



St Joan of Arc Catholic  
Primary School

# POLICY

Early Years  
Foundation Stage  
(EYFS)

2019 -20

# St Joan of Arc Primary School

## Early Years Foundation Stage (EYFS) Policy

### Mission Statement -

The members of the community of St Joan of Arc School, by respecting each other, learn and grow in the love of Christ.

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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
- 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

## 2. Legislation

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

### 3. Structure of the EYFS

St Joan of Arc's EYFS comprises of one nursery class and two reception classes. Children are eligible to join the nursery from the term after their third birthday.

#### Nursery

Children are admitted to the nursery through the school's admission procedures. Their hours of attendance will either be:

- Full time - 30 hours of free nursery education for those parents who qualify under the Childcare Bill
- Full time - 15 hours of free nursery education plus 15 hours of paid education for parents who do not qualify under the Childcare Bill (totaling 30 hours), but who enter into a paid contract agreement with the nursery (see charges on page 3 of the Nursery Admissions Policy).
- Part time - 15 hours of free education: Monday/ Tuesday all day and Wednesday morning
- Part time – 15 hours of free education: Wednesday afternoon, Thursday and Friday all day

Every session accommodates a maximum of 36 children with a 1:12 ratio of adults to children.

Admission to the school's nursery does not guarantee admittance to reception in the school year in which the child turns five. Application to reception is via the school's application process which can be located on the school's website.

#### Reception

St Joan of Arc has a two form reception, admitting 60 children each September. Children start reception in the second week of the Autumn Term on a full time basis. Pupils experience the same length of school day as Key Stage One and Two pupils, starting their day at 8:50am and finishing at 3:25pm.

### 4. Curriculum

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

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, 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.

## **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. 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 One.

## **5. Assessment**

At St Joan of Arc, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning behaviours. These observations are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers.

During their time in the school's EYFS setting, practitioners review their pupils' progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas at the end of their time in nursery and reception. This 'progress report' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

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
- Exceeding expected levels or,
- Not yet reaching expected levels ('emerging')

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.

## **6. 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 reports 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. For children in reception, this key person will be the child's classroom teacher. In the nursery, the key person will be the class teacher or one of the nursery nurses.

## **7. Safeguarding and welfare procedures**

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

## **8. Monitoring arrangements**

This policy will be reviewed and approved by Clare Campbell annually.

At every review, the policy will be shared with the governing board.

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

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See the school's 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 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

This Policy is reviewed Annually by

The Governing Body

It was last reviewed

December 2019

It will next be reviewed

December 2020