

# St Simon's Catholic Primary School

*'Whatever you do,  
do it for the glory of God.'*



## *Early Years Policy*

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of their reception year.

## **Aims**

St Simon's Catholic Primary School aims to provide children the opportunity to develop towards their full potential; personally, academically, emotionally and socially:

- Providing the highest standard of education to enable children to acquire the skills, knowledge and concepts relevant to their future.
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated.
- Enabling children to **STRIVE** to become the best that they can be, becoming **S**piritual, **T**rusted **R**esilient, **I**nquisitive, **V**alued and **E**xceptional members of the school and wider community.

The school works towards these aims by:

- Promoting high quality learning and attainment.
- Providing a high-quality learning entitlement and environment.
- Valuing each other and ourselves.
- Working in partnership with parents and the community.

“When we succeed in giving every child the best start in their early years, we give them what they need today. We also set them up with every chance of success tomorrow.”

Development Matters Sept 2020

Our high expectations will enable children to develop socially, physically, intellectually and emotionally and to achieve their full potential. We will ensure that all our children are kept healthy and safe and that they achieve the knowledge and skills they need to start in Key Stage 1.

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To be reviewed in Autumn 2027

St Simon's Foundation Stage accommodates children from the age of 3 to 5. In the nursery we have a 40 place Nursery, we offer a range of sessions as follows:

- 15 hours which can be allocated either;
  - morning session 9.00am-12.00pm,
  - afternoon session 12.30pm-3.30pm,
  - beginning of the week sessions Monday and Tuesday 9.00am -3.00pm then Wednesday 9.00am-11.00am and
  - end of the week session Wednesday 1.30pm- 3.30pm then Thursday and Friday 9.00am -3.00pm.
- 30 hours Monday to Friday 9.00am – 3.00pm.

We have arrangements in place to provide care for the children doing 30 hours to stay until 3.30pm for which a fee for the extra 30 mins is payable to the school.

We have 1 reception class with places for 30 children. To ensure best practice we have two adults attached to each class, one teacher and one teaching assistant.

## **Curriculum**

At St Simon's Catholic Primary School our early years setting follows the statutory curriculum requirements as outlined in the latest version of the EYFS statutory framework that applies from September 2021. We offer a broad and balanced curriculum that covers the statutory aspects as well as other knowledge and skills to support pupils' personal development, prepare pupils for their next stage of education and develop the whole child.

The EYFS is based on seven key features of effective practice as set out in Development Matters 2020.

### **1. The best for every child**

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2. High-quality care
3. The curriculum: what we want children to learn
4. Pedagogy: helping children to learn
5. Assessment: checking what children have learnt
6. Self-regulation and executive function
7. Partnership with parents.

**As part of our best practice we:**

- ❖ Provide a balanced curriculum, based on the EYFS, across the seven areas of learning.
- ❖ Promote equality of opportunity and anti-discriminatory practice.
- ❖ Provide early intervention for those who need additional support.
- ❖ Work in partnership with parents and where needed outside agencies.
- ❖ Plan challenging learning experiences for all our children, based on the individual needs of the child.
- ❖ Provide opportunities for our children to engage in adult led learning and self-initiated learning.
- ❖ Provide a secure and safe learning environment indoors and outdoors.
- ❖ Plan an exciting and challenging curriculum based on our observations of children's needs, interests and stages of development across the seven areas of learning.

**Areas of Learning:**

The EYFS is made up of **three prime areas** of learning:

- ◆ Personal, Social and Emotional Development
- ◆ Communication and Language
- ◆ Physical Development

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- ◆ There are **four specific areas** of learning:
- ◆ Literacy
- ◆ Maths
- ◆ Understanding the World
- ◆ Expressive Arts and Design.

All seven areas of learning and development are important and interconnected. These are also underpinned by the characteristics of Effective Learning, as detailed in the framework.

### **Planning**

Staff plan activities and experiences for children that enable children to develop and learn effectively across all areas of learning, as well as offering them opportunities to develop their cultural capital. In order to do this, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas. Staff also consider 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. They also show ambitious intent for all children. Staff are expected to develop a strong continuous provision, and then plan enhanced provision and additional adult directed activities to support this. As children progress through the early year's foundation stage, key group work, adult-directed and whole class work will be planned, as appropriate for the age and stage of the pupils.

## **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 their next stage of education. Timetables are set for each class and are adapted based on the needs of each cohort and the needs of pupils within the setting.

## **Inclusion**

At St Simon's Catholic Primary School children will receive quality first teaching on a daily basis and activities will be differentiated accordingly. The classroom is suitable for use by children with disabilities. In addition to this, where children have been identified as having a specific need, intervention programmes will be implemented. Teachers and teaching assistants plan programmes together and where needed with liaison with the SENCO. The needs of children with English as an additional language will be met through planning and support alongside our Ethnic Diversity Service.

## **Intimate Care**

"Intimate" care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child's stage of development, they may need some support, for example, dressing, encouragement to wipe their bottom after toileting and changing

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underwear following an accident. In most cases intimate care is to do with personal hygiene. Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child. It is our aim that all children should be independent and we consider our role to be one of supporting and encouraging rather than doing.

### **Assessment, Recording and Reporting**

- ◆ Assessments are made in line with the EYFS.
- ◆ Daily practice includes observations of children's development and progress.
- ◆ Discussions are held with all adults in EYFS about individual children's development and next steps.
- ◆ Significant observations of children's' achievements are recorded in their learning journeys which are shared with parents.
- ◆ Parent/teacher consultations are held in both the autumn and spring term.
- ◆ An end of year report is provided in the summer term to all parents/carers on their child's development against the seven areas of learning.
- ◆ Within the first 6 weeks that a child starts Reception, staff will administer the Reception Baseline Assessment (RBA).
- ◆ Some children's language development will be assessed in reception using a "Language Link" programme, which will be used to assess and interventions will be delivered according to identified needs.
- ◆ At the end of Reception children are assessed against the Early Learning Goals for each area of learning, 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').
- ◆ These results of the profile are then shared with parents and/or carers.
- ◆ The profile is moderated internally (referring to the Development Matters guidance and our own in school curriculum documents) and in partnership with other local schools, to ensure consistent assessment judgements.
- ◆ EYFS profile data is submitted to the local authority.

### **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.

### **Transitions**

At St Simon's Catholic Primary School, we recognise that starting school and moving up classes has the potential to be a stressful time for both parents and children. All the children have a play session in the Nursery and Reception to meet the staff and get familiar with their new surroundings. All children starting Reception from our Nursery class have a transition session with their new class teacher and teaching assistant, in the summer term.

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Parents are invited to attend an Induction Meeting in June where they get to meet staff and can ask questions and share information about their child.

Those children coming from different settings to our Reception are visited, where possible, by the Reception Teacher and their progress and development shared by their Nursery key worker. We have a staggered intake in our Early Years in order to ensure that children who need extra support are given time at each start date to settle in. All children starting in Nursery and Reception have a booklet to complete during the summer break and parents are given information to help them regarding the transition with a 'School Readiness' booklet.

Reception teachers pass on their knowledge of each child's development, progress and achievement towards the early learning goals to ensure that all teachers have a well-rounded picture of the children prior to starting the new school year.

### **Health and Safety and Safeguarding**

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 the safeguarding and welfare requirements detailed in the 'Keeping Children Safe in Education' statutory guidance and adhere to the school's safeguarding policy. We are a healthy school and participate in the free fruit and milk for under-fives scheme. Children who stay for lunch in the nursery require a packed lunch, which will be eaten in the classroom. For our Reception children we provide the universal infant free school meal which is eaten in the school hall and the menu is regularly monitored with the chef. We cater for those children who have special dietary requirements and have robust systems in place ensuring that all children receive the correct meal. Fresh water is

readily available for all children. Children are taught the importance of keeping clean and washing their hands correctly.

A named member of the school's governing body, Mr George is responsible for overseeing the EYFS.