

LONDON BOROUGH OF HAVERING



**ST. URSULA'S
CATHOLIC PRIMARY SCHOOL**

EYFS POLICY

*"With God at the heart of our St Ursula's family, we welcome all as we
learn and grow together"*

Summer 2025

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 2021 Statutory Framework for the Early Years Foundation Stage (EYFS).

3. Structure of the EYFS

The Early Years Foundation Stage at St Ursula's comprises of a Nursery and 2 Reception classes.

Nursery sessions: Morning session: 8.45 – 11.45am

Afternoon session: 12.30 – 3.30pm

Full day session: 8.45am – 3.30pm

Additional charging fees: Children who attend the full day sessions are required to bring a packed lunch into school and pay an additional fee of £5 per day for lunch time cover.

Top-up funding: Parents may wish to pay 'top-up' funding for children who want to attend the Nursery full time but are not eligible for 30-hour funding. This 'top-up' fee amounts to £17 per day or £85 per week. The School Office should be contacted about enquiries relating to 'top-up' sessions, as the number of children already attending a particular session would need to be considered.

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2021 EYFS statutory framework.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 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

4.1 Planning

Staff plan activities and experiences that enable the children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the three prime areas of Communication and Language, Personal, Social and Emotional Development (PSED) and Physical Development. In addition to these areas, a range of opportunities are created to develop the four specific areas of Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

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.

A topic-based approach is followed when planning sessions aimed at promoting the children's communication, language and their understanding of the world around them. A range of stories and texts are used during 'Topic' sessions to expose the children to new vocabulary. High quality back and forth interactions between adults and children occur regularly throughout the day. These interactions and conversations, as well as opportunities for story-telling and role play, provide adults with the opportunity to model good language, and to use the new vocabulary that children have been exposed to, so that these words become embedded.

As part of the whole-school approach to the systematic teaching of phonics, the Read, Write Inc phonics scheme is used to plan the teaching of phonics in the EYFS.

The White Rose Maths scheme is used to plan Maths activities.

'Journey in Love' is used as the basis for RSE as advised in the Religious Education Directory.

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Play is essential for children's development and for building their confidence as they learn to explore, relate to others, set their own goals and solve problems. As children prefer to learn in different ways, a range of opportunities are provided to allow children to develop their learning as they play and explore, engage in active learning and create and think critically both indoors and outdoors. Activities are linked to specific skills that need to be developed, based on the needs of the children, but are also linked to themes that are relevant to the children's life experience at different times of the year, such as the changing seasons and specific celebrations (e.g.: Christmas, Easter). Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interactions.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children develop the essential skills and knowledge that will be needed as they prepare for more formal learning in Year 1. This shift is reflected in the different that is evident in the Nursery and Reception timetables and activities.

5. Assessment

At St Ursula's Catholic Primary School, ongoing assessment is an integral part of the 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).

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 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.

Parents/Carers of children in Nursery and Reception are also provided with a written report at the end of the Summer term. This report provided parents with an overview of the child's learning, and highlights the areas in which the child is progressing well as well as the areas in which additional support may be needed.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between staff and Parents/Carers. Staff operate an 'open door' policy, and Parents/Carers are encouraged to discuss questions / concerns with Staff as needed.

Parents/Carers are also provided with additional information to support children in their learning (e.g.: Year Group newsletters, workshops for Parents/Carers).

In addition to this, Parents/Carers are invited to attend Parents' Consultation sessions twice a year. Within the Early Years, these are referred to as 'Focus Child meetings'.

Parents are encouraged to submit any questions that they would like to address with Staff ahead of this meeting. Parents/Carers are also given the opportunities to look at the child's work with them at the start of the meeting. During the meeting, Parents/Carers are kept up to date with their child's progress and development.

The report which is sent out at the end of the Summer term, as well as the EYFS profile (for Reception children) helps to provide Parents/Carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Within the school-based environment, the Class Teacher serves as the key person who helps to ensure that their learning and care is tailored to meet their needs. Teachers are supported in this task by Teaching Assistants as well as specific staff who may be needed to support children with additional needs. Teachers support Parents/Carers in guiding their child's development at home and help families to engage with more specialist support, if appropriate.

7. Safeguarding and welfare procedures

In the EYFS, we promote good oral health, as well as good health in general, by talking to the children about:

- **The effects of eating too many sweet things;**
- **The importance of brushing their teeth.**

All other Safeguarding and welfare procedures are outlined in the Safeguarding Policy for St Ursula's Catholic Primary School.

8. Monitoring arrangements

This policy will be reviewed and approved by the Senior Leadership Team at St Ursula's Catholic Primary School every 12 months.

At every review, the policy will be shared with the governing board.

9. Staff Qualifications and Ratios

Nursery	At least 1 member of staff for every 13 children	At least 1 member of staff must be a school teacher At least 1 other member of staff must have an approved level 3 qualification
Reception	At least 1 school teacher for every 30 children	No other requirements specified
Any staff member who achieved their level 3 qualification on or after 1 September 2014 must also hold a level 2 English qualification, for it to be classed as level 3, when looking at ratios. If not their qualification will be classed as a level 2, when considering ratios numbers.		


Signed: _____
Head teacher/


Signed: _____
Governing Body

11th December 2024

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	See Child Protection and Safeguarding Policy found in the school policy folder.
Procedure for responding to illness	See Health and Safety Policy found in the school policy folder.
Administering medicines policy	See Managing Medicines Policy found in the school policy folder.
Emergency evacuation procedure	See Emergency Plan Policy found in the school policy folder.
Procedure for checking the identity of visitors	See Child Protection and Safeguarding Policy found in the school policy folder.
Procedures for a parent failing to collect a child and for missing children	See Child Protection and Safeguarding Policy found in the school policy folder.
Procedure for dealing with concerns and complaints	See Complaints Policy found in the school policy folder.