



St Wilfrid's Catholic Primary School

Early Years Foundation Stage Policy

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Chair of Governors (Signature)	Mary Higgins
Head Teacher (Signature)	Helen Milligan
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Links to Other Policies	<p>Early Years Assessment Policy Child Protection and Safeguarding Policy Allegations of Abuse Against Staff Policy Complaints Procedures Policy Special Educational Needs and Disabilities (SEND) Policy Administering Medication Policy Health and Safety Policy Safer Recruitment Policy Data Protection Policy</p>
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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
- A close working partnership between staff and 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 statutory framework for the Early Years Foundation Stage (EYFS) for 2023.

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

3. Structure of the EYFS

At St Wilfrid's we offer a school nursery provision for up to 26 pupils for 15 hours per week. This runs 3 days per week on Monday, Tuesday and Wednesday. There is no charge for additional hours. Should parents wish for their child to receive a school meal, this is charged as is 'tuck'.

The school offers Reception class places in line with the most current admissions policy.

4. Curriculum

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

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 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

Our staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children 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, staff reflect on the different ways that children learn and include these in their practice.

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. Staff 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 Wilfrid's, ongoing assessment is an integral part of 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. Staff also take into account observations shared by parents and/or carers.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

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
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority upon request.

6. Working with parents and carers

We recognise that children learn and develop well when there's a strong partnership between staff 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.

7. Safeguarding and welfare procedures

We recognise that 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. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

We make sure that the appropriate statutory staff:child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

- For children aged 3 and over: We have at least 1 member of staff for every 13 children
- For Reception age pupils: We comply with infant class size legislation and have at least 1 teacher per 30 pupils

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

We promote good oral health, as well as good health in general, in the early years by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by Local Governing Board annually.

At every review, the policy will be shared with the governing board.

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

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

Appendix 2

**Early Years Foundation Stage
Risk assessment for outdoor and hallway areas**

Issue / date checked					
Bathrooms/toilets: -All cleaning materials are stored in a safe place. -Soap is available. - Hand towels are available. - Toilets have been cleaned and sanitised - Toilet roll in each toilet					
Is floor clear of foreign objects e.g. broken glass, drinks cans, litter etc?					
Are the gates closed?					
Is the play surface even and secure, check for damaged tarmac etc?					
Are there any entrapment or strangulation hazards present?					
Are outdoor resources e.g. crates, bikes suitable and not damaged?					
Has floor been visually checked for hazardous objects?					
Are there items of electrical equipment that may be pulled on to floor by child grabbing lead?					
Have all toys been checked to ensure they are suitable for EYFS children and not damaged?					
Are there any heavy or oversized objects on high shelves that could fall and cause injury?					
Is the First Aid kit readily available and stocked?					
Is the classroom free of obstructions that could hinder emergency evacuation?					
Are coats and bags stored so as not to compromise fire safety					
Outdoor area checked Ice or water to be noted and areas sealed off if need be.					
Outdoor area checked for any damage or objects laying on the floor in the wrong place.					
Playground checked for animal faeces and removed if necessary.					
Has water been changed outside to ensure it is clean and safe to play in?					
Is a mop and bucket near water tray if inside or other means to clean up spills?					
Do children have access to protective clothes when playing in the water and other messy activities?					
Amendments as a result of daily risk assessments					