



SS Peter & Paul Catholic Primary School



Curriculum Policy on EYFS



Policy Written & Agreed:

Ratified by Full Governing Body:

To be reviewed:

September 2025

September 2026



SS Peter & Paul
Whole School Policy on EYFS

This Early Years Foundation Stage (EYFS) policy:-

- reflects the consensus of opinion of the whole staff;
- was discussed, written and agreed by the whole staff;
- has been approved by the Governing body.

The implementation and ownership of this policy is the responsibility of the whole staff.

The overall accountability and effectiveness of the policy will be the responsibility of the Head Teacher, EYFS Leader and Senior Leadership Team.



SS Peter & Paul Curriculum Statement of Intent – EYFS

We follow the statutory framework and guidance detailed in the EYFS using our extensive experience we observe, plan and teach children in early years.

We provide a broad and balanced Early Years curriculum based on first hand experiences and purposeful interaction whilst having a regard for the skills and attitudes the Key Stage One curriculum will demand. We aim to:

- make the child's first experience of school happy, positive and fun.
- foster a love of learning and we aim to instil the Characteristics of Effective Learning such as independence, resilience and confidence.
- promote emotional well-being.
- build positive relationships and work in partnership with families (recognising that parents are their child's first and foremost educator), carers and professionals to support every child to develop and learn.

All children within Foundation Stage participate within Religious Education activities. Reception children learn how to make the sign of the cross, learn simple prayers and take part in Mass and assemblies.

We follow the "Living and Growing as People of God" document to support planning and Religious Education. As a catholic school our values and virtues underpin our curriculum and we encourage the children to try their best in all they do.

Mission Statement

'We live and learn in the light of Christ.'

Introduction

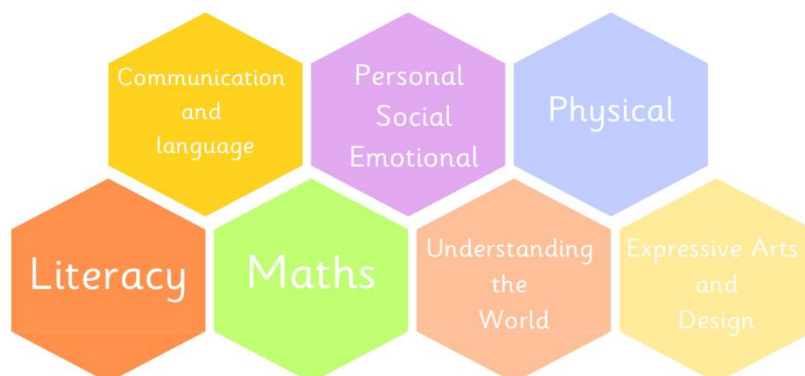
The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the academic year in which a child has their fifth birthday.

The EYFS is statutory and is detailed under the Statutory Framework for the Early Years Foundation Stage and the Practical Guidance for the Early Years Foundation Stage.

Areas of Learning

The EYFS is based upon four principles:

- **A Unique Child** - a child who is constantly learning and can be resilient, capable, confident, and self-assured.
- **Positive Relationships** - supporting the children in becoming strong and independent.
- **Enabling Environments** - with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- **Learning and Development** - An acknowledgement of the importance of learning and development and that children learn in different ways and at different rates.



The EYFS curriculum is based on an observation of children's needs, interests and stages of development. In partnership with parents, the school promotes the learning and development of pupils to ensure they are ready for the next stage of education.

There are seven areas of learning and development that must shape education programmes in EYFS settings. These are split into two sections – prime and specific; however, all the sections are interconnected and important.

Teaching in the EYFS:

- Has a carefully planned curriculum which aims for all children to achieve the Early Learning Goals by the end of the EYFS.
- Involves creating adult and child-initiated opportunities that will encourage children to explore, create, investigate, rehearse, practise, repeat and discover.
- Involves developing Characteristics of Effective Learning.
- Uses a multi-sensory, fun play-based approach.
- Shows awareness of the different ways and rates by which children develop and learn; that there are many factors affecting achievement including ability, emotional state, age and maturity, and how this informs teaching strategies.
- Has a high expectation of children's behaviour and attainment.
- Recognises the importance of emotional well-being.
- Allows all children access to learning both indoors and outdoors.

In the EYFS children are learning when they:

- Collaborate and learn from one another through shared experiences.
- Are supported to set their own challenges in their physical environment and in their learning.
- Access resources independently.
- Use their senses to explore and investigate.
- Develop persistence and positive attitudes to learning as detailed in the Characteristics of Effective Learning.

EYFS transition information

- Through a comprehensive induction programme from home to Nursery we ensure prior learning and development is valued and the transition into School is supported.
- We recognise the importance of forming strong links and identifying any additional needs/support that may be needed before children enter Reception.
- All children are invited to settle in sessions, story time sessions in conjunction with parents/guardians to allow for a smooth transition into Reception class.
- Where necessary additional settle sessions may be required and will be communicated clearly with parents before-hand.
- Communication from school to children's previous nursery is paramount. EYFS lead will communicate with previous nurseries and, where required, EYFS lead/Head of School/SENCo will visit nurseries with the support of nursery practitioners and parents. This is to allow for a smooth transition. If any needs are identified key information can be shared ready for a smooth start in September and to inform planning.
- "All about me" transition book to complete. This is then shared with the EYFS team to get to know more about each child individually.
- Parent and child information books to ensure both are comfortable with the setting.
- We also understand the importance of a quality transition from Reception to Year 1- we ensure that children are well prepared to move on up into Key Stage One through visits to their new classroom and story time sessions with their new teacher. Transition meetings between EYFS staff and Year 1 staff allow for a smooth transition and any support needed to be put into place early.
- Year One classroom to reflect upon the EYFS classroom for Autumn Term 1. To allow for an element of continuous provision to ensure for a smooth transition.
- We encourage cross-curricular links to ensure a seamless transition into Key Stage One by building on previous experiences and planning those for the future.

Inclusion

We value the diversity of individuals within the school and do not discriminate against children. All children at St Peter and St Paul are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school. We believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning. In the EYFS, we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of all children, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and taking action to provide support as necessary.

Children with special educational needs

Attendance and external factors may impact on a child's achievement, however, in some cases a child's progress may be a result of a special educational need. Through effective tracking and a clear communication system with the SENDCO, staff may then need to use the SEND toolkit to ensure the child can access the curriculum content. Regular monitoring in class, with support staff, SENDCO and parents allow for achievable targets to be set and reviewed. Birmingham Toolkits are used to monitor and assess children with identified needs or children who are requiring additional support within the classroom.

All children are baselined using our "WellComm" speech and language tool. This gives teachers a clear understanding of any early language difficulties. These findings will inform future planning and will allow targeted support sessions.

In communication with parents Speech and Language referrals may be made or any other referrals to outside agencies that may support the child will be discussed with parents/carers.

We ensure that we support children coming into our setting from Nursery or Pre-school with a support plan. Parent meetings are arranged in conjunction with pre-school staff to discuss plans and to create effective transition provision for each particular child.

Safety and Welfare

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. We provide children with choices to help them develop these important life skills. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

"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."

At SS Peter & Paul Catholic Primary School, we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for EYFS.

We understand that we are required to:

- promote the welfare of children including when eating;
- promote good health, preventing the spread of infection and taking appropriate action when children are ill;
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so
- ensure that the premises, furniture and equipment is safe and suitable for purpose;
- ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs;
- maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

Classroom environment

The classroom is organised in such a way that children can explore and learn in a safe environment. Children have access to an enclosed outdoor play area, and daily outdoor activities are planned, unless circumstances, such as the extreme weather, would make outdoor activity inappropriate and unsafe. It is the parent's responsibility to ensure that their child has appropriate clothing for all weather conditions as children will have access to both indoor and outdoor activities throughout the day.

Planning

At SS Peter & Paul Catholic Primary school we know that it is important to consider not only what a child learns but also how they learn. We place the Characteristics of Effective Learning at the heart of our planning.

- Playing and exploring – children investigate and experience things.
- Active learning – children concentrate, keep on trying if they encounter difficulties and enjoy their achievements.
- Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Planning within the EYFS follows the schools' Long Term Plan and is based around termly themes. These plans are used by the EYFS teachers as a guide for weekly planning; however, the teacher may alter these plans in response to the needs (achievements and interests) of the children. We ensure that children's interests and current trends are used as opportunities for in the moment learning to ensure all children are engaged in their learning. This will be indicated on weekly planning.

We make regular assessments which in turn informs further planning and grouping of children. Any children needing extra support will be highlighted and support can then be put into place. Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as appropriate. These observations are recorded in children's individual pages on Tapestry. They also contain information provided by parents and other settings.

Assessment

Each child's level of development is recorded against 17 assessment scales derived from the ELG's. Within the final term of the EYFS, we provide a written summary to parents, reporting their progress against the characteristics of effective learning, ELG's and R.E. Parents are given an opportunity to discuss these judgements with the EYFS teachers.

In EYFS a profile will be completed for each pupil at the end of their Reception year against the Early Learning Goals outlined in the "Statutory Framework for the Early Years Foundation Stage". The progression and development will be shared with Year One teachers to ensure next steps are planned.

Those children with specific SEND needs will also be monitored and assessed using the Birmingham Toolkits for Literacy and Mathematics. This allows for small steps of progress to be measured.

Reporting and Parents

At SS Peter & Paul School we believe communication with parents is essential and aim to involve our parents in their child's education as often as possible. We do this in the following ways:

- Transitional meetings and story time sessions.
- Parent workshops – set up to enable parents to see how children learn in EYFS and what they can do to support their child.
- Induction meetings.
- Home Visits.
- Children's targets and progress against these targets are shared with parents at parent consultation evenings.
- Shared observations via online platform e.g. Tapestry.
- Open door policy – any concerns will be shared directly either face to face or via telephone call. Parents have the opportunity to speak to the teacher after school or to arrange an appointment.

Monitoring and Review


This policy is reviewed annually by the EYFS Leader, Local Governing Body and the Head Teacher.

The subject leader will monitor teaching and learning, ensuring that the content of the EYFS curriculum is met.

A named member of the governing body is briefed to oversee the teaching in EYFS, and meets regularly with the EYFS leader to review progress.

Any changes made to this policy will be communicated to all members of staff.

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