



Early Years Foundation Stage (EYFS) Policy

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Signature of Principal	
Date of Signing	

This policy is available at <http://www.stpatricksbristol.org.uk>

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Mission Statement

“God knows me and calls me by my name” - Cardinal John Henry Newman

St Patrick’s School aims to create a Catholic Christian environment, which is inspired by the life and teachings of Jesus. Following His example, we have built our school community up on the Gospel values of love, equality and inclusion.

At our school, we recognise that God has a unique plan for us all and so celebrate the individual. We know that each member of our school community brings their own special gifts and talents.

We wish to provide all members of our school family with a chance to experience and respect Catholic values and put them into practice at home, in the parish and in the wider community. We also try to respect, understand and value those of other faiths and none and appreciate the diversity that is provided for our school community.

Commitment to equality:

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.

Aim of the Early Years Foundation Stage at St Patrick’s

Our aim is to provide a secure and caring learning environment in which all children are motivated to learn. We aim to promote the developing skills, concepts, confidence, resilience and independence each child, enabling them to achieve their full potential by:

- recognising that all children are **unique** and special.
- encouraging children’s independence, resilience and decision-making through **positive relationships**, ensuring that children feel happy and know that they are valued by the practitioners looking after them.
- providing **enabling environments** where practitioners respond to children’s individual needs and establish strong partnerships with parents and/or carers
- understanding that children **learn and develop** in individual ways and at different rates - physically, cognitively, linguistically, socially and emotionally.
- fostering and nurturing children’s self-confidence and self-esteem through their developing awareness of their own identity and role within the school family.
- teaching children to express and communicate their needs and feelings in appropriate ways and supporting them to develop self-regulation strategies.

- developing children’s understanding of social skills and the school values and expected behaviour.
- supporting children to develop care, respect and appreciation for others, including those with beliefs, cultures and opinions differ to their own.
- understanding the importance of play in children’s learning and development.
- providing learning experiences in play which reflect children’s personal interests and areas of curiosity in order to encourage and develop their natural desire, interest, excitement and motivation to learn.
- providing access to a broad and balanced curriculum which builds on children’s existing knowledge and understanding.
- providing safe and challenging learning environments, both inside and outside, where children can develop the skills and knowledge needed to become successful, confident and independent learners
- supporting children to have a successful transition to Key Stage 1, through effective partnership with Key Stage 1 teachers, and through the use of effective data tracking and planning.

Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS).

https://assets.publishing.service.gov.uk/media/670fa42a30536cb92748328f/EYFS_statutory_framework_for_group_and_school_based_providers.pdf

Curriculum

Our EYFS curriculum is delivered in accordance with the statutory document ‘Early Years Foundation Stage’. This document brings together children’s welfare, learning and development requirements through four themes: ‘A Unique Child,’ ‘Positive Relationships,’ ‘Enabling Environments’ and ‘Learning and Development.’

The curriculum is centred on the 3 prime areas of learning:

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

Children are also supported through the four specific areas, through which the three prime areas are strengthened and applied.

The specific areas are:

- Literacy

- Mathematics
- Understanding the World
- Expressive Arts and Design

These areas of learning and development address all areas of children’s development. No one aspect of development stands in isolation from the others as all areas of learning and development are all closely interlinked. This ensures the delivery of a holistic, child-centred curriculum which allows children to make links between what they are learning.

We aim to plan a broad and balanced range of activities based on the needs of the children in our setting. We use the non-statutory guidance Development Matters in the Early Years Foundation Stage to support our planning. 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 a challenging and enjoyable curriculum. 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. Planning is adapted and altered to reflect the children’s needs and interests as identified through observations and monitoring.

We support children to explore *how* they learn using the three characteristics of effective teaching and learning. These are:

- playing and exploring - children investigate and experience things, and ‘have a go;’
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- creating and thinking critically - children have and develop their own ideas, make links between ideas and develop strategies for doing things.

Religious Education

At St Patrick’s we follow the Religious Education Directory Curriculum for RE. The children learn about the life of Jesus throughout the year through what are called *Curriculum Branches*.

These are:

1. Creation & Covenant
2. Prophecy & Promise
3. Galilee to Jerusalem
4. Desert to Garden
5. To the Ends of the Earth
6. Dialogue & Encounter

Children from EYFS participate in class, key stage and whole school Celebration of the Word and attend school Masses.

Safeguarding and Welfare

We recognise that 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 safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence. We make sure that the appropriate statutory staff: child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

At St Patrick's Catholic Primary School we understand that we are legally required to comply with the welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage. We understand that we are required to:

- Promote the welfare of all children;
- Promote good health, including oral 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 (see our Behaviour Policy);
- Ensure all adults who look after the children or who have 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.

Working with parents and carers

We recognise that parents/carers are children's first educators and we highly value the contribution that they make. We recognise that children learn and develop well when there is a strong partnership between practitioners and parents/carers. We welcome and value parent/carer contributions and aim to promote effective home/school links. All staff aim to be approachable and welcoming, developing good lines of communication, and reflecting on practice with parents and carers. We recognise the role that parents/carers have played, and their future role, in educating their children. We do this through:

- Meeting parents and carers to give information about starting school and offer an opportunity for parents/carers to ask questions
- Offering parents/carers regular opportunities to talk about their child's progress and development.
- Sharing information via curriculum maps and newsletters.
- Encouraging parents/carers to talk to their child's teachers about any concerns they may have as soon as they arise.

- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents/carers.

Parents and carers are kept up to date with their child's progress and development. The EYFS profile helps to provide parents and carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs.

Enabling Environments

We recognise that the learning environment plays a key role in supporting and extending children's development. We aim to create and develop a DEEP (Developmentally Enriching, Engaging, and Purposeful)) indoor and outdoor learning environment which provides which enables children to learn through experimentation, exploration and planning.

Assessment

At St Patrick's Catholic Primary School ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning and form a basis for parent consultations twice a year and an end of year report. During assessments practitioners also take into account observations shared by parents and carers.

The monitoring of each child's progress throughout the Foundation Stage is essential to ensure that children are making good progress and that issues in any areas of learning, whatever the cause, are identified.

Within the first 6 weeks that a child starts Reception, staff will administer the Reception Baseline Assessment (RBA).

Ongoing assessment is added to our internal system Insight.

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 ('expected')
- Not yet reaching expected levels ('emerging')

The EYFS Profile is shared with parents and forms part of a child's end of year report.

The profile is moderated internally (referring to the Statutory Framework for the EYFS and the non-statutory Development Matters guidance) and in partnership with other local schools, to ensure accurate and consistent judgements. EYFS profile data is submitted to the local authority.

On transfer to Key Stage 1 the Foundation Stage Profile will be passed on to the Year 1 teacher and the Reception teacher will liaise closely with the Year 1 teacher in order to give a clear picture of where each child is in their learning and development.

Transitions

At St Patrick's Catholic Primary School, we understand the importance of the transition process. Therefore we adapt our practices to support pupils settling into their new learning environment depending on each individual child's needs.

We work closely with the local nurseries and pre-schools to ensure that we have detailed information about the children prior to them starting school. Transition into Reception begins during the summer term and regular exchanges between parents and school take place. The school will inform parents of any open evenings and induction sessions that are available during this term. Before starting in Reception each family will receive an information pack containing relevant information that parents will need to know before their child starts school which will include important dates.

When children start school in September there will be a specific transition timetable to ensure that children have time to get to know the teachers, school and routine gradually through settling in sessions before they start at school full time.

As children reach the end of the Reception year, children visit their new Year 1 teachers and take part in some transition activities. Reception teachers pass on their knowledge of each child's development, progress and achievement towards the early learning goals to ensure that all teachers have good knowledge of children and this supports a smooth transition into Year 1.

Monitoring arrangements

This policy will be reviewed by the EYFS team in September 2026.