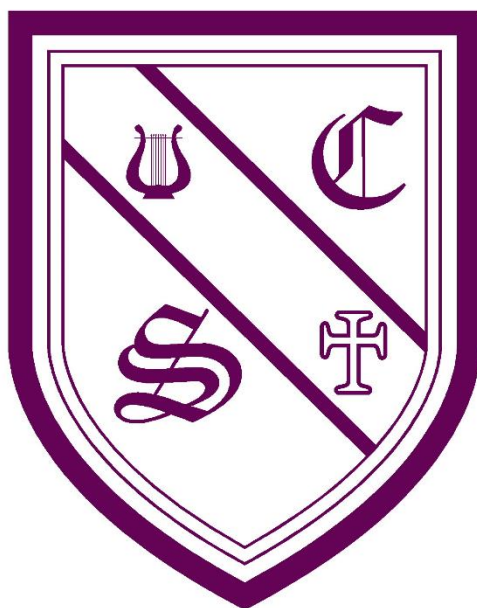




St Cecilia's Catholic Primary School

*"With Jesus as our guide and walking by our side,
we learn to love and love to learn"*

Early Years Foundation Stage Policy

Date of policy:	September 2026		Reviewed: September 2027
Signed by:			
G. Hurst	Headteacher	Date:	September 2026
J. Kilburn	Co-Chair of governors	Date:	September 2026
L. Fogarty	Co-Chair of governors	Date:	September 2026

Introduction:

St Cecilia's Catholic Primary School is a strong and distinctive community, where we value each other as part of the family. We show this through our planning, our teaching, our relationships and respect for each other as individual learners.

Learning potential is realised most when parents and teachers work in partnership. We believe in our children, and we want our children to believe in themselves.

The Statutory Framework for the Early Years Foundation Stage sets the standards for learning, development and care for children from birth to 5 years.

This policy aims to ensure:

- That children are safe and secure in our setting.
- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress throughout school life.
- Quality and consistency in teaching and learning so that every child makes good progress and no child is left behind.
- A close working partnership between staff and parents and/or carers.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

Our curriculum is designed to recognise children's prior learning, both from previous settings and their experiences from home.

We work in partnerships with parents, carers, and other settings to provide the best possible start at St Cecelia's Catholic Primary School, ensuring each individual reaches their full potential from their various starting points.

Our curriculum has been designed to enable children to succeed through cooperative and collaborative learning principles. As such, there is a strong emphasis on the Prime Areas of Learning; Personal, Social and Emotional Development, Communication and Language and Physical Development.

Our enabling environments and warm, skillful adult interactions support the children as they begin to link learning to their play and exploration right from the start. We believe that high level engagement ensures high level of attainment. We therefore provide an engaging curriculum that maximises opportunities for meaningful cross-curricular links and learning experiences, as well as promoting the unique child by offering extended periods of play and sustained thinking. We follow children's interests and ideas to foster a lifelong love of learning both in and outside of school.

By the end of Reception year, our intent is to ensure that all children make at least good progress from their starting points and are equipped to have a smooth transition into Year 1.

Each half term, EYFS staff introduce our language rich book selection to provide inspiration for learning, whilst providing flexibility for children to follow their own interests and ideas.

Children learn through a balance of child-initiated and adult-directed activities. The timetable is carefully structured so that children have directed teaching during the day. The timetable is fluid and changes throughout the year to take into

consideration the changing needs of the children. These sessions are often followed by small, focused group work. This means that the teacher can systematically check for understanding, identify and respond to misconceptions quickly and provide real-time verbal feedback which results in a strong impact on the acquisition of new learning.

Children are provided with plenty of time to engage in 'exploration' throughout the variety of experiences carefully planned to engage and challenge them in the provision. The curriculum is planned for the indoor and outdoor classrooms with equal importance being given to learning in both areas.

English/Literacy Reading is at the heart of our curriculum, and our aim is to encourage a love of reading right from the start. In EYFS we immerse children in a selection of books each half term. The aim is to expose children to a range of books that not only develop a love of reading, but have been chosen specifically to develop their oracy, vocabulary and comprehension. These books will be embedded in our provision through enhancements, activities and story sessions. Through this, children begin to internalise new vocabulary, language patterns and begin to retell stories.

Phonics

We follow the whole school approach to the teaching of Phonics and follow the Monster Phonics programme with our children from Nursery to the end of Reception.

Nursery children concentrate on developing speaking and listening skills and lay the foundations for the phonic work, which starts in the summer term prior to them starting Reception.

In Reception, children develop speaking and listening skills acquired in Nursery and begin the Monster Phonics programme at the very beginning of Reception. This is a fast-paced learning programme which is assessed half termly. Lessons take place daily.

Children are encouraged to read at home and are given weekly 'reading for pleasure' books to share with their family in Nursery and Reception. When Reception children are ready, they are given reading books that match their phonic knowledge in order for them to apply their learning with the aim of becoming successful, confident and fluent readers.

Mathematics

In Nursery, children develop a love of Maths through games, songs, rhymes and play using concrete manipulatives. There is a focus on the following counting principles; one to one correspondence, stable order and cardinal principle. Children's fine manipulative skills are a focus to develop 1:1 correspondence so children count each object only once.

High-quality learning environments and meaningful interactions with adults, support children in developing mathematical thinking and discussion in Reception. Pupils learn through games and tasks using concrete manipulatives and pictorial structures and representations which are then rehearsed, applied and recorded within their own child-led exploration. Children in Reception have daily teacher input to develop fluency, revisit key concepts and address misconceptions.

Wider Curriculum

Our wider curriculum is taught through the learning areas; Understanding the World and Expressive Arts and Design. EYFS staff have a good understanding of how Early Learning Goals (ELGs) feed into the National Curriculum and colleagues throughout the school are also aware of the key ELGs that link to each foundation subject and the progression of the subject they lead.

Exciting, purposeful and contextual activities are planned to build on children's natural curiosity. Building further on our vocabulary focus, children gain experience of subject specific language and terminology in foundation subjects, and such vocabulary will be modelled by supporting practitioners.

Learners who need more

Our inclusive approach means that all children learn together, but we have a range of additional intervention and support for children who may not be reaching their potential or are showing a greater depth of understanding and need further challenge. This includes, for example, sessions for speech and language, social skills, fine motor skills and Phonics.

Educational Visits/Fieldtrips

We endeavor to provide our children with learning opportunities outside of the school grounds. These are linked to the curriculum and give children access to valuable experiences.

Safeguarding Children

At St Cecelia's we always prioritise the safety of children. We believe that children learn best when they feel safe, secure and healthy, especially when they have positive relationships with those who care for them. All staff undertake yearly safeguarding training and follow our whole school safeguarding policy. When new staff join school, they are given an induction and asked to sign to show they understand the importance of safeguarding the children in our care.

Child Absences

Early Years staff work closely with attendance leads within school to ascertain why a child is absent from school. In line with whole school policy, parents are contacted on the child's first day absent to establish the reasons behind this. Attendance is monitored at regular meetings where patterns and trends are considered. The steps outlined in the attendance policy are then followed.

Intimate Care

Where there is a need for children to be changed all staff follow our Intimate Care Policy. This will include children who need to be changed frequently having a toilet management plan and a log being completed when a child is changed.

Food and Drink

Healthy snacks of fruit and milk are provided for children each day. Before children are admitted to our setting, meetings are held with parents to establish any dietary

requirements and food allergies. These conversations are then ongoing throughout the year. For those children who attend the setting for 30 hours they bring a healthy packed lunch, A member of EYFS staff, who has a valid pediatric first aid certificate, supervises these children when eating.

Transition

We aim for all our children to have a smooth transition into life as a St Ceceilia's pupil.

Prior to starting at St Ceceilia's Catholic Primary School, staff spend time speaking to parents and previous settings, staff in Nursery will do a home visit initially and then invite the children into setting for a visit prior to starting.

Reception parents are invited to come into school to meet their child's class teacher and gain information. Children are then invited to come to school for a visit prior to starting.

Baseline Assessment

During the first half term in Nursery or Reception, all staff use ongoing assessments, observations and conversations with the child to develop a baseline assessment. This identifies each child's individual starting points in all areas so we can plan experiences to ensure progress.

The Statutory Reception Baseline Assessment is administered during the first six weeks of Autumn Term or when a child is new to setting. This assessment focuses on 'Language, Communication and Literacy' and 'Mathematics'. The purpose of this is to show the progress children make from Reception until the end of KS2.

WELLCOMM - Speech and Language. WellComm is an evidence based oral language intervention for children who show weakness in their conceptual and oral skills and who are therefore at risk of experiencing difficulties with understanding and reading. Children who require intervention spend structured sessions with a trained WellComm practitioner.

Ongoing Assessment

Ongoing observations are used to inform weekly planning and identify children's next steps. This formative assessment does not involve prolonged periods of time away from the children and excessive paperwork. Practitioners draw on their knowledge of the child and their own expert professional judgements through discussions with other practitioners, photographs and physical examples such as a child's drawing/mark making.

Some observations are uploaded onto Tapestry and shared with parents and carers.

Phonics assessments are carried out every half term to quickly identify pupils that are not making expected progress. Our aim is for children to 'keep up' rather than 'catch up' where possible.

At the end of June, the EYFSP is completed where teachers judge if a child has met each of the ELG's. They will be assessed as either 'emerging' or 'expected'. Whilst there is no judgement to state if a child is exceeding beyond on ELG, teachers have a duty to provide a narrative for both parents and the Year 1 teacher. Impact is also evident through our successful transitions into Year 1.

EYFS staff have a good understanding of how ELG's link to the National Curriculum. Children leave the EYFS with the skills, knowledge and confidence to continue their journey as scientists, historians, artists and geographers.

Progression within in subject

Assessments are completed four times a year – Baseline, Autumn 2, Spring 2 and Summer 2. These are used to assess and monitor progress made from starting points. Class teachers update the progress children have made. Termly Pupil Progress meetings are held between class teachers and SLT to discuss progress and next steps for learning.

Curriculum Overview

The EYFS Curriculum is planned to ensure that the children gain experiences of quality text and key learning from Nursery to Reception. Learning focus is linked to language rich literature and teachers plan around these books whilst also taking into account children's own interests and experiences.

Monitoring and Review

Regular monitoring of teaching and learning by SLT and the EYFS leader ensure that staff develop good subject knowledge. The EYFS leader ensures staff receive CPD specific to Early Years to develop their practice. These are scheduled as part of whole school CPD programme.

Judgements are moderated in team meetings, within local EYFS network meetings and with the Year One team at the end of the Reception year.

Assessment analysis and provision audit inform priorities for development as part of the EYFS action plan and the wider School Development Plan.

Parental Partnership

Our aim is to work collaboratively with parents in partnership to ensure the best possible start and we operate an open-door policy. We welcome parents into school throughout the year for key meetings to support children at home.

We work in partnerships with outside agencies to provide opportunities for children and parents to work together and explore areas of the curriculum.

We use Tapestry to share valuable learning moments with parents each day and encourage parents to share children's wow moments with us to inform teaching and learning.