.
- To coach, mentor and develop all EYFS teaching staff and support staff.
- To receive support from the Headteachers and SLT.
- To have regular phase leader release time.

**Performance Management**

- To undertake performance appraisals with both teachers and support staff.

**Professional and Staff Development**

- To plan staff development opportunities for all EYFS staff.

**Research**

- To make effective use of relevant research and information to improve this policy.
- To keep up to date with new developments and resources.

## Health and Safety

- To undertake risk assessments when required.

## Monitoring

- To monitor, evaluate and support the teaching and learning of the EYFS pupils.
- To review and monitor this policy.

## Reports

- To present termly pupil progress reports to the Headteacher, SLT and nominated governor.
- To produce and present regular reports on the progress of the EYFS to the governing body.
- To annually report to the Governing Body on the success and development of this policy.

## ROLE OF A KEY PERSON

A Key Person will:

- undertake appropriate induction training before starting the role of a key person;
- be given allocated key children;
- meet the needs of each child in their care and respond sensitively to their feelings, ideas and behaviour;
- develop a genuine and close bond with the children;
- help the children to become familiar with the setting and making them to feel confident and safe within it;
- work in partnership with the class teacher (where it is not the class teacher) and other staff to ensure the safety, progress and well-being of pupils in their care;
- closely monitor, record and feedback the progress of each child to enable effective planning;

## ROLE OF EYFS STAFF

School personnel will:

- comply with the same requirements as other members of teaching/ support staff across the school

- attend weekly planning sessions.
- comply with all aspects of this policy;
- work hard to maintain a positive ethos;
- work hard to maintain a safe and respected school environment;
- show respect for all members of the school community;
- develop positive working relationships with pupils, school personnel, parents and governors;
- meet with parents to discuss their child's progress;
- plan and deliver good to outstanding lessons;
- have high expectations of their pupils;
- achieve high standards;
- celebrate the success of pupils;
- keep assessment records updated and use this to inform planning and further learning;
- work hard to maintain a positive ethos;
- work hard to maintain a safe and respected school environment;
- promote good behaviour;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

## ROLE OF PARENTS/CARERS

Parents/carers will:

- be aware of and comply with this policy;
- work in partnership with the school;
- comply with this policy for the benefit of their children;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school;
- be encouraged to take an active role in the life of the school by attending:
  - parents and open evenings
  - parent-teacher consultations
  - class assemblies
  - school concerts
  - fundraising and social events
  - A Day in Early Years (Autumn term)
  - Mystery reader (Spring and Summer Term)

- be encouraged to work in school as volunteers;
- be encouraged to organise after school clubs or groups;
- be asked to take part periodic surveys conducted by the school;
- ensure regular and punctual attendance;
- notify school on the first day of pupil absence;
- encourage effort and achievement;
- encourage completion of homework and return it to school;
- provide the right conditions for homework to take place;
- expect their child to hand in homework on time;
- join the school in celebrating success of their child's learning;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school;
- ensure correct school uniform is worn.

## RAISING AWARENESS OF THIS POLICY

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance

## TRAINING

All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:

- All aspects of this policy
  - Statutory Framework for the Early Years Foundation Stage
  - Teaching and Learning
  - Differentiation
  - Assessment
  - Equal opportunities
  - Inclusion
- receive periodic training so that they are kept up to date with new information
  - receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

## EQUALITY IMPACT ASSESSMENT

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

## MONITORING THE IMPLEMENTATION AND EFFECTIVENESS OF THE POLICY

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

## LINKED POLICIES

- Assessment



- Curriculum
- Differentiation
- Disposal of Nappies and Personal Protective Equipment
- Home-School Agreement
- Intimate Care
- Key Person
- Parent Involvement (Engagement)
- Parent-Teacher Consultations
- Pastoral Care
- Pupil Behaviour and Discipline
- Safeguarding and Child Protection
- Settling Children into Nursery
- Teaching and Learning

SEE APPENDICES DOCUMENTS SECTION ON POLICIES FOR SCHOOLS WEBSITE

- Frequency of Policy Monitoring
- Monitoring Implementation and Policy Effectiveness Action Plan
- Initial Equality Impact Assessment
- Policy Evaluation
- Policy Approval Form
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**Confirmation of policy:**

**Corpus Christi School**

Subject Lead: Lynsey Powell

Link Governor: Miranda Sawyer

Date to be reviewed: September 2024