

# St Aloysius Catholic Primary School



*“Together with Jesus we  
Love, Learn and Believe”*

EYFS POLICY

2024

## **ST ALOYSIUS EYFS POLICY – MARCH 2024**

At St Aloysius, we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development. We recognise that children develop at different rates and in different ways and we take a holistic approach to learning to ensure that parents, guardians and the Foundation Stage team work together effectively to support the learning and development of the children in our care. All children will follow the curriculum at a stage that is suitable for their ability and each individual will have the opportunity to achieve their full potential.

We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically and creatively to their full potential. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates.

At St Aloysius, we aim to:

- Provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of all children.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Enable choice and decision making, fostering independence and self-confidence.
- Work in partnership with parents and guardians and value their contributions.

### **EYFS Personnel**

The EYFS unit is staffed by teaching staff and non-teaching staff in line with required ratio of adult to pupil and Government mandatory requirements in relation to Reception and Nursery intake numbers.

### **The Early Years Framework:**

In the Foundation Stage, we learn through play, build foundations for our learning and make memories that will last a lifetime. Our aim is to ensure children become confident and resilient learners. We learn in both our indoor and outdoor classroom through a wide range of child and adult led activities. We follow the EYFS curriculum which is broken down into 7 areas of learning which are separated into Prime and Specific Areas, these include:

## **Prime Areas of Learning**

### - *Communication and Language*

This is broken down into two sub sections.

- Listening, Attention and Understanding
- Speaking

These outcomes cover important aspects of language development and provide the foundations for literacy. Children learn to listen in a range of situations, including listening to stories and listening to others and responding appropriately. They also learn to follow instructions and respond to what they hear with relevant questions, comments and actions. Children learn to express themselves effectively and use language to share ideas, offer explanations and create their own stories during role play activities. This area focuses on developing children's competence in speaking, listening and understanding.

### - *Personal, Social and Emotional Development*

This area has three sub sections. These are

- Self-Regulation
- Managing Self
- Building Relationships

The outcomes focus on children learning how to work, play and co-operate with others. Children learn how to be sensitive to others' feelings and form relationships with adults and other children. Children also develop confidence to try new activities and can talk about how they and others show feelings. They understand and follow instructions and can regulate their behaviour.

### - *Physical Development*

This area has 2 sub sections:

- Gross Motor Skills
- Fine Motor Skills

This area concentrates on developing children's control and co-ordination in large and small movements, including awareness of space and demonstrating balance and co-ordination. It also includes using equipment and tools effectively, including pencils for writing. Children learn to hold a pencil effectively and begin to show accuracy and care when drawing.

## **Specific Areas of Learning**

### - *Literacy*

This area of learning has three sub sections:

- Comprehension
- Word Reading
- Writing

The objectives ensure success in early reading and writing skills. Children learn to listen to stories, taking part in discussion and responding to what they have read. The children also learn to read and write independently through our Read Write Inc phonics programme. Phonic sessions happen daily in the Foundation Stage and the skills of learning to blend for reading and to segment for spelling are promoted daily.

### - *Mathematics*

This is broken down into two sub sections:

- Number
- Numerical Patterns

These outcomes cover important aspects of mathematical understanding and provide the foundation for Mathematics. Children learn skills including counting, number recognition, ordering and simple calculations through practical activities. Reception follow Power Maths and through this, the children have a deep understanding of number to 10, including composition. Children in EYFS learn how numbers can be represented in a variety of ways and use models such as five/ten frames to support their learning.

### - *Understanding of the World*

This area of learning has three sub-sections:

- Past and Present
- People, Culture and Communities
- The Natural World

This area of learning supports Geography, Science, History and RE. Children develop their knowledge and understanding of the natural world around them, making observations of animals, plants and changes that happen during each season. They talk about events in their own history and begin to know some similarities and differences between things in the past and now. Children learn about other people, communities and traditions and begin to know some similarities and differences between life in this county and life in other countries.

- *Expressive Arts and Design*

This area of learning has two sub-sections:

- Creating with Materials
- Being Imaginative and Expressive

This area covers Art, DT, Music and Drama. It focuses on the development of children's imagination and their ability to communicate and to express ideas and feelings in creative ways. Children learn to use a variety of materials, tools and techniques and experiment with colour, design, texture, form and function.

All of the activities which are planned within our EYFS unit are linked to these areas of learning.

Within the EYFS we also provide opportunities for the children to develop the Characteristics of Effective Learning. These are important life skills and attitudes which support children in being ready to face challenges, explore and extend their learning. These are:

Playing and Exploring:

- Finding out and exploring
- Using what they know in play
- Being willing to 'have a go'

Active Learning:

- Being involved and concentrating
- Keeping on trying
- Enjoying achieving

Creating and Thinking Critically:

- Having their own ideas
- Using knowledge to learn new things
- Choosing and finding new ways to do things

These describe how children learn and we will often refer to these when discussing the children's progress.

**Organisation:**

Our Foundation Stage comprises of two Reception classes and Nursery provision – with the children able to access morning/afternoon sessions or the 30 hour ECO

provision. The Nursery and Reception classes work together as a unit. This helps us to plan a seamless transition from Nursery to Reception and enables all staff to build excellent relationships with the children.

In our Foundation Stage, we have a large Nursery classroom, a large Reception classroom, a shared indoor 'Messy Room' and a large outdoor classroom area including a covered canopy area.

Our indoor and outdoor classrooms are organised to provide different areas of learning that support and reflect the Early Learning Goals. They include:

- Mark making/writing
- Maths
- Reading and Phonics
- Role Play
- Workshop/Creative
- Painting
- Sand
- Water
- Malleable
- Construction
- Investigation
- Small World
- Physical/Games
- Mud Kitchen and digging are
- Music/Expressive Arts

However, we believe that opportunities to practise these skills should be provided throughout our provision as much as possible and play is not limited to a defined area. All areas and resources are clearly labelled/photographed so that the children can find the resources that they need and access them independently.

We firmly believe that early years children must be taught within a well-structured and supportive learning environment. This allows for a range of stimulating and appropriately challenging learning opportunities and for children to make ongoing decisions.

Our policy is that our learning environments, both indoors and outside, are planned to:-

- Be orderly, stimulating and inviting
- Follow the children's interests and value pupil voice
- Allow children to find, use and return resources for themselves

- Promote independent exploration and learning opportunities
- Have areas that offer children opportunity to be quiet and relaxed

### **Health and Safety:**

Regular risk assessments are carried out to ensure safe environments both indoors and outside. When the children start school they will be expected to follow certain rules and guidelines in and around the classroom for safety reasons, these will be emphasised regularly. The children may use the toilet freely whenever they need to do so but should inform a member of staff first. They are encouraged to flush the toilets and wash their hands thoroughly afterwards. We explain to the children why they need to wear appropriate aprons for certain activities, they will be shown how to put them on and put them away afterwards, and practise doing it.

We also welcome visits from other professionals, including the Health Team as help the children to learn about the importance of good health. These sessions usually include hand washing and hygiene, dental hygiene and healthy eating.

### **Planning:**

At St Aloysius, we follow the EYFS Curriculum and all children work on the Development Matters statements and work towards achieving the Early Learning Goals.

#### **Long Term Planning:**

Our Long-Term Planning outlines certain themes that the children will be taught about, these include, 'All About Me' as part of our transition, Seasons throughout the year and celebrations including Birthdays, Christmas, Diwali, Chinese New Year and Easter. Reception's themes link to their Literacy Counts texts, such as growing when focusing on the key text 'The Extraordinary Gardener'.

#### **Medium Term Planning:**

Medium term plans for each half term are linked to the Development Matters statements and Early Learning Goals. We plan for enhancements to each area of the continuous provision, ensuring that the children have the opportunity to achieve against the ELGs. Staff are responsive to the children's interests and additional themes/enhancements are added to respond to pupil voice and based on observations of the children in their play.

### Short Term Planning:

Written plans for the forth coming week will be based upon:

- An evaluation of the past week
- Observations of children by staff to identify individual needs and interests
- Long term and medium-term planning
- Knowledge of children's interests and prior experiences

Short term planning also includes enhancement planning which shows additional resources that will be added to all areas of learning to support specific themes.

### Assessment:

On entry, the EYFS team complete baseline assessments by daily observation of the children. This is delivered in an informal way, through observing children in their play and interacting with them within the provision. We assess and record the children's progress regularly to inform our teaching and learning and develop our understanding of what the children can do and what their next steps in learning are. This also enables early identification of those pupils requiring additional support. Reception also complete the NFER Baseline assessment and Wellcomm Screening which identifies children who need Speech and Language support.

At St Aloysius, each child has their own individual Learning Journey. This contains information on the child's ability and achievements in relation to the Early Learning Goals throughout the year. Each learning journey contains photographs, observations and pieces of the children's work. Most of the Learning Journey is completed electronically on an online platform called Seesaw. Parents can access their child's learning journey, celebrate their achievements and share examples of learning from home. Learning conferences also take place with parents/carers in the Autumn and Spring terms and a formal written report is shared with parents in the Summer Term.

### Transition:

At St Aloysius, we place great value on transition and believe that it is an important part of starting Nursery and School. Every effort is made to ensure a smooth transition between feeder nurseries and our setting.

For children starting Nursery:

- Each child and their parents/carers will be invited to spend some time at St Aloysius during 'Stay and Play' sessions. This will enable children and parents to familiarise themselves with both the staff and the Foundation Stage setting.



For children starting Reception:

- Children who attend our school nursery will take part in transition visits to the Reception classroom. They will spend 3 sessions with their new teachers and have the opportunity to take part in short adult led sessions and explore their new classroom environment. Nursery staff will accompany the children on these visits as needed.
- The EYFS Lead/Reception Teacher will visit children who attend PVI settings and not our school nursery in order to observe the children in their familiar setting. This provides the opportunity to meet and interact with the child in a relaxed and informal manner. The EYFS Lead/Reception Teacher will also meet with the child's key worker to pass on any relevant assessment materials or information that will help the child to transition into St Aloysius. The children will then be invited to spend 2/3 sessions in Reception in the summer term, where they can meet their teachers and new friends and explore their new learning environment.
- There will be a meeting for Reception parents in the Summer term for parents to meet the EYFS team, discuss how we learn in Reception, transition arrangements and ask any questions that they may have.

When the children join the school in September, the following procedures will apply in order for the children to gradually adjust to their new surroundings:

- Nursery children will be given an allocated start date. Admissions take place over the first few weeks of term. This staggered intake will allow staff to gradually integrate the children into the nursery setting, ensuring that they feel happy and settled.
- Nursery children may attend for part of the session initially and this will be increased to staying for the whole session as soon as the child is ready and happy to do so. Communication is kept clear with parents at all times.
- Reception children will attend for part time for the first week of school and will increase to full time by the second week of term, unless Foundation staff and parents/guardians agree that it is not in the best interests of an individual child.

### **Safeguarding:**

The school takes its child protection responsibilities very seriously. Any concerns, which the school has, will be noted and, if deemed necessary, will be reported to the relevant agency. The safety of the child is always of paramount importance. The full Safeguarding Policy is available in school for parents to read if they wish.

### **Intimate Care:**

Intimate care is one of the following:

- Supporting a pupil with dressing/undressing
- Providing comfort or support for a distressed pupil
- Assisting a pupil requiring medical care, who is not able to carry this out unaided
- Cleaning a pupil who has soiled him/herself, has vomited or feels unwell

Sometimes it will be necessary for staff to aid a child in getting dressed or undressed, particularly in Early Years. Staff will always encourage children to attempt undressing and dressing unaided.

Due to the young age of the children, sometimes intimate Care is required after incidents of soiling. Intimate care for soiling should only be given to a child after the parents have given permission for staff to clean and change the child. Parents are asked to sign a permission form when their child joins the Foundation Stage so that the Early Years staff can clean and change their child in the event of the child soiling themselves.

If a parent does not give consent, the school will contact the parents or other emergency contact giving specific details about the necessity for cleaning the child. If the parents/carers or emergency contact is able to come within a few minutes, the child is comforted and kept away from the other children to preserve dignity until the parent arrives. Children are not left on their own whilst waiting for a parent to arrive, an adult will stay with them, giving comfort and reassurance.

The full Intimate Care Policy is available in school for parents to read if they wish.

### **Collaborative Learning:**

We recognise that parents and carers are a child's first educators and we aim for the school and parents/carers to work closely in the Foundation unit. This has a very positive impact on a child's development.

We will develop this working relationship between the school, parents and carers as follows:

- We will hold meetings with parents early in the year to establish how the children are settling into the school environment.
- We will share our learning and the overarching theme of the term or half-term with parents. This will include suggested activities that can be completed at home.
- We will operate an “open door” policy that will allow parents and carers to discuss concerns and developments in an informal manner. If Foundation staff have concerns about the progress of a child, they will invite parents/carers into school to discuss them and offer support and guidance.
- We will conduct workshops for parents and carers to enable them to be familiar with the teaching methods used in school. These can then be practised at home.
- Parents/Carers will be invited to Learning Conferences in the Autumn and Spring terms where the children’s progress will be discussed and small targets/areas to develop will be shared.
- Observations will be uploaded on Seesaw regularly to celebrate our achievements and share with parents what we have been learning about in school. These will include details of what the children can do and next steps for learning that can be practised at home. They also provide opportunities for child and parent voice.
- We will share our learning regularly on the school website and school Twitter/Instagram accounts.
- At the end of term, we will invite parents and guardians to visit the school to celebrate our learning throughout the year

### **Inclusion and Equal Opportunities:**

Children with additional needs will be supported as appropriate to enable them to access the curriculum fully. This includes children that are more able and those with specific learning difficulties and disabilities.

Play plans and group provision plans identify targets in specific areas of learning for those children who require additional support in line with the school’s Special Educational Needs (SEN) Policy. The school’s Inclusion Manager is responsible for providing additional information and advice to staff and parents and for arranging external intervention and support as necessary.

In line with the school’s Equal Opportunities Policy, we will provide all children, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability with equal access to all aspects of school life to ensure that every child is valued as an individual. All staff are role models and are

aware of the influence they have in promoting positive attitudes and use that influence to challenge stereotypical attitudes.

This policy should be read in conjunction with intimate care policy