

**St Cuthbert's C.E Primary School**  
**Early Years Foundation Stage Policy**

**(EYFS)**



**Our Vision**

Doing all the good we can, through faith, love and excellence.

Micah 6:8 "This is what the Lord requires of you: to do justice, and to love kindness and to walk humbly with your God."

We want St Cuthbert's to be a school where:

**Our Ethos**

- everyone flourishes through the guidance of our Christian values.
- teaching and learning is creative, engaging and motivational.
- relationships are positive and serve to support others through **compassion** and **kindness**.

"I have come that they may have life and have it to the full." John 10, V10

**Our Expectations**

- we show **courage** to be the best that we can be.
- the children make excellent progress, fostering a love of learning.
- every child has an **equal** chance to fulfil their full potential.

"All human kind is made in the image of God." Genesis 1, V26-27

**Individuality**

- we grow and flourish as individuals; through **endurance** we can achieve.
- the value and worth of each individual is celebrated and everyone feels included.
- the children develop a spirit of **curiosity** and a willingness to rise to a challenge through a broad, enriched curriculum.

"All people are called to transform the world" Genesis 1 V26-31, Micah 6 V8

**Working Together**

- the children are able to **trust**, show **respect** and **friendship** to others.
- the community enables our pupils and school to grow in a happy, safe, healthy and spiritual environment.
- we foster links and contribute to the educational community through effective communication.

"Every person is an individual and also part of a community." 1 Cor. 12 V12-27

*This is a vision that is inclusive to all as we are reminded in the words of Luke 18:16:  
"But Jesus called them to him, saying, "Let the children come to me, and do not hinder them, for to such belongs the kingdom of God."  
For we are all equal in the eyes of God.*

# Compassion

"Clothe yourselves with compassion, kindness, humility, gentleness and patience."

Colossians 3:12



# Kindness

"Be kind to one another, tender-hearted, forgiving one another as God in Christ forgave you."

Ephesians 4:32



# Equal

"You shall love your neighbour as yourself."

Mark 12:31



# Potential

"Behold they are one people and they have all one language and this is only the beginning of what they will do."

Genesis 11:6



# Courage

"Be strong and courageous. Do not be frightened and do not be dismayed for the Lord your God is with you wherever you go."

Joshua 1:9



# Trust

"My God is my strength in whom I trust."

Psalms 12



# Friendship

"Encourage one another and build each other up."

1 Thessalonians 5:11



# Respect

"For God gave us a spirit not of fear but of power and love and self-control."

Joshua 1:9



# Endurance

"I can do all things through Him who strengthens"

Joshua 9



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## Responsible Personnel

- Governors
- EYFS leader

## EYFS Policy

# Early Year's Intent, Implementation and Impact

## September 2024

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year.

### Structure of the EYFS

#### **Pre-School**

Our Cuthbert's Cubs Pre-School offers 3-hour sessions, 5 days a week for children aged 2-4 years old.

#### **Reception**

Our Reception children start full time school during the academic year in which they turn 5 years old.

The EYFS is based upon four principles;

- To support and nurture The Unique Child – every child is a competent learner from birth who can be resilient, capable, confident and self-assured.
- To establish Positive Relationships- Our children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.
- To develop Enabling Environments – The environment plays a key role in supporting and extending children's development and learning.
- To safeguard Learning and Development – children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and interconnected

### **AREAS OF LEARNING**

The Early Years Foundation Stage is a curriculum from birth to five years old, we follow the strands set by this curriculum and concentrate the learning opportunities on the seven areas of learning (3 Prime and 4 Specific) which are;

#### PRIME AREAS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT  
PHYSICAL DEVELOPMENT  
COMMUNICATION and LANGUAGE

#### SPECIFIC AREAS

LITERACY  
MATHEMATICS  
UNDERSTANDING THE WORLD  
EXPRESSIVE ARTS and DESIGN

## **INTENT**

At St Cuthbert's Primary School we offer a curriculum rich in wonder and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning. It is our intent that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people.

We aim for our children to be confident and independent, to believe in themselves and interact positively with others.

We understand that play is an integral part of learning and this is at the heart of our early year's curriculum.

We believe that the correct mix of adult directed and uninterrupted child initiated play ensures the best outcomes for pupils.

Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key. We recognise the crucial role that early year's education has to play in providing firm foundations upon which the rest of a child's education is successfully based.

## **IMPLEMENTATION**

At St Cuthbert's Primary School we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all of our children.

We prioritise creating a 'language rich' environment through the use of songs, nursery rhymes, stories and providing time for quality interactions between adults and between peers. Trained staff ensures that interactions are positive and progressive, allowing children to flourish and gather words at pace in order to become confident communicators. Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics. The children learn nursery rhymes and develop their mathematical thinking through direct teaching and exploration. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences.

We have built our school environment to enable our children to strengthen their core muscles through physical play; children spend time outdoors in their natural environment in all weathers. They develop through wonderful, exploratory, sensory experiences in our mud kitchen, secret garden and well-resourced outdoor area. Our learning environment is adaptable in order to reflect children's interests and progression.

The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play. In early years our environment and all our interactions and routines are intentional. The curriculum is taught through topics which are enriched with classroom enhancements, trips and visitors. Topics are supported by quality key texts. These are chosen carefully to encourage children's speech, language and communication development. All planning however, is flexible and responsive to children's needs so plans can be changed and adapted dependent on children's interests.

We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. Parents receive knowledge organisers to inform them of what their child is learning each half term and to explain how they can support this at home. Parents enjoy contributing to their child's Learning Journey play sessions and our weekly fine motor and reading cafe are consistently well attended.

As part of the learning and teaching process, children are assessed in relation to their progress towards Development Matters and the Early Learning Goals. These judgements are made on the basis of accumulative observations and in-depth knowledge of the children acquired through ongoing assessment. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year.

## **IMPACT**

Our curriculum and its delivery ensure that children, from their own starting points make good progress. During their time with us children make rapid progress towards the national expectation for a good level of development at the end of the year. Pupils also make good progress toward their age-related expectations both academically and socially, developing a sense of them before transitioning into Year One.

Children develop their characteristics of learning and are able to apply their knowledge to a range of situations making links and explaining their ideas and understanding. Children are confident to take risks and discuss their successes and failures with peers and adults drawing on their experiences to improve or adjust what they are doing.

We believe our high standards are due to our carefully planned environment, enriched play-based curriculum, quality first teaching and the rigour of assessment.

Our curriculum is reviewed annually to ensure relevance and to ensure the voices of our pupils, parents, staff and governors are heard.

## **Planning**

The activities and experiences planned for our children enable them 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 take into account the individual needs, interests, and stage of development of each child in their care. 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.

A core text supports children's learning in both pre-school and Reception and is carefully chosen to support the children's ages and stages of development. Planning is sequential and our skills and knowledge progression maps provide a yearly overview ensuring all areas of learning are covered.

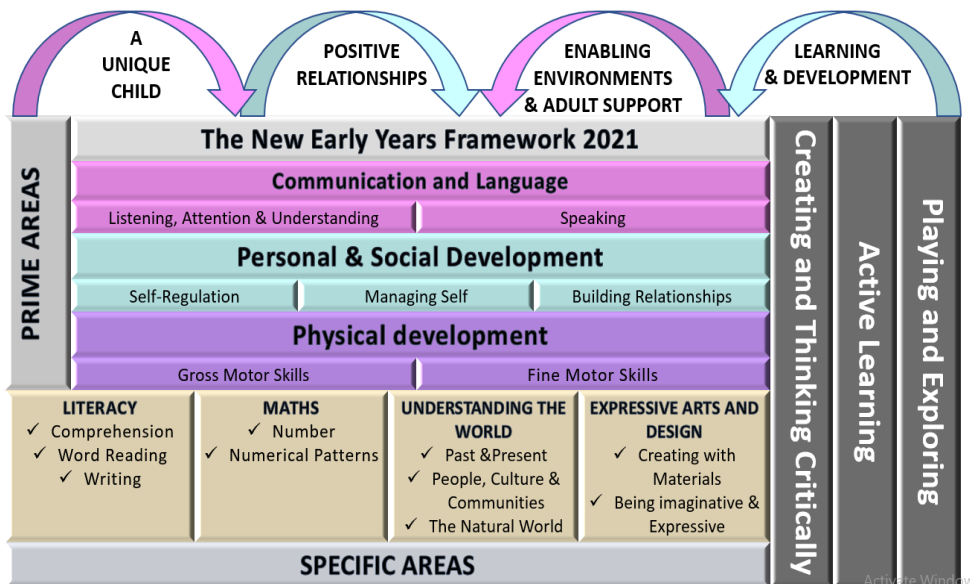
Medium term plans set the learning intentions for the half term and cover all areas of learning.

## **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 high quality 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.

Children experience a wide range of activities through weekly outdoor sessions (Forest Friday) and specialist physical development sessions which include balance bikeability and 'Big Moves'.



## Assessment

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

On entry to the pre-school, the children are baselined using the Development Matters as a tool to support.

At the end of pre-school each child's key worker, complete a transition report to share with parents and new teachers. This document will clearly indicate whether they are:

- Meeting expected levels of development ('on track')
- Not yet reaching expected levels ('emerging')

[Linked to Development Matters checkpoints]

In EYFS every child is assessed using a language screen for the NELI programme. The lowest 20% are then selected for an intense intervention to help develop early speech and language skills.

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 ('on track')
- 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 in an end of year report. The profile is moderated internally (referring to the Development Matters guidance) and in partnership with other local schools, to ensure consistent assessment judgements. The EYFS profile data is submitted to the local authority at the end of the Reception year.

## **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 checks 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 [pre-school] or Class Teacher [school] 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.

## **Supporting Every Child**

Through observing the children and planning for their next steps, we can ensure we meet the needs of all children. We quickly identify any children who need extra support and put support and interventions in place rapidly.

Our practice is inclusive we value the diversity of individuals within the school. All our children are treated equally regardless of race, religion or abilities. All children and their families are valued and celebrated within our school community.

We believe that all our children matter. We give them every opportunity to achieve their best. We do this by taking the time to get to know each child and their family well; we are then able to take account of each child's range of life experiences when planning for their learning.

We are committed to the inclusion of all children. All children have the right to be cared for and educated to achieve the best possible outcomes, to share opportunities and experiences and develop and learn alongside their peers. We provide a positive and welcoming environment where children are supported according to their individual needs.

We recognise that some children may have additional needs that may require particular help, intervention and support. These needs may be short-lived for a particular time in the child's life or may require longer-term support. At all times, we will work alongside each child's parents and any relevant professionals to share information, identify needs and help the child and their families to access the support they need. We are committed to providing a childcare place, wherever possible, for children who may have special educational needs and/or disabilities (SEND) according to their individual circumstances and the School's ability to make any reasonable adjustments in order to provide the necessary standard of care.

## **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 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 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

# St Cuthbert's Primary School



## Our Curriculum Goals

<p>To become a</p> <p><b>Confident Communicator</b></p> <p>who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings</p>	<p>To become an</p> <p><b>Independent Individual</b></p> <p>who can follow the rules and routines, set simple goals and persevere to achieve them, select resources, manage their own personal needs and know how to stay fit and healthy</p>	<p>To become a</p> <p><b>Fantastic Friend</b></p> <p>who can be kind, caring and helpful, show empathy and respect to others, work and play co-operatively whilst considering others' ideas and feelings</p>	<p>To become an</p> <p><b>Amazing Athlete</b></p> <p>who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment independently</p>
<p>To become a</p> <p><b>Talented Tool User</b></p> <p>who can hold a pencil effectively, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence</p>	<p>To become a</p> <p><b>Brilliant Bookworm</b></p> <p>who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using single sounds, digraphs and words they have learnt)</p>	<p>To become a</p> <p><b>Wonderful Writer</b></p> <p>who can write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt) that can be read by others</p>	<p>To become a</p> <p><b>Maths Master</b></p> <p>who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, compare quantities and recall number bonds to 5</p>
<p>To become an</p> <p><b>Exceptional Explorer</b></p> <p>who can show curiosity about the world around them, understand how to read and draw a simple map, understand some differences between times and places</p>	<p>To become a</p> <p><b>Compassionate Citizen</b></p> <p>who can help to look after their community and care for the environment, know some reasons why Leicester is special, have an awareness of other people's cultures and beliefs</p>	<p>To become a</p> <p><b>Proud Performer</b></p> <p>who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm</p>	<p>To become a</p> <p><b>Dynamic Designer</b></p> <p>who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it</p>