



# Early Years Foundation Stage (EYFS) policy

## St Joseph's Catholic Primary School & Nursery

Our family at St Joseph's Learns, Loves and Grows  
with God at the centre

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To be reviewed	Annually

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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 \(EYFS\) that applies from September 2021](#).

## 3. Structure of the EYFS

St Joseph's offers places to all children who are 3 years old and over and we offer places throughout the year. Subject to ratios we can also offer occasional 2 year old places.

All 3 year old children are able to access a FREE part-time 15 hour place the term after their child turns 3. Many working parents of 3 and 4 year-olds could also be eligible to receive 30 hours funded childcare. Use the following website to find out more information about paying for childcare [www.childcarechoices.gov.uk](http://www.childcarechoices.gov.uk).

The extended 30 hour entitlement is intended to support working parents with the cost of childcare and enable them, where they wish, to return to work or work additional hours. The government has an online eligibility checking tool for parents/carers at <https://childcare-support.tax.service.gov.uk/>.

You will need to use this tool to check your eligibility. If eligible, you will receive a code which you give to the school office together with your National Insurance Number and your child's date of birth. **Providers must validate a code before they can receive funding for your nursery place.** Eligibility codes will be valid for a certain period of time and you will be reminded by the HRMC to re-confirm your eligibility every 3 months.

	Children NOT eligible for funding	Children NOT eligible for a 30 hour code	Children who have a 30 hour code
8.40 am to 12.00pm	£90 per week	Free	Free
8.40 am to 3:00 pm	£180 per week inclusive of a school lunch	£90 per week inclusive of a school lunch	Free

*Nursery places do not guarantee a Reception place in the main school. Please refer to the admissions policy on the school website which details the oversubscription criteria.*

Subject to availability, we also offer Breakfast Club at 7:30 am at a charge of and After School Club from 3:00 pm – 6:00 pm at a charge.

#### 4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

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, 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 for all children. 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 as they transition into year 1.

## 5. Assessment

At St Joseph's 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. Staff also take into account observations shared by parents and/or carers.

When a child is **aged between 2 and 3**, staff review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

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.

## 6. Working with parents

We recognise that children learn and develop well when there is 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. We work closely and in partnership with parents and any other involved agencies to meet the needs of our children through provision that is inclusive to all.

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

Our safeguarding and welfare procedures are outlined in our safeguarding policy and Child Protection Policy. All school Policies apply to every area of the School including Nursery.

We promote good oral health, as well as good health in general, in the early years. We ensure our curriculum gives all children opportunities to learn about exercise, healthy eating, hygiene and emotions. For example, by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth
- The importance of exercise
- Ways to recognise and manage their emotions

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

Statutory policy or procedure for the EYFS	The School Policies can be found on the School website
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 & Fire 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