

## St. Martin's RC Primary School EYFS Policy

This policy is based on requirements set out in the 2021 Statutory Framework for the Early Years Foundation Stage (EYFS)

### Introduction

"Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five 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 together provide the foundation children need to make the most of their abilities and talents as they grow up."

(Statutory Framework for the EYFS)

### Aims

We aim to support all children to become independent and collaborative learners. We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually in order to fulfil their potential.

At St Martin's Primary School, we will:

- Provide a happy, safe, stimulating and challenging learning opportunities.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development and encourage choice and decision making, independence and self-confidence.
- Value what each child can do, assessing their individual needs and helping each child to progress from their own starting points.
- Build relationships with parents and carers to build a strong partnership in supporting their children's learning journey.
- Provide a caring and inclusive learning environment which is sensitive to the requirements of the individual child including those who have additional needs.

## Structure of the EYFS

At St Martin's Primary School children are admitted to the Reception class in the September following their fourth birthday. Children join from a variety of different preschool settings, the main feeder preschool being Tiny Steps (located within our school grounds and separately owned)

The children are taught in one Reception class, with class teachers, teaching assistants and other members of the support staff.

## The Curriculum

The EYFS framework includes 7 areas of learning and development that are important and interconnected.

The **3 prime areas** are seen as particularly important for igniting curiosity and enthusiasm for learning and forming relationships and thriving:

- 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

Our yearly overview of learning outlines how we develop the 7 areas of learning throughout the year.

## **Characteristics of Effective Learning**

In planning and guiding what children learn we reflect on the different rates at which children are developing and adjust practice appropriately.

Three characteristics of effective teaching and learning are:

- *playing and exploring* - children investigate and experience things, they're encouraged to 'have a go'

- *active learning* - children concentrate and keep on trying if they encounter difficulties and are encouraged to enjoy achievements (however small they may be)
- *creating and thinking critically* - children have their own ideas and we encourage them to develop these ideas and make links between ideas, developing their own strategies for doing things

## Assessment

Ongoing assessment is an integral part of the learning and development processes and staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning.

Each child is assessed on entry into school. The Reception Baseline Assessment (RBA) is a short assessment, taken in the first six weeks in which a child starts reception, alongside this the staff undertake other assessments to help with our own baseline assessments.

At the end of the EYFS, before the children leave Reception class, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- expected (meeting the expected level for that learning goal) or
- emerging (not yet meeting the expected level for that learning goal)

## Transition

Prior to starting school, the Reception staff contact all preschool feeder settings and arrange to visit the settings if necessary. We hold a meeting for parents in the Summer term before their child starts school, this gives parents chance to meet their child's teacher and support staff and ask any questions. We go through our EYFS information booklet and talk about the arrangements for starting school. The children have a taster session, usually in June, before they start school in September. On starting school, the children come in for half days for the first few days and then begin full time shortly after that (usually the first full school week). When moving to Year 1 we liaise with their staff and discuss the children that are moving to them. During the Summer term, the children have

opportunities to meet their new teachers and carry out activities both in the Reception classroom and the Year 1 classroom.

### **Safeguarding and welfare procedures**

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

### **Monitoring arrangements**

This policy was written in September 2022 and will be reviewed and approved by the Headteacher and Governors as necessary.