



# St Anne's Catholic Primary School

## Early Years Foundation Stage Policy

### Our School Mission Statement:

Each one of us is special  
Each one of us is unique  
Because we are created by God's love.  
May God's love shine on our lives  
As we care and share and learn together.



## Contents

1. Introduction
2. Routine and Organisation
3. Curriculum
4. The Learning Environment
5. Role of the Play Partner
6. Assessment
7. Partnership with Parents
8. Induction and Transition
9. Equal Opportunities
10. Safeguarding
11. Health and Safety
12. First Aid Policy and Administering Medicines

## **1. Introduction**

This policy outlines the purpose, nature and management of the Early Years Foundation Stage at St. Anne's Catholic Primary School. The EYFS is delivered in accordance with the government's statutory document the 'Statutory Framework for the Early Year Foundation Stage' Department for Education September 2021 (updated 01 November 2024). We meet the welfare requirements and actively safeguard and promote the welfare of all of our children. The implementation of this policy is the responsibility of all practitioners working in the EYFS setting, including both teaching and non-teaching adults.

## **2. Routine and Organisation**

The EYFS at St Anne's comprises of one morning place Nursery class (3 hours) and two 30 place Reception classes. Throughout the year we may have a range of visiting students or volunteers. The class teacher is the 'key person' to all children and this is greatly supported by teaching assistants and play workers. The Foundation Stage staff all work as part of a team. Children from Nursery and Reception classes have opportunities to work and play together. The children have access to indoor and outdoor provision. We teach children individually, in small groups or whole class learning.

There is wraparound provision on site called 'Angels' and a before and after school provision called 'Saints and Little Saints' which is run separately from school. Some of the children from Nursery and Reception access this provision and we maintain strong links and effective communication on a daily basis.

Nursery children are provided with a healthy snack consisting of water, milk, toast/crackers and fruit. Reception children have water and fruit. Throughout the year we have seasonal and themed food tasting opportunities including Diwali, Lunar New Year, Healthy eating events etc. We encourage children to become independent with their health and self-care needs.

## **3. Curriculum**

The Early Years Foundation Stage is a curriculum from birth to five years old. There are seven areas of learning (3 Prime and 4 Specific). The three Prime areas of learning are those which the children should develop first and are considered most essential for the healthy development and future learning of our children. As children grow and make progress in the prime areas, this will help them to naturally develop skills within the four specific areas. All areas of learning and development are interconnected and interlinked, which helps children to make lots of connections between what they are learning.

### **PRIME AREAS**

Communication and language

Physical development

Personal, social and emotional development

## **SPECIFIC AREAS**

Literacy

Mathematics

Understanding the world

Expressive arts and design

Our curriculum is designed to develop 'The Characteristics of Effective Teaching and Learning' which is threaded throughout the seven areas of learning, they show the different ways that children learn.

The three characteristics of effective teaching and learning 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;
- Creating and thinking critically- Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

We provide an engaging curriculum that maximises opportunities for meaningful cross-curricular links and learning experiences. The curriculum is taught through a thematic approach which is enriched with classroom enhancements, trips and visitors.

### **4. The Learning Environment**

We make St. Anne's a welcoming environment, a place where children feel secure and confident and are challenged to develop their skills. Our learning environment has indoor and outdoor spaces where opportunities provided include a range of adult focused, adult led, child led and child initiated learning.

### **5. Role of the Play Partner**

The adult play partners engage in quality interactions with the children and support them to develop their communication skills. Staff offer modelling, scaffolding, guidance, questioning and intervention. The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated purposeful play. They learn to investigate and experience things, and 'have a go'. They develop their independence and resilience. They develop their own ideas, sustained shared thinking and are supported when needed by an adult play partner.

## **6. Assessment**

Prior to children starting school, staff speak to the child's parents, previous settings and read previous learning journey's to gain an understanding of the whole child. We complete the statutory assessment 'Reception Baseline Assessment' (RBA). During the first few weeks in Nursery and Reception, staff use ongoing assessments, observations and conversations with the child to develop a baseline.

As part of the learning and teaching process, children are assessed in relation to their progress towards the Early Learning Goals. We use the non-statutory guidance 'Development Matters' to support practitioners throughout the year with making a best fit judgement to judge if a child is on track or off track. These judgements are made on the basis of accumulative observations and in depth knowledge of the children acquired through ongoing observations, interactions and assessment.

## **7. Partnership with Parents**

We value the involvement of parents in school and we recognise the importance of establishing positive relationships with parents. We work with parents to ensure smooth transitions from home to Nursery, from Nursery to Reception and Reception to Year One. Parents are encouraged to actively engage in their child's learning through a variety of ways.

### Activities

- 'Welcome to Nursery' workshop.
- 'Look at Me Now' workshop including Nursery Reading meeting and Advent and Christmas inspire workshop.
- Two parent's evenings for Reception and Nursery.
- Reception Reading and Phonics meeting.
- Weekly class mascot that goes home for the weekend.
- Reception RE inspire workshop.
- Nursery Physical Development workshop.
- Reception Sports Day
- Reception to Year One Parent and child transition workshop.
- Parents reading to their own child - Daily reading diary.

We operate an open door policy and practitioners are available to talk to parents at the start and end of each day.

## **8. Induction and Transition**

Before children start at our setting we invite parents to an induction meeting for 'New Nursery parents' or 'New Reception parents'. Parents are introduced to our Head teacher, members of the senior leadership team; SENCO, EYFS phase leader, class teachers and staff from 'Angels' and 'Saints and Little Saints' provision.

Parents are given a copy of the school prospectus, detailing routines and expectations. Other useful information is shared about the induction process and what happens on a daily basis at our setting. Transition booklets are also given out so parents can share important information with their child.

Parents of new nursery children are offered a home visit (for families new to St. Anne's) or they families can make a visit to school (for families with siblings already at school).

If the new reception children starting our school do not attend our Nursery, then practitioners make phone calls to the children's current pre-school setting.

The aims of home visits, school visits and setting phone calls is to begin building relationships with both parents and children. This supports practitioners to develop their knowledge and understanding of every child individually in order to make the transition period as smooth as possible.

The children follow a staggered start approach where children start in smaller groups but this is built up quickly. Tailored individual staggered starts are planned for individual children who may have difficulties with transition.

## **9. Equal Opportunities**

All practitioners have a responsibility to maintain positive attitudes to diversity and difference, ensuring that inclusive practice is delivered. All children, irrespective of gender, ability, ethnicity, culture or religion, and social circumstances, have the opportunity to experience a challenging and enjoyable programme of learning and development within the EYFS setting at St. Anne's Catholic Primary School.

## **10. Safeguarding**

The school takes its child protection responsibilities very seriously. At the start of the academic year parents/carers are asked to give permission for their child to be photographed and videoed during their time at school. We use these images in the classroom, on displays, in children's learning journeys, whole school website, parent workshops and at moderation events, school newsletter and Twitter account.

*See whole school policy for more information.*

## **11. Health and Safety**

Children are taught the safe and appropriate use of equipment, tools and materials. Children are taught to be mindful when moving around school and are aware of safety issues. Risk assessments are undertaken before activities take place and before we embark on a school outing. Staff make daily checks of the indoor and outdoor environments.

*See whole school policy for more information.*

## **12. First Aid Policy and Procedures of Administering medicines**

We have designated people responsible for first aid in school.

*See whole school Policy for more information.*

*Parents can access more information about the EYFS via the foundation year's website:*

*[www.foundationyears.org.uk](http://www.foundationyears.org.uk)*

*N Handley*

*Early Years Phase Leader*

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