

Early Years Foundation Stage Policy

OVERVIEW

This Policy is set within the context of the School Mission Statement:

“ I come that they may have life and have life to the full”

John 10:10

This policy is based on requirements set out in the [2017 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

OBJECTIVES

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
- Close partnership working between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

STRATEGIES

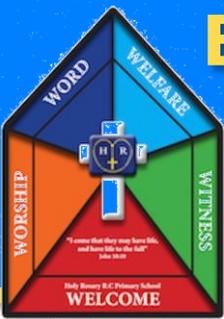
Our early years setting follows the curriculum as outlined in the 2017 statutory framework of the EYFS.

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

Early Years Foundation Stage Policy



The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Planning

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

Teaching

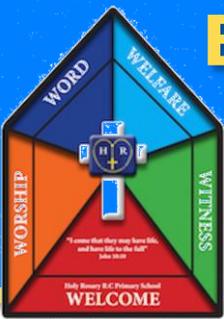
Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

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 year 1.

Assessment

At Holy Rosary, 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. Practitioners also take into account observations shared by parents and/or carers.

Early Years Foundation Stage Policy



At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals. The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

OUTCOMES

Our high expectations will enable each child to develop socially, physically, intellectually and emotionally and to achieve their full potential. Our intention is to develop quality and consistency of education and welfare for the children in this school from birth to five years. Our provision will meet fully the standards and statutory requirements set out in the 'Early Years Framework 2017'. All children will experience excellent provision and they will enjoy their time in Foundation Stage. All children will be treated equally including those with disability, special educational needs, different sexual orientations, social disadvantage and different ethnic backgrounds.

Holy Rosary Governing Body will determine, support, monitor and review the school policies on Early Years Foundation Stage. In particular they will monitor the effectiveness of the school's policy through the school self-review processes and assess its impact.

This policy should be read in conjunction with all our other policies. These apply equally to foundation stage.

Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy.



Early Years Foundation Stage Policy

All data will be handled in accordance with the school's Data Protection Policy.

Data Audit For This Policy:

What?	Probable Content	Why?	Who?	Where?	When?
Registration / Admissions Data Tapestry Records	Name D.O.B. Telephone Parental Details SEN	Sharing of Assessments with staff and parents Communication Safeguarding	Office and admin staff SLT EYFS staff	Parent App SIMS Tapestry	Held on File Throughout Child's Time at School Passed onto New School When Moving Computer Retains Copy of Records

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level of Data Compliance Requirements
✓		

Revised and adopted by the Governing Body on: 27th November 2019

Signed: P.Devine

Date to be reviewed: November 2021