

# St. Christopher's Catholic Primary School

## Early Years Foundation Stage (EYFS) Policy

### Curriculum intent, implementation and impact.

At St. Christopher Catholic Primary School our long term plans and curriculum overview focuses on the use of the EYFS Framework [EYFS statutory framework for group and school-based providers](#) and development matters [Development Matters - Non-statutory curriculum guidance for the early years foundation stage \(publishing.service.gov.uk\)](#) and ensuring that each child makes progress. We recognise and use prior learning and provide first hand, personalised learning experiences along with teaching and allow children to develop the characteristics of effective learning, for example being independent, resilient and critical thinkers. This is done through relevant planning, which takes into consideration the interests and experiences of the children and assessment.

**At St Christopher's the EYFS staff assess children continuously using purposeful assessment that informs planning, the provision and environment. This should form the basis of the curriculum, which allows children to progress. Formal summative assessment will be recorded at the end of the Reception year using the EYFSP.** Topics and themes are not stated in the curriculum plan as teachers plan from the interests of the children in their class. We often use stimulating books as a basis for initial starting points, which can change yearly depending on the group of children and their needs. (An example list of these can be seen below.) Previous planning, observation, assessment and the use of floor books and mind maps allow teachers to plan using their knowledge of children's development, their interests and next steps, including individual targets. Plans can be added to and adapted to suit the needs of the children and the lines of development/ interests the children take.

To ensure children are progressing, teacher's aim to plan and deliver stimulating, interesting and challenging lessons, which are enjoyable, fun and accessible to all. Plans and activities are delivered to all children and scaffolded when and where necessary and all aspects of the curriculum are delivered. At St Christopher's we develop the whole child, building relationships so we have a strong understanding of each and every one of the children and by using Continuous provision alongside adult directed and adult led

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activities both indoors and out. We aim to prepare each child not only their next stage in school life but also to be lifelong learners.

During the child's time in EYFS we aim to build on the characteristics of effective learning and develop children skills in preparation for KS1-school readiness, which include developing speaking and listening skills, a love of books and being independent.

St Christopher's

Example: Topics/ books.

### Nursery

#### Cycle 1

Myself- Come On Daisy

Senses- Bear Hunt

Homes- Spot

Change- The Hungry Caterpillar

Up in the air- twinkle, twinkle, Hey Diddle Diddle, Goodnight Moon.

Community- non fiction

#### Cycle 2

Colour- Brown Bear

Traditional tales- The Gingerbread man

Weather- Jasper's Beanstalk

Animals- Dear Zoo

Under the sea- Rainbow Fish

Moving around- Train Ride

### Reception

**Autumn term**- The Something, Star in a Jar,

Myself

Autumn

Christmas

**Spring term**- Juniper Jupiter, Little Red.

Winter

Super Heroes

Traditional tales

Easter and spring.

**Summer term**- The Extraordinary Gardener, The Storm Whale,

growing

Summer

Transition

## Early Years Foundation Stage (EYFS) Policy.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At St Christopher's Primary School, children join the Nursery the term after they turn three or Reception class in the year that they turn five. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life.

"The Early Years Foundation Stage (EYFS) sets the standards that all early year's 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 broad range of knowledge and skills that provide the right foundation for good future progress through school and life" ( EYFS Framework 2025)

At St Christopher's we seek to provide:

" **quality and consistency** ....., so that every child makes good progress and no child gets left behind • **a secure foundation** through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly • **partnership working** between practitioners and with parents and/or carers • **equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported .

The EYFS is based upon four principles:

- A unique child - developing resilient, capable, confident and self-assured individuals.
- Positive relationships - supporting the children in becoming strong and independent.

- Enabling environments - where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- Learning and developing - An acknowledgement that children learn in different ways and at different rates

### **A Unique Child**

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/ sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

### **Inclusion/Special Educational Needs (SEN)**

All children and their families are valued at St. Christopher's Primary School. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is based on children's interests and adapted to meet the needs of all groups and abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the schools SENCO is called upon for further information and advice. Appropriate steps are taken in accordance with the school's SEN policy.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and taking action to provide support as necessary.

### **Welfare**

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It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (See Whole School Safeguarding Children Policy)

"Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them."

At St. Christopher's Catholic Primary School we understand that we are legally required to comply with certain welfare requirements as stated in the EYFS Early Adopter Framework 2020. We understand that we are required to:

- promote the welfare and safeguarding of children.
- promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

### **Positive Relationships**

At St. Christopher's Catholic Primary we recognise that children learn to be strong independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

### **Parents as Partners**

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- talking to parents about their child before their child starts in our school;
- the children have the opportunity to spend time with their teacher before starting school during transition sessions;
- support children through the transition from pre-school to Reception.
- inviting all parents to an induction meeting during the term before their child starts school and again during the first half term of the child's Reception year in

order to detail how we aim to work with their child particularly in relation to reading and phonics;

- encouraging parents to communicate to the child's teacher if there are any concerns. There is a formal meeting for parents twice a year at which the teacher and the parent discuss the child's progress in private with the teacher. Parents receive a report on their child's attainment and progress at the end of each school year;
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents: stay and play sessions, celebration assemblies, school visits, enterprise days;
- providing parents an opportunity to celebrate their child's learning and development by completing "wow" moments and keyworker activity books/ class dojo communications which inform planning and provision;
- written contact through home school diary as well as the acknowledgement that parents can ring school to contact key workers.
- ensuring all parents know that their child's teacher and teaching assistant are their key workers and
- by providing a quiet and confidential area where parents are able to discuss any concerns.

### **Enabling Environments**

We aim to create an attractive and stimulating learning environment where children feel confident and secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision.

Effective learning builds and extends upon prior learning and following children's interest. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. These observations are recorded in the children's individual learning folders.

Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning.

### **Learning and Development**

There are seven areas of learning and development of which three are "prime areas," and four "specific areas." The prime areas are

- Communication and language
- Physical development
- Personal, social and emotional development.

The specific areas are

- Literacy
- Mathematics
- Understanding of the world and
- Expressive arts and design

Through careful assessments and observations, including information provided by parents and other settings, children's development levels are assessed. The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. However, if a child's progress in any prime area gives cause for concern, staff will discuss this with the child's parents and/or carers and agree how to support the child. This may also include a discussion with the Inclusion manager in order to access Special Educational Needs support.

At St Christopher's language and communication in the EYFS underpins all aspects of learning. To enable all children to learn and communicate EYFS staff use NELI (small group and whole class) in Reception and WELCOMM in Nursery, We also use Concept Cat, which focuses on mathematical language. EYFS staff use White Rose maths, and Read Write Inc to support the development of maths and phonic. Reception staff also use Mastering Number and Ready Steady Write to build the foundations of maths and literacy skills.

At St. Christopher's Catholic Primary

"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." (EYFS framework 2023)

Planning and guided children's activities will reflect on the different ways that children learn and reflect these in their practice. At St. Christopher's we support children in using the three characteristics of effective teaching and learning. These are;

- **playing and exploring** - children investigate and experience things, and 'have a go';
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and

- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Religious Education is also taught in the reception classes in accordance with *Come and See* guidelines.

### **Equal Opportunities**

All members of the school are treated as individuals. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, sexual orientation, age, special educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

### **Health and Safety**

At ST. Christopher's, there are clear procedures for assessing risk which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment. In addition to this, a daily risk assessment is conducted of the EYFS (see EYFS risk assessment) and in the staff handbook, safeguarding and child protection policies, there is detailed information and procedures to ensure the safety of the children.

In line with the EYFS Framework 2025, at St. Christopher's Catholic primary we undertake:

- A whole school medicines policy ensuring that there are systems in place to ensure that medicines and the systems for obtaining information about a child's needs for medication are kept up to date. Medicines will not be administered unless they have been prescribed by a doctor, dentist, nurse or pharmacist. Training is provided for staff where the administration of medicine requires medical or technical knowledge. Medicines (both prescription and non-prescription) are only administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer. At St. Christopher's a written record is kept each time a medicine is administered to a child and informs the child's parents and/or carers on the same day.
- Fresh drinking water is available at all times
- Children's' dietary needs are recorded and acted upon when required. Children are supervised closely when eating( see policy)
- A first aid box is accessible at all times and a record of accidents and injuries is kept (see accident and injury policy).  
A health and safety policy and procedures which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.

- A fire and emergency evacuation procedure and policy
- A safeguarding policy stating how mobile phones and cameras are to be used and stored securely whilst children are in the setting. Cameras that are used in school must not be used for staff own personal use.

### Transition

See St. Christopher's transition policy.

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