**Early Years Foundation Stage Policy**

Overview

This document reflects the values of St Edmund’s Catholic Primary School in relation to the Early Years Foundation Stage. It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on experiences offered to our children within the Reception and Nursery class. This policy is based on the requirements set out in the [Statutory framework for the early years foundation stage](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf) and the curriculum guidance in [Development Matters](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web__2_.pdf).

**Aims**

At St Edmund’s, our mission statement is “As we learn, we will follow the example of Jesus, and respect everybody in our community treating them all with Consideration, Care and Courtesy.”. We firmly believe in providing the best possible education and emotional support for all children with the teachings of Jesus Christ at the centre of all we do.

The school will aim to provide a setting which promotes the four principles of EYFS:

* **A unique child.** Every child is a unique child, who is constantly **learning** and can be resilient, capable, confident and self-assured.
* **Positive relationships.** Children learn to be strong and independent through positive relationships.
* **Enabling environments.** Children learn and develop well because their individual needs are responded to and there is a strong partnership between practitioners and parents and/or carers.
* **Learning and development.** Children develop and learn in different ways and at different rates. Practitioners will plan experiences which promote and develop different levels of learning.

**Curriculum**

At St Edmund’s, we follow the curriculum as outlined in the EYFS statutory framework. Our curriculum is also based on our RE programme ‘Come and See’ and provides children with broad and balanced learning experiences that allow them to develop the skills needed to progress throughout school and life.

The EYFS framework includes seven areas of learning and development that are equally important and inter-connected. Three areas are known as the prime areas and are 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 four specific areas:

* Literacy
* Mathematics
* Understanding the world
* Expressive arts and design

Provision

Through continuous provision we provide the children with a safe, challenging and caring environment which promotes independent learning. Within the areas of learning, practitioners will provide enhancements which will promote progress based on the class weekly theme/objective, children’s interests and level of ability.

The structure of the day will include small group work, whole class learning and independent learning within the continuous provision.

Planning will take on many forms: small group planning, continuous provision, whole class planning and objective-led planning. The planning builds on prior learning and and focuses on the needs of the individual child and development of knowledge and skills. Objective-led planning is individualised and includes objectives for Literacy, Mathematics and and an additional area of learning each week. The practitioner will use objective-led planning to support the development of skills in continuous provision. The practitioner will use their professional judgement to decide whether the child is confident at the objective and record a successful observation, if not the practitioner will make a note on the assessment sheet that they need further work.

Strategies

Before starting school or nursery all children will be given numerous opportunities to visit, this will ensure their familiarity with the school and the adults who will be working with them.

We value our relationships with parents and encourage them to be part of their child’s education. Parents are welcome to come into school to discuss any issues and concerns relating to their child, to enjoy learning journey sharing and if appropriate attend trips as helpers. Parents are encouraged to have an active role in the education of their child through daily home reading and assessment of their child through Evidence Me. Parents can up-load home observations of their child to Evidence Me, this can be used to support the Key Worker’s end of term judgements.

Each child will have the support of a Key Worker during their time in EYFS. Key Workers will be allocated to children based on their needs both academically and emotionally. The Key Worker will have a good understanding of the child’s ability, their next steps and their emotional needs. It is the responsibility of the Key Worker to ensure Learning Journeys and assessments are up-to-date and demonstrate a true reflection of the child’s education journey through EYFS.

Assessments will be completed four times a year including an initial baseline. Reception children will also be assessed using the statutory reception baseline assessment. Evidence used for the assessments will include: observations, teacher assessment, assessment activities and small group work assessments. The assessments will be completed using the guidance from the EYFS government document ‘Development Matters’ and will relate to the age bands. Assessments will be recorded using itrack, data will be analsyed and gaps in whole year group learning identified ready for the next term. This will ensure teaching is specific and targets identified gaps in learning.

Review date – Febraury 2022 Date to be reviewed – February 2023