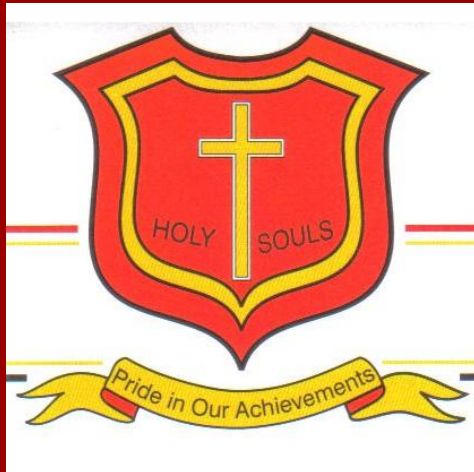


HOLY SOULS RC PRIMARY SCHOOL

Pride in our achievements



Vision Statement

Holy Souls School is a Catholic School where we share our life in Christ in the growing knowledge that Jesus loves us. Our school is a place where everyone is able to feel welcomed, valued, secure, loved and happy. Everyone who comes into our school will be treated with respect. We remember that Jesus said, 'Treat others as you would like them to treat you'

Early Years Foundation Stage Policy

Date Agreed by Governors: 10th July 2025

Governor Review Date: Summer 2028



Introduction

This document is a statement of the aims, principles and strategies for the teaching and learning of the Early Years Foundation Stage (EYFS) Curriculum at Holy Souls Primary School.

Mission Statement

"To love one another as I have loved you" is at the heart of our Mission Statement. Holy Souls School is a place where we share our life in Christ, in the growing knowledge that Jesus loves us. Our school is a place where everyone is able to feel welcomed, valued, secure, loved and happy. The love of God and the love of each other is at the heart of our school and every child is seen a special and valued individual.

Legislation

This policy is based on requirements set out in the 2024 statutory framework for the Early Years Foundation Stage. (EYFS)

Intent

At Holy Souls Catholic Primary School, we aim to provide the highest quality care and education for all our children in Early Years by giving them the best possible start to school and by building strong foundations for their future learning. We want to foster our children's curiosity about the world and embed a positive attitude towards school and learning as they develop physically, verbally, cognitively and emotionally. In EYFS we recognise that children are at the beginning of their educational journey and believe that the child's first school experiences should be both happy and positive. We aim to provide them with a safe and stimulating environment in which they can learn and develop in a variety of ways. We acknowledge that each child is unique and are therefore passionate about how we provide each of them with the best opportunities to achieve their full potential.

We intend to:

- work with parents, carers and the wider school community to enable positive, independent, happy learners who enjoy school and achieve their full potential
- provide opportunities based on children's interests to support learning, consolidate and deepen knowledge.
- provide a learning environment that reflects and supports the education of the children.
- ensure children make good progress from their starting points.
- support a smooth transition to KS1.

Implementation

Our Early Years Foundation Stage Unit comprises of a Pre-School and Reception Class. We work as a Foundation Stage unit and share our indoor and outdoor space. The learning environment can be divided for discrete teaching sessions.

We follow the Early Years Statutory Framework throughout our EYFS at Holy Souls. We use the framework as the basis for the learning and development required in our EYFS by providing prime and specific areas of learning. Our teaching of these areas is both practical and inclusive. The EYFS team support and challenge the children in class sessions, small groups and by working with individuals. Children in both Pre-School and Reception classes follow the EYFS guidance, which has seven main areas of learning. These seven areas, which are split into Prime areas and Specific areas, are used to provide the opportunities for the children to acquire new skills, knowledge and understanding.

The Prime Areas:

Personal, Social and Emotional Development
Communication and Language
Physical Development

The Specific Areas:

Literacy
Mathematics
Understanding the World
Expressive Arts and Design

We follow a topic based curriculum which is broad and balanced to meet the needs of our children to ensure they all make good progress. Within a typical week there is a combination of teacher taught sessions as well as a wealth of stimulating continuous provision opportunities where adults scaffold learning through skilful interactions and questioning. In addition to providing opportunities to learn within the seven main areas the children also participate in an RE focused lessons. Our children also take part in developing their phonic knowledge by working with an adult in small groups daily. These sessions are delivered by experienced members of the EYFS team to ensure high expectations are maintained. Children are regularly assessed and challenged to make sure they make good progress in this area. If a child's progress in any prime area gives cause for concern, staff will discuss this with the child's parents/carers and agree how to support the child. This may also include a discussion with the SENDCo in order to access specialist support from other agencies.

Our joint learning environment of Pre-School and Reception helps promote the children's independence and allow children to access the curriculum confidently. Children can access a range of stimulating and quality play-based experiences independently through the continuous provision both indoors and outdoors. This encourages them to notice, question and develop a sense of awe and wonder.

Knowledge and skills are essential in the use of continuous provision and provide an insight into the development of the child. Children use and demonstrate taught skills daily through these means independently and are closely observed by practitioners. Through the means of continuous provision children can work on their own, collaboratively or with practitioners as they develop vital life skills such as independence, innovation, creativity, enquiry, analysis and problem solving.

We promote effective interactions between staff and children through regular home/school communication through Tapestry and Instagram, to ensure that our curriculum planning and provision is flexible and continuously adapted to meet the needs of all learners. This enables us to have a secure understanding of the children's needs and interests as they continue to develop and grow. We carry out daily assessments of the children's understanding to plan opportunities which extend or consolidate learning the following day. Through our regular team discussions we identify areas of development and adaptations are made to the learning environment and activities to ensure that children make good progress and all their individual needs of children are met.

Observations and Assessment

Within our EYFS, children are assessed continuously through accurate and specific observations and questioning. Through regular assessment and discussion we organise and implement interventions for groups or individuals if and when necessary. These provide us with information for immediate and future planning, not only for our individual classes, but also for individual children's next steps in their learning. Our focused observations enable EYFS practitioners to ensure learning is embedded and consistent and that all children continue to make outstanding progress within our EYFS setting. Observations are collated primarily by the child's key worker and are shared and recorded online using Tapestry and photographs. Our observations celebrate children's achievements, learning, assess and track progress, include experiences from home. We also ask the parents to regularly keep us up to date with activities and successes at home through Tapestry. Regular parent meetings sharing of videos and photographs ensure that parents are kept up to date with their children's development and progress. We find that this level of communication is very helpful in not only maintaining and strengthening relationships between the school and home, but also provides the basis of continual dialogue with parents so they can continue to support their children's learning outside of school.

Each term, each child's level of development will be assessed against the early learning goals and development matters and recorded on iTrack Primary. At the end of the year, the EYFS profile will be completed for each child. We will assess children against the 17 early learning goals and will indicate whether a child has met the expected levels of development, exceeded expected levels or not yet reached expected levels. This information will be shared with parents and the Year 1 Teacher at the end of the year to ensure a smooth transition for children. The EYFS Profile results will also be reported to the local authority in the Summer Term

To support our wider curriculum, we provide regular opportunities for parents and carers to come into school and work with their child, share their work and celebrate successes. We keep parents informed and we meet regularly with them to ensure children's transition through the EYFS is happy and allows them to reach their potential with the support needed. This includes home visits, parent workshops, Forest school events, teddy bears picnics and reports

Planning Learning and Development

There are three characteristics of effective teaching and learning:

- **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.
- **Creating and thinking critically**- children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

The planning objectives within the Foundation Stage are from the EYFS supporting document Development Matters (2020) and the Lancashire planning tool. The planning is based upon the themes with discrete RE, phonics, maths and literacy directed teaching. Our medium-term planning identifies the intended learning for children working towards the Early Learning Goals.

Pupils with Special Educational Needs and Disability (SEND)

Throughout the early years we follow the SEND policy and if a child's progress in any prime area gives cause for concern, we discuss this with the child's parents/carers and agree how to support the child. We consider whether the child has a special educational need or disability which requires specialist support. We liaise with the school SENDCo to help the family access relevant services from other agencies as appropriate.

We encourage effective relationships with parents and carers so that we can work effectively together to help each child.

Equal opportunities

We are committed in our Mission Statement to develop the talents of every child, and ensure that we plan to meet the needs of all children. 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 contributions of all children are valued;
- Assigning a key person (Class Teacher/Teaching Assistant) to each child who makes links with children's home experiences through parents/carers;
- Using resources which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities for children whatever their age and stage of development
- Monitoring children's progress and taking action to provide support as necessary.

Safeguarding and welfare

All staff are trained to understand the safeguarding policy and procedures. They have up to date knowledge of safeguarding issues. Staff are trained to identify signs of possible abuse and neglect, and to respond in a timely and appropriate way. They are trained to watch for the following possible signs:

- Significant changes in children's behaviour.
- Deterioration in children's general well-being.
- Unexplained bruising, marks or signs of possible abuse or neglect.
- Children's comments which give cause for concern.
- Any reasons to suspect neglect or abuse outside the setting, for example in the child's home.
- Inappropriate behaviour displayed by other members of staff or anyone working with the children.

Induction Programme

Prior to the children starting school, the Reception Class teachers will visit the parents and children in their home . This is an opportunity for parents to share information about their child. During this visit, the teacher will also provide parents with some activities to enable children to have a smooth transition to school.

An evening meeting is held to which all parents are invited, where they will have the opportunity to meet the Headteacher, the Chair of Governors, Class Teacher and other members of staff whom the children will come into contact with. At this meeting the official school brochure is available.

All children will spend half a day in school during the latter end of the summer term prior to admission. These visits take place in small groups.

During the first week of admission, all children attend a morning or afternoon session for the first week, then all children will be in together from the second week.

During the first term, the parents are invited to a 'Phonics' meeting where they can see how phonics is taught at Holy Souls.

Reporting to Parents

A Parents' Evening is held during the first and second term of the Reception Year. Targets will be explained and disseminated.

Parents are invited to other events where they can celebrate their child's journey through EYFS e.g. The Christmas Nativity.

An annual written report is given to parents during the final term of the year.

Parents are invited to an end of year celebration assembly which provides examples of some of the lovely activities that the children have completed during the year.

Parents can follow their child's journey on tapestry

Health and Safety

Safety and security are very important.

Risk assessments are completed for the indoor and outdoor environment and for any activities requiring risk assessments.

The Reception Class Teacher holds a paediatric first aid certificate.

No child will be released to an unknown adult at the end of a school day.

It is essential that all equipment purchased is suitable for the age range and complies with safety standards.

It is also essential that classroom practices include sound safety issues both in terms of storage and handling equipment and of movement around the room and building, including the safe use of the outdoor play equipment.

Jane McCormack

Early Years Foundation Stage Leader

May 2025