



Church of England Primary School

EYFS Values Led Policy and Philosophy

VISION STATEMENT

“Feed my lambs....take care of my sheep.” John: 21

We are a community where everyone is included. A place of nurture where through creative learning, acceptance and celebration we are all able to flourish. Our inclusive school encourages children to be curious, passionate, ambitious and courageous. Everyone at St Mary of Charity is determined to be confident in who they are, aspire to realise their full potential and support each other through respect, honesty and forgiveness. Guided by Jesus we are accepting of the wonderful diversity within our community and have hope that our children will continue to advocate for and celebrate the unique needs of all throughout our wider world.

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Early Years Foundation Stage Policy

Introduction

EYFS at St Mary of Charity Primary School takes place in the Reception year (age 4- 5 on entry). Entry into Reception is in September at the beginning of the academic school year. All Reception children are encouraged to begin school at the start of the academic year.

EYFS applies to children from birth to the end of the Reception year. It is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

We believe that this stage lays the foundations for each child's future learning and is therefore a very significant time. This policy is also based on requirements set out in the 2021 statutory framework for the Early Years Foundation Stage (EYFS).

At St Mary of Charity Primary School, our School Christian Values of Teamwork, Aspiration, Determination, Faith, Forgiveness, Honesty and Respect are at the Heart of everything we aim to achieve for our children in the EYFS and beyond.

Aims and objectives:

Aims for our EYFS

- To provide all children and parents with a positive start to their school experience
- To develop the values, skills and knowledge expected for this stage of school life.
- To prepare children and parents for the transition to Year 1.
- Children will access a purposeful and engaging curriculum.

Through values lead learning, we will meet these aims by ensuring:

- 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 or better progress from their starting points
- That we are inclusive to all groups of learners and individuals, taking into account children's backgrounds, ethnicity, gender, EAL and SEND.
- We provide a rich and stimulating environment, including challenging, exciting and imaginative indoor and outdoor learning environments.
- We provide a wide range of opportunities for independent learning, adult directed learning and child-initiated learning.
- We encourage parents and carers to become involved in their children's learning
- That we have a positive, supportive environment where children feel safe and secure to learn.
- Positive attitudes towards learning from an early age.
- We give children a wealth of knowledge based on the Early Years Foundation Stage seven areas of learning.
- We provide an extensive range of opportunities for assessment in well thought out and detailed planning.

Curriculum in Early Years Foundation Stage

Our EYFS Curriculum is specifically designed to provide the children at our school with the opportunity to learn through our 7 School Christian Values of Aspiration, Determination, Teamwork, Honesty, Respect, Faith and Forgiveness. (Appendix A) These, along with promoting and developing the 7 areas of learning, underpin learning in the Foundation Stage and beyond.

The seven areas of learning:

Prime areas

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

Specific areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Art and Design

The characteristics of effective learning: describe factors which play a central role in a child's learning and in becoming an effective learner. These are present through our school Christian Values and underpin all seven areas of learning and development, representing processes rather than outcomes (See Appendix A).

Playing and exploring	Active learning	Creating and thinking critically
<i>Children investigate and experience things and 'have a go'.</i>	<i>Children can concentrate and keep on trying if they encounter difficulties and enjoy achievements</i>	<i>Children have and develop their own ideas, make links between ideas and develop strategies for doing things.</i>
Children make independent choices and realise that their actions have an effect on the wider world. I can make independent choices, explore different resources and materials and respond to new experiences.	I can begin to correct mistakes, participate in routines, predict sequences because I know routines and I can show goal directed behaviour.	I can use pretend play to think beyond the here and now and to understand another perspective. I can give my attention to tasks and ignore distractions with increasing control. I can feel confident about coming up with my own ideas and make links between them. I can sort materials and solve real problems. I can review my progress as I try to achieve my goal.

Teaching and Learning within EYFS

At St Mary of Charity Primary School we adapt the provision within the EYFS to meet the needs of the children and aim to provide each and every child with a well-balanced, stimulating and meaningful learning experience.

We do this by:

- Providing children with a safe and nurturing environment in which they feel safe and secure to learn.
- Carefully designing and planning the school day to achieve our aims and meet the needs of all learners. (See Appendix B)
- The regular identification of training needs for all adults working in the EYFS and how the provided training impacts the children.

- Regular monitoring of the children's learning to evaluate its impact on progress and their wider social, personal and emotional development. Observations will be taken by all staff using Tapestry and Bromcom will be used for formative assessment and Gap Analysis. A termly summative assessment will then be completed 3 times a year – Autumn, Spring and Summer.
- Peer observations, daily professional conversations and sharing of resources across EYFS and Key Stage 1 helps to develop a better understanding of the curriculum within these year groups in order to share teaching skills and good practice thus enabling EYFS practitioners to ensure pupils are ready for Year 1. Learning Through Play also takes this into consideration and similar resources will be used across all areas of the curriculum to ensure that transition and skills of independence etc. The fidelity to our Little Wandle Scheme will also assist with a seamless transition in the teaching of phonics.
- Regular lesson observations and learning walks by leadership and those with subject responsibilities to ensure consistency, share good practice and to provide feedback to promote school improvement.
- Encouraging the partnership between teachers and parents/carers that helps our children to progress in all areas of the curriculum and helps them to feel secure at school and to develop a sense of well-being and achievement.
- Providing home learning opportunities which are appropriate for the age group and engaging for both parent and child.
- Providing supporting and interactive learning environments which provide extensive learning opportunities for children.
- Establishing good relationships between our school and the other educational settings in which the children have been learning before joining our school. This is undertaken through visits to pre-school settings when all paperwork is shared with our EYFS teacher and SENCO.

Inclusion at the Foundation Stage

We believe that all our children should be included in school life, and ensure that our EYFS environment reflects this. We give them every opportunity to achieve their best. We do this by taking account of their wide-ranging life experiences when we plan for their learning.

Within Early Years Foundation Stage, we have realistic but high expectations that challenge the children so that every child achieves to their best of their ability. We help them do this by planning to meet the individual needs of every child as well as the needs of different groups of learners. These include boys and girls, children with SEN, children from all social and cultural backgrounds including those entitled to free school meals, children from different ethnic groups and of those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- Planning opportunities that build on and extend the children's knowledge, experience and interests, and develop their self-esteem and confidence.
- Using a variety of teaching strategies that are based on children's learning needs.
- Providing a wide range of opportunities to motivate and support all children, and to help them to learn effectively.
- Offering a safe and supportive learning environment, in which the contribution of all children is valued.
- Employing resources that reflect diversity, and that avoid discrimination and stereotyping.
- Planning differentiated activities that challenge all children, their educational needs and cater for their ability.
- Monitoring children's progress, and providing support where necessary (such as speech therapy, 1:1 support, working with the Educational Psychologist).
- Identifying and informing the SENCO of any concerns, seeking advice where necessary so that early intervention can happen as soon as possible.
- Identifying groups of learners within our setting and ensuring that all groups and individuals are planned for effectively and make good progress.
- Regular tracking and data analysis carried out by the leadership of the school, which enables us to identify individual needs and groups of learners' needs.

Planning: (See Appendix C)

The objectives within the EYFS handbook provide the basis for planning throughout the foundation stage. Medium-term plans are topic based and identify the intended learning outcomes for children during this period. In addition, indoor/outdoor, independent learning and adult directed (challenge time) planning is completed on a weekly basis which highlights the objectives for the week and activities children will take part in to achieve these objectives.

The school makes use of learning activities outside the classroom, where a planned programme of appropriate activities takes place at all times of year.

Assessment

Assessment within Early Years Foundation Stage is an important and valuable tool which helps teachers to identify the needs of individual children and groups of learners in order to plan the next steps of their learning.

Assessment in Early Years Foundation Stage:

We use the Early Years Foundation Stage handbook, Tapestry and Bromcom to assess the EYFS.

The **handbook** is a nationally employed tool which outlines the objectives within each of the seven areas of learning. This document is a vital tool when planning for and assessing children's progress and attainment. This is done by reference to the appropriate statements in Development Matters, which lists all the age appropriate objectives within each of the seven areas of learning.

Tapestry is used as an observation tool, to record what the children learn and achieve on a day to day basis.

The **School's Excel Spreadsheet** is a formative assessment tool used to track pupil progress and analyse Gaps which informs planning and next steps for the children. It identifies those who are performing at the expected level, those who are below and those who are above the expected level for each objective. This then feeds into Termly Summative Data in **Bromcom**.

Assessment in the Early Years Foundation Stage takes the form of observations of child-initiated activities at school, evidence from home and evidence gathered from teacher directed tasks. These observations are recorded in each child's portfolio on the Tapestry software and this then informs the Excel Spreadsheet.

Baseline Assessments:

In order to measure children's progress, during the first few weeks in Reception the teacher assesses the ability of each child on entry using the statutory assessment framework. All children will be assessed in the first six weeks of entering reception. The assessment takes 20 minutes per child and can be paused and restarted when necessary. The total number of marks available is 39. The assessment is based around Maths and Literacy which is clearly linked to the development matters requirements of EYFS. In order to respond to the assessment, pupils may need to demonstrate linguistic skills such as blending sounds, or mathematical skills such as number sense. Some cognitive processes, such as memory or attention, are deployed in both the Mathematics and LCL tasks.

The assessment should be undertaken by a trained practitioner who is familiar with the materials and it involves practical tasks and online tasks with physical resources and an online scoring system for the trained practitioner to complete. Children will respond orally, by pointing, tapping, moving objects on the screen or by ordering/moving physical objects. The practitioner can stop the assessment where they deem it necessary.

This is followed by a baseline assessment of the seven learning areas through well thought out learning opportunities and observations.

Baseline observations are informed by the document 'Individual Child Profile:

Development Matters in the Early Years Foundation Stage (EYFS)'. These baseline assessments are completed as soon as possible and no later than the first half term for each child. This is recorded into the Excel Spreadsheet and put onto Bromcom.

Baseline assessments allow us to identify patterns of attainment within the cohort and to plan for individual children and groups of children. We use this information to inform planning and set targets for the children.

Ensuring Quality Data - Moderation:

In order to ensure quality baseline assessment, Reception teachers across Aquila work together for agreement trialling and moderation to ensure data is agreed and that teachers' judgements are robust and accurate. Moderations as part of the Academy are an important part of this process as well as internal moderation with Senior Leaders.

Data is collected and submitted at the end of each academic year to the county. We share this information with parents when they receive their child's report.

The role of parents and carers

We believe that all parents and carers have an important role to play in the education of their children. We therefore recognise their role by:

- Visits by the teacher to children's nurseries prior to them starting school.
- Offering parents and carers regular opportunities to talk about their child's progress through an open door policy and through Parent/Teacher meetings.
- Providing workshops for new parents to discuss reading/phonics, Maths, attendance and behaviour to help parents/carers to support learning at home.
- Encouraging them to support their child in home learning activities.
- Encouraging them to support their child with learning to read and basic phonics skills.
- Encouraging parents and carers to talk to the child's teacher if there are any concerns.
- Providing various activities that involve parents and carers such as inviting parents and carers to curriculum meetings, SEN meetings in order to discuss the kind of work that the children are undertaking in class and how they can continue to work with their child at home.
- Parents receive an annual written report on their child's attainment and progress at the end of the school year.

Health & 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 Early Years Foundation Stage Statutory Guidance and our own school Safeguarding Policy which includes providing all staff with regular renewed training to recognise abuse, adhere to safe practices and have awareness of reporting routes. We have clear procedures for staff to report concerns without fear of reprisal. When employing new members of staff we ensure only suitable individuals are recruited and obtain direct, authoritative references and check employment history.

It is important to note that members of staff do not use their mobile phones or personal handset devices in the classroom and are prohibited from taking photographs with their personal handsets. Members of staff do, however, use school iPads to take photographs as evidence to support the regular observation assessment cycle in the EYFS. These photographs are used in children's online portfolios, in class displays and on the school website. All parents are asked to state if they give permission for their child's image to be used on the school website through the paperwork in their initial starter packs.

We promote healthy eating through our daily snack time and children under the age of 5 have access to free milk. Children are supervised when eating and a qualified paediatric first aider will be present during snack and lunch times. Students and apprentices will only contribute to ratios if they hold a current PFA qualification. Children are also closely supervised when taking part in a range of cooking activities as part of the Early Years class provision. This is planned in line with curriculum provision.

We provide clear boundaries to protect children's dignity while ensuring safety while children are managing intimate hygiene/toileting.

Late Collection:

We understand that sometimes events happen and this means that parents are late to collect their children. We ask parents to call the office to let us know that they are going to be late. The children will then be placed in After School Club and looked after as part of this provision. If lateness is unplanned, staff will wait with children in the Reception Area until they are collected.

Lost Child:

The school operates a number of procedures to reduce the risk of a lost child and to respond to a child being lost.

We act promptly on unexplained absences and maintain multiple emergency contacts.

First day calling happens to check on all absence.

We follow up if a child is absent for a prolonged period of time.

Risk assessments are completed for all trips and events

Trips are covered on a ratio well within legal requirements

Individual children who are identified as a potential risk are given specific adult supervision

The outside area is fenced to support safe play

We also insist that:

- The class teacher is responsible for the pastoral care of each child as well as the academic side of school life. Assistant Teachers support the class teacher in this important role.
- Multiple members of the EYFS teaching team are qualified in Paediatric First Aid.
- Medication will be kept in the school office, well out of reach of pupils and administered in accordance with the Medicines in School Policy.
- St Mary of Charity Primary School complies with its Positive Behaviour Policy. Physical intervention is only permitted to avert immediate danger of injury to self or others. Such occasions will be recorded. Parents will be informed on the same day or as soon as reasonably practicable.
- All safeguarding and child protection concerns will be reported to the Designated Safeguarding Lead and procedures followed in accordance with the school's Safeguarding Policy. DSLs have clear responsibilities and complete enhanced local safeguarding training.

Transition to Year 1

Towards the end of the Reception year, the teachers will begin to further prepare the children for the Year 1 national curriculum.

We do this by:

- Allowing the children to spend time in the Year 1 classrooms with Year 1 staff – more frequently for those children with special needs.
- Scheduling several 'Meet the Teacher' days towards the end of the summer term, when all classes will spend part of the day with their new teacher in their new classroom.
- Presenting to parents the expectations for a child in Year 1, the differences in timetable, homework and learning.
- Allowing time for the teachers of the existing classes to 'handover' to the Year 1 teachers, giving information on family background, learning styles, friendship groups, academic ability, progress achieved through the year etc.
- Ensuring we have an open-door policy for any concerns the parents and/or children may have.

APPENDIX 1

SMC EYFS VALUES LEAD LEARNING Examples of What We Can Expect To See in EYFS



Respect

Learning about right and wrong behaviour- using the behaviour chart
Listening to each other and sharing what we know
Building and maintaining positive relationships with parents



Determination

Keep Trying- persisting with an activity
Being Involved and Concentrating
Making Links- making predictions and testing what they know



Teamwork

Communicating ideas through Speech and Language.
Sharing and working together to achieve a goal or an outcome.
Use talk to organise themselves and others.



Forgiveness

Be willing to make mistakes and learn from them

Begin to identify when we have made mistakes



Honesty

Sharing their own interests
Sharing learning with others- each other/parents etc

Reviewing Learning



Aspiration

Finding out and Exploring
Enjoying achieving what they set out to
Learning new things- through a topic based approach
Learning to Read, Write and understanding Maths through systematic whole school approaches



Faith

Being willing to 'have a go'
Taking suitable risks
Learning outside as well as inside
'Understanding Christianity' and learning about other world Faiths

APPENDIX B

A day in the EYFS at SMC

Time	Learning Activity
8.40-9.00	Participate in classroom activities that will follow a routine. Fine motor skills.
9:00-9:30	Little Wandle Phonics/Handwriting
9.30-10.15	Little Wandle Reading Groups Reading/Phonic activities
10.15-10.30	Breaktime
10.30-10.45	Snack/Storytime
10.45-12.00	Drawing Club -Literacy / UW / EAD / PSHE Activities <u>Inside</u> Adult led Drawing Club groups Independent activities that they can interchange between. <u>Outside</u> Independent activity (critical thinking)
12:00-1:00	Lunch
1:00-1.30	Mastery of Number Shape, Space, Measure activities
1.30-3.15	Child Initiated (Learning through Play) (Prime areas focus) and making links to: Jigsaw lesson (weekly) (30 mins) RE (weekly) (30 mins) 2 x PE lessons (weekly) (1 hour) Collective Worship (Term 2 to Term 6)