

# Early Years Foundation Stage Policy



## OVERVIEW

This Policy is set within the context of the School Mission Statement:

**“ I come that they may have life and have life to the full”**

John 10:10

This policy is based on requirements set out in the [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

## OBJECTIVES

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
- Close partnership working between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

## STRATEGIES

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

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

## Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. We have developed the curriculum giving communication and language skills a high priority. This is in line with Development Matters 2020, as we recognise how *‘the development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively.’*

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A high priority is also given to the teaching of reading. We aim to teach children to read and develop a love of books as soon as they arrive at Holy Rosary and books are used to teach themes and to enhance our whole curriculum. We follow a systematic approach to phonics using the Read, Write, Inc. scheme of learning.

We underpin our curriculum with the Personal Social and Emotional Development of all our children. We strive to enable children to be safe, happy, confident individuals. We also encourage self-regulation as much as possible and introduce rules and boundaries through modelling.

## Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for Year 1.

## Assessment

At Holy Rosary, ongoing assessment is an integral part of the learning and development processes. During the first term staff assess the ability of each child through teacher observations. In Reception, the statutory government baseline is also used. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children. We record each child's level of development throughout the year and record whether each child is on track or not on track to meet the end of year expectations. We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of both formal and informal observations and through planned activities. Assessment is completed regularly and involves both the teacher, teaching assistants, parents and children, as appropriate.

We record each child's level of development throughout the year. At the end of the final term in Reception we assess whether each child is emerging or expected in each strand within each area of learning and submit this data to the local authority. This information is also shared with the child's next teacher who uses this information to make plans for the year ahead. Parents also receive an annual written report that shows the progress and attainment in all areas of learning.

## OUTCOMES

Our high expectations will enable each child to develop socially, physically, intellectually and emotionally and to achieve their full potential. Our intention is to develop quality and consistency of education and welfare for the children in this school from three to five years. Our provision will meet fully the standards and statutory requirements set out in the 'Early Years Framework 2021'. All children will experience excellent provision and they will enjoy their time in Foundation Stage. All children will be treated equally including those with disability, special educational needs, different sexual orientations, social disadvantage and different ethnic backgrounds.

Holy Rosary Governing Body will determine, support, monitor and review the school policies on Early Years Foundation Stage. In particular, they will monitor the effectiveness of the school's policy through the school self-review processes and assess its impact.

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This policy should be read in conjunction with all our other policies. These apply equally to foundation stage.

## Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy.

All data will be handled in accordance with the school's Data Protection Policy.

Data Audit For This Policy:

What?	Probable Content	Why?	Who?	Where?	When?
Registration / Admissions Data Tapestry Records	Name D.O.B. Telephone Parental Details SEN	Sharing of Assessments with staff and parents Communication Safeguarding	Office and admin staff SLT EYFS staff	Parent App SIMS Tapestry	Held on File Throughout Child's Time at School Passed onto New School When Moving Computer Retains Copy of Records

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level of Data Compliance Requirements
✓		

Revised and adopted by the Governing Body on: 30<sup>th</sup> November 2022

Signed: *P. Devine*

Date to be reviewed: 30<sup>th</sup> November 2024