

# St Antony's Catholic Primary School



## Early Years Foundation Stage (EYFS) Policy

*Learning Together In God's Love*

Reviewed by Staff: Autumn 2024  
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## Our Mission Statement



**At St. Antony's Catholic School we celebrate our special talents as children of God:**

**We try to be like Jesus and always keep him in our hearts.**

**We work together in our homes, school and parish to share our gifts and learn together.**

**We understand that we are all different and we respect each other.**

**We look after our world so that we may share it together in peace.**

St Antony's Catholic Primary School is part of the multi-cultural London Borough of Newham.

We value our Christian ethos and therefore respect the Cultures and Faiths of all.

## Our Vision

Our vision at St Antony's sees our school **with Christ at its centre** as we work as an agent of change which engages all stakeholders inclusive of: governors, teachers, parents, children, Church and community. We inspire all our children from Nursery to Year 6 (the next generation of our society and the future of our community) to work collaboratively with all relevant agencies to aspire to achieve their fullest potential. Our school will function as a centre of excellence and an axis of transformation and development within our community by enabling all under our care to aspire to achieve self-actualisation. This will happen through: sound **Spiritual, Moral, Social and Cultural** formation while embedding effective behaviour for learning, solid personal and shared philosophies with a positive, progressive and professional approach to life and living while upholding core Christian and British Values- leading to the achievement of the highest academic, socio-economic and sustainable life goals.

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## **AIMS**

This policy aims to ensure:

- That children within the EYFS Phase of St Antony's Catholic Primary School are provided with access to a rich, creative, broad and balanced curriculum that affords them the opportunity to explore the full breadth and depth of learning. Our children are exposed to a wide range of knowledge and skills needed for them to make good or better progress; throughout their learning journey in school and ultimately through their life.
- That quality and consistency in teaching and learning is secured so that every child makes at least good progress when measured against their starting points and their individual potential; and that no child gets left behind
- That a close working partnership is established between staff and parents or carers for each child to ensure that the each child's needs are being mutually well catered for through the best endeavors of both parents and staff
- That every child is included and supported throughout their learning journey with equality of opportunity and anti-discriminatory practice which is underpinned by the school's Christian and British values and ethos.
- That quality pupil engagement and interaction is established between children and staff in daily learning experiences whether within the classroom or outside.
- That pupils are supported to learn through play and quality interaction with staff and their peers daily
- That pupils are exposed to first hand experiences outside of the immediate school environment (on trips locally or further afield) linked to their learning-creating memorable experiences which will bring their learning alive and foster "sticky learning" to which they can refer to make future learning meaningful.

## 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.](#)

As a member of the Our lady of Grace Academy Trust (OLOG) this document also complies with our school's statutory funding agreement and articles of association.

### St Antony's Catholic Primary EYFS Structure

The EYFS Structure at St Antony's comprises:

Breakdown of our EYFS Setting	Hours Available	How Funded
<b>Viridis:</b> Our <b>Two (2) Year</b> Old-Pre School Provision	<b>15 Hours per week</b> <b>AM</b> : 8:45-11:45am or <b>PM</b> :12:30-3:30 pm Sessions	Government Funded & <b>Private</b> (Parent funded for limited number of places)
<b>Nursery:</b> Our <b>Three-Four</b> (3-4) Year Old School Provision	<b>15 Hours per week</b> <b>AM</b> : 8:45-11:45am or <b>PM</b> :12:30-3:30 pm Limited 30 Hours <b>Lunch</b> :11:45-12:45	Government Funded <b>+via Charge for lunch hour child care for 30hr children in Viridis and Nursery</b>
<b>Reception:</b> Our <b>Five (5) Year Old</b> School Provision	<b>Full Statutory School Day of 6.5 hours</b> for 5 days per week from morning to after.	Fully Government Funded

EYFS Staff Roles	Responsibility & Accountability
<b>EYFS Phase Lead &amp; Nursery Manager</b>	<b>Member of School Leadership Team (SLT)</b> -has full responsibility & accountability for EYFS Phase (Children and Staff)
<b>EYFS Shadow Lead</b>	<b>Middle Leader</b> -works in partnership with and deputizes for Phase Lead-shares responsibility & accountability
<b>EYFS Nursery Assistant Manager &amp; Nursery Nurse</b>	<b>Works in partnership with Nursery Manager</b> & deputizes leadership of the pre-school-shares responsibility and accountability
<b>Class Teachers</b>	<b>Lead Nursery &amp; Reception classes</b> - accountable for class
<b>EYFS Support Staff</b>	<b>Supports Leaders/Teachers</b> -share CT responsibility/accountability

## Our EYFS Curriculum

Our Early Years Setting at St Antony's 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.

These Seven Areas of Learning and Development are divided into two main groups called:

1. **PRIME AREAS OF LEARNING** and
2. **SPECIFIC AREAS OF LEARNING**

**Three (3) of the Seven Areas are designated as the Prime Areas** as they are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, to form relationships and thrive in their learning journey.

### **THE PRIME AREAS OF LEARNING ARE:**

- **Communication and Language (CL)**
- **Physical Development (PD)**
- **Personal, Social and Emotional Development (PSED)**

These Prime Areas are strengthened and applied through **4 Specific Areas**:

### **SPECIFIC AREAS OF LEARNING**

- **Literacy (L)**
- **Mathematics (M)**
- **Understanding the World (UTW)**
- **Expressive Arts and Design (EAD)**

Inter-woven with these Prime and Specific areas of learning is our school's RE Curriculum as we have a distinctive faith character, which is pervasive. Purposeful cross-curricular links are made across the curriculum with the **Come and See** scheme, which covers our RE. We have also added the **RSHE Curriculum** (age appropriate) as stipulated by the DfE which is taught alongside our **Journey In Love Curriculum**. Through the latter, our children learn that they are part of the Wonder of God's Creation and that God created each of them as unique and different but that all are special- to be valued and loved.

## Planning

Staff plan activities and experiences for children that enable them to develop and learn effectively. 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 challenging and enjoyable learning experiences. In order to do this, staff working with children across EYFS are expected to focus strongly on the 3 prime areas namely:

1. **Communication and Language** -as this is the key to supporting early language development leading to confident speaking, listening and communication with good understanding, which underpins learning in all 7 areas of the curriculum.
2. **Physical Development** – which focuses on children developing solid gross and fine motor skills needed to support movement, balance, spatial awareness, self-care (dressing themselves) as well as hand eye and pinch grasp/ tripod grip which supports early writing skill development
3. **Personal, Social and Emotional Development**- which is instrumental to aid children with forming and sustaining good friendships circles and relationships with adults and peers as well as with learning social conventions and norms (sharing and taking turns) and also self- regulation skills

Planning is done on a weekly, half termly and termly basis (short and medium term planning) to meet the targets set for the topics in the seven different areas of learning, special programmes such as SMSC/ Citizenship and other programmes and initiatives being covered such as Black History or Book Month across the school.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include relevant strategies and resources to differentiate the learning experiences in their practice. For example, Phonics is planned for weekly but is taught daily; and assessed and reviewed half- termly with outcomes determining the intervention groupings where focus and teaching strategies may vary depending on the age, stage and support needed by the children in any given group. Where a child may have a special educational need or disability, staff will work collaboratively with the SENCO to consider whether specialist support such as Speech and Language assessment or intervention is required, making needed links with relevant services from other agencies, where appropriate.

## Teaching

The approach to teaching across EYFS at St Antony's ensures that each area of learning and development is implemented through **planned, purposeful play in both the indoor and outdoor areas with a good balance of adult-led and child-initiated activities**. Each child is assigned to a 'Key Person' within each EYFS class to better facilitate staff responding to each child's emerging needs and interests, guiding their development through open, welcoming, supportive and positive interaction. It is through rich, continuous and productive interaction that children learn to emulate good spoken language, develop an understanding for and use of, a wide range of familiar and new vocabulary; and also learn to sharpen their thinking, questioning and problem-solving skills.

As children grow older, and as their development over time allows, the balance gradually shifts towards more adult-led activities particularly in the summer term in Reception to help children prepare for learning that is more formal- getting them ready for year 1.

## Assessment

Ongoing assessment is an integral part of the learning and development processes across EYFS at St Antony's. Staff continually observe and interact closely with pupils to identify their level of achievement, interests and learning styles. These observations are used to influence future planning. Staff also take into account observations shared by parents and carers which may not be evident in school, to determine the levels of challenge and support that they need to apply to ensure pupils are being supported to achieve to their individual fullest potential.

When a child is **aged between 2 and 3**, staff review their progress and provide parents and 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. The staff then work very closely with parents to ensure that areas for development are addressed with the child central to their efforts.

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
- Surpassing expected levels of development or are
- Not yet reaching expected levels (working towards/‘emerging’)

The profile reflects ongoing observations, and discussions between staff and parents and carers. The results of the profile are shared with parents and carers ensuring they are aware of their child’s progress.

The outcomes of the profile is moderated internally with the EYFS Lead, Assessment Lead and Head Teacher (referring to the Development Matters [guidance](#)) and moderation is also done in partnership with OLOG schools, to ensure consistency with assessment judgements across the MAT. EYFS profile data is also submitted to the local authority or Academy Trust annually as a measure of tracking pupil progress and benchmarking on a broader scale.

### **Working with Parents**

At St Antony’s we highly value collaborating with parents. Prior to children being admitted to EYFS, **home visits** are made so that staff can glean a better understanding of pupil needs from their natural home environment. **Induction meetings** are held with parents to introduce them to the school environment, procedures, policies and expectations as well as to introduce them to the EYFS team once they have secured a place in the setting. This practice is entrenched across EYFS as we recognise that children learn and develop better when there is a strong partnership between staff and parents and carers.

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, as needed/ appropriate.

Parents and carers are continually kept informed of their child’s progress and development informally on a daily basis as children are being admitted into school each morning or when they are being dismissed each evening.



**Parents Information Evenings** are held at the start of each academic year outlining the **Home/School Agreement** which parents are required to read and sign committing to supporting the staff and school. School procedures and expectations are also shared and discussed at these meetings. **Parents' Consultation Evenings** are held twice yearly in the Mid-Autumn Term (October) and towards the end of the Spring Term (March). These consultation evenings give parents a chance to discuss their child's progress 1:1 with class teachers and Key Persons. The progress check and EYFS profile helps to provide parents and carers with a well-rounded picture of their child's knowledge, understanding and abilities and attitude to school and work. At the end of each year parents are given a formal, comprehensive written report charting their child's progress for the academic year.

### **Safeguarding and Welfare Procedures**

The school's safeguarding and welfare procedures captured in the school's policies all are applied right across our EYFS Phase. Additionally, we promote good mental health and wellbeing through our bespoke programme: '**I AM OK**' which is done weekly. We also promote good oral health, as well as good health in general, in the early years by working in collaboration with the NHS Team coming into school to conduct the annual health (weight and oral hygiene) checks. We also actively promote healthy eating during the school lunch hour by encouraging the children to make healthy and balanced meal choices and encourage those who take lunch boxes to ensure these are healthy packed lunch. We discuss with parents and children facts such as:

The effects of eating too many sweet and drinking sweet drinks too often.

The importance of brushing their teeth at least twice daily-morning at evening before going to bed

We follow [statutory guidance](#) for safety around supervised tooth brushing in school.