


This Policy was adopted by The Governing Body of St Charles Catholic Primary School on:	
Date: November 2021	Signed by: 
It will be reviewed on: November 2022	

Mission Statement

"Let all that you do be done in Love.

Love is made possible with respect." St Charles Borromeo

At St Charles' we pray, love and learn together as one school family, with Christ at our centre. We create and experience joy every day in our home, our school and our parish.

Vision

Children will leave St. Charles':

- With a love for learning.
- With Christ in their hearts.
- With outstanding manners.
- Showing care and respect for all.
- Having achieved their best.
- With a sense of pride and confidence.
- With a deep sense of responsibility.
- With life-long skills to enhance their future.

Values:

Everyone at St. Charles' will be:

- Compassionate
- Aspirational
- Determined
- Enthusiastic
- Humble
- Friendly
- Trustworthy

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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
- 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

2. Legislation

This policy is based on requirements set out in the [2017 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

This document also complies with our funding agreement and articles of association.

3. Structure of the EYFS

Our Early Years education covers children from the age of 4 to the end of Foundation Stage when they are ready to enter into KS1. There is one main classroom which is situated within the main building. Children are able to enter Class 1 from their own entrance around the back of the school. It also has a secure outside area comprising of a hard floor and grassed areas.

All children receive main inputs to lessons, delivered by the EYFS teacher, and children will then receive further lesson input from the teacher, specific to their individual learning, especially for English, Maths, Reading and Phonics throughout the school day. All children have the same access to the outside learning environment and inside learning environment. All children share the toilets which are located within the classroom and only accessed by children within Class 1.

4. Curriculum

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

4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners working are expected to focus strongly on the 3 prime areas.

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, practitioners reflect on the different ways that children learn and include these in their practice.

The EYFS teacher is responsible overall for the delivery of the curriculum in Foundation Stage.

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. 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.

5. Assessment

At St Charles' 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. Practitioners also take into account observations shared by parents and/or carers. Assessment is continuous and ongoing, with end of term summaries provided by staff for the school.

FS2 children will have books for English, Maths and Phonics, leading into RE books when nearing the transition into KS1.

Children will receive parents' evenings in line with the rest of the school.

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

or,

Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

Every child, in Foundation Stage will receive reading books, a phonics book and a weekly organiser in which to communicate between home and school life.

Parents will be offered two parent consultation meetings a year and given one end of year report. Frequent communications are encouraged by staff with parents/carers to ensure everyone is aware of the learning taking place, especially those that may require more assistance than others.

7. Safeguarding and welfare procedures

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

8. Monitoring arrangements

This policy will be reviewed and approved by The Head Teacher, senior staff and the Governing Board every 2 of years, unless school or governmental circumstances change beforehand.

The next review needs to take place 2022.

Appendix 1. List of statutory policies and procedures for the EYFS

This checklist lists the policies and procedures that we must have according the EYFS statutory framework.

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy