



Early Years Foundation Stage (EYFS) Policy

Responsible for policy:
Policy Status:
Chair of Directors

CC3 Quality, Performance and Standards
Statutory
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Definitions

In this **Early Years Foundation Stage (EYFS) Policy**, unless the context otherwise requires, the following expressions shall have the following meanings:

- i **'The Romero Catholic Academy'** means the Company named at the beginning of this **Early Years Foundation Stage (EYFS) Policy** includes all sites upon which the Company is undertaking, from time to time, being carried out. The Romero Catholic Academy includes; **Corpus Christi, Good Shepherd, Sacred Heart, Blue Sky, SS Peter and Paul, St Gregory, St John Fisher, St Patrick, Cardinal Wiseman, Shared Services Team.**
- ii **'Romero Catholic Academy'** means the Company responsible for the management of the Academy and, for all purposes, means the employer of staff at the Company.
- iii **'Board'** means the board of Directors of the Romero Catholic Academy.
- iv **'Chair'** means the Chair of the Board or the Chair of the Local Academy Committee of the Academy appointed from time to time, as appropriate.
- v **'Clerk'** means the Clerk to the Board or the Clerk to the Local Academy Committee of the Academy appointed from time to time, as appropriate.
- vi **'Chief Executive Officer or CEO'** means the person responsible for performance of all Academies and Staff within the Multi Academy Company and is accountable to the Board of Directors.
- i **'Diocesan Schools Commission'** means the education service provided by the diocese, which may also be known, or referred to, as the Birmingham Diocesan Education Service.
- ii **'Local Academy Committee'** means the governing body of the School.
- iii **'Academy Committee Representatives'** means the governors appointed and elected to the Local Academy Committee of the School, from time to time.
- iv **'Principal'** means the substantive Principal, who is the person with overall responsibility for the day to day management of the school.
- v **'School'** means the school or college within The Romero Catholic Academy and includes all sites upon which the school undertaking is, from time to time, being carried out.
- vi **'Shared Services Team'** means the staff who work in the central team across the Company (e.g. HR/ Finance)
- vii **'Vice-Chair'** means the Vice-Chair of the Governing Body elected from time to time.
- viii **'Early Years'** The early years foundation stage (EYFS) sets standards for the learning, development and care of your child from birth to 5 years old. All schools and Ofsted-registered early years providers must follow the EYFS , including childminders, preschools, nurseries and school reception classes.
- ix **'Areas of Learning'** Areas of learning are how children are mostly be taught through games and play. The areas of learning are:
 - communication and language
 - physical development
 - personal, social and emotional development
 - literacy
 - mathematics
 - understanding the world

1. The Early Years Framework

The Romero Catholic Academy, recognises that the Early Years Foundation Stage Framework (EYFS) sets the standards that all early year's providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

We are guided by the four guiding principles that should shape practice in early years settings. These are:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through positive relationships
- children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- children develop and learn in different ways and at different rates.

The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities. We observe the Special Education Needs Code of Practice and have an appointed staff member who acts as SENCO in all our schools.

In the Romero Catholic Academy, we have seven Reception classes and six Nursery classes. The only school without a Nursery currently, is SS Peter and Paul although our vision is to have one on this site too.

2. Our Vision

Our Vision within the Romero Catholic Academy is that we believe that young children are unique and created in the image and likeness of God. Our young children are at the heart of everything we do, and learning is led by children's individual interests to promote excitement, awe and wonder. We believe that they have the right to reach their God given potential in a safe, stimulating, and happy environment. We aim to achieve this by fostering their love of learning and curiosity, with the firm belief that the indoor and outdoor environment are equally important to our children's holistic development.

Children will be celebrated for their uniqueness and nurtured to become confident independent learners and thinkers. Children will be actively engaged in challenging and open-ended learning to promote critical thinking, problem solving and resilience.

Adults will be promoting the learning of children through, interactions, play, high level questioning, observations and specific teaching of skills. Adults will foster warm and caring relationships and support children to develop positive behaviour and attitudes to learning. Adults will create a language rich environment to support children's communication skills.

Our outdoor environments are bigger, louder and messier! Through our Early Years Outdoor principles, we plan experiences and opportunities to develop the knowledge, skills and understanding for children that mirror the well-planned provision from inside the classroom. Children will connect with their natural environments by following their own curiosities and natural desires alongside carefully planned provision.

Inside children access a welcoming and stimulating environment that supports learning through play in all areas of EYFS, as well acquiring the mastery of basic skills in reading, writing and maths. There is a balance of child-initiated and adult-led learning arising from the individual needs, providing support and challenge.

3. Legislation and Statutory Requirements

It is the responsibility of all staff Early Years staff and Senior Leadership in Primary schools to read this policy.

This policy is written in response to government legislation namely, the Statutory Framework for Early Years Foundation Stage – last updated March 2017. The learning and development requirements are given legal force by an Order³ made under section 39(1)(a) of the Childcare Act 2006. The safeguarding and welfare requirements are given legal force by Regulations⁴ made under section 39(1)(b) of the Childcare Act 2006.

We recognise that some children are disabled under the definition of the Equality Act 2010 and that we must comply with duties under this Act.

We understand that some children have Special Educational Needs & Disabilities and may have an Educational Health Care Plan which brings higher health and social care needs as well as SEND provision. For these children, this policy should be read in conjunction with the SEND Code of Practice and compliance with this Code ensures compliance with the 2015 statutory guidance for supporting children with medical conditions.

4. Safeguarding & Welfare Requirements

Within the Romero Catholic Academy, the safety and welfare of our children is paramount. All staff are recruited in accordance with Safer Recruitment procedures. In addition, each of our schools has a range of policies in place to promote the Safeguarding and welfare of our children. Please refer to our website for details of our Safeguarding & Child Protection Policy (reviewed annually) and other policies. All staff receive annual training to ensure they fully understand the safeguarding policy and procedures and to ensure they have up to date knowledge of safeguarding issues. Our policies make it clear to staff about the expectations placed upon them. Staff must also comply with TRCA Code of Conduct and the school Safeguarding Policy. All staff and volunteers working within our schools must have a suitable Enhanced DBS check.

In addition, the schools ensure, relevant staff i.e. those working in childcare, or in a management role because they are: working with Reception age children at any time; or working with children older than reception until age eight, outside school hours have appropriate checks carried out to ensure that the individuals are not disqualified under the Childcare (Disqualification) Regulations 2009”.

Supervision for early years

The Early Years’ Foundation Stage places an increased emphasis on welfare and safeguarding standards, stipulating that regular staff supervision is now a statutory requirement. Clare Tickell’s (June 2011) independent report of the review of the EYFS highlighted the role of supervision in improving practice and maintaining effective early years provision. Her recommendation for the implementation of sector-wide supervision, underlined the need for support, performance management and continuous professional development, and this is specified within the revised EYFS.

We have a TRCA Supervision policy that details the arrangements for all schools in The Romero Catholic Academy.

Administration of Medicines and children with Medical Needs:

The Romero Catholic Academy has a policy, and procedures in place, for administering medicines and for children with medical needs– please refer to our website to view this policy. It includes procedures for obtaining information about a child’s needs for medicines, and for keeping this information up to date. Training is provided for staff where the administration of medicine requires medical or technical knowledge. Prescription medicines must not be administered unless they have been prescribed for a child by a doctor, dentist, nurse or pharmacist (medicines containing aspirin should only be given if prescribed by a doctor). All medicines must only be administered to a child where written

permission for that medicine has been obtained from the child's parent and/or carer. The school keeps a written record each time a medicine is administered to a child and informs the child's parents and/or carers on the same day, or as soon as reasonably practicable. The school follows the guidelines provided by Public Health England for infectious diseases.

Food and drink:

Where children are provided with meals, snacks and drinks, they must be healthy, balanced and nutritious. Before a child is admitted to the setting the school will obtain information about any special dietary requirements, preferences, and food allergies that the child has, and any special health requirements. Fresh drinking water will always be available and accessible. The school will record and act on information from parents and carers about a child's dietary needs, including religious preferences and food allergies.

Accident or injury:

All schools ensure there is always a first aid box accessible with appropriate content for use with children. All schools keep a written record of accidents or injuries and first aid treatment. The school will inform parents and/or carers of any accident or injury sustained by the child on the same day as, or as soon as reasonably practicable after, and of any first aid treatment given.

Managing Behaviour:

The Romero Catholic Academy complies with its own Behaviour and Positive Handling Policy and Anti-Bullying Policy. Please refer to our website for details www.romeromac.com/policies-procedures

Collection of Children:

A member of staff will always be present on the door when children arrive and leave school. An attendance register is kept daily of all children in school. Children must be handed over individually to an adult and dismissed individually by handover to a named person.

At the end of each day, each child must be collected from school by the nominated adult as detailed on the child's admission form or data sheet. If for any reason, the nominated person or contact is unable to collect the child, the class teacher must be informed of the details of the person collecting the child and their relationship to them. They must provide the full name of the person collecting the child.

If a child is not collected at the end of the day staff will contact the emergency numbers provided by the parent/carer, of which there should be three. The child will be supervised by at least two members of staff. If the child is still not collected the Principal or DSL (Designated Safeguard Lead) will be informed and Social Services will be contacted if there has been no contact by the child's parent or carer by the time the school office closes.

5. Planning and Organising the Curriculum

The curriculum for the Early Years, the Early Years Foundations Stage framework, forms the first stage of our Whole School Curriculum. It applies to children in the Nursery and Reception Class. This is intrinsically linked to the planned journey of faith which is detailed further in Section 6.

There are seven areas of learning and development that provide a framework for planning, teaching, and assessing in the early years' settings. All areas of learning and development are inter-connected. The three prime areas are:

- **Communication and Language** – children will be given lots of opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; to speak and listen in a range of situations.
- **Physical Development** – children will be provided with opportunities to be active and interactive; to develop their co-ordination, control and movement using both gross and fine motor skills. Children will be taught the importance of physical activity and to make healthy choices in relation to food.
- **Personal, Social and Emotional Development** – help children develop a positive sense of themselves and others; forming positive relationships and develop respect for others; develop social skills and learn how to manage their feelings; understand appropriate behaviour in groups; and have confidence in their own abilities.

There are also four specific areas, through which the three prime areas are strengthened and applied:

- **Literacy** – children will be taught to listen to sounds, continue rhythm and rhyme, orally segment and blend sounds in words, link sounds and letters and to begin to read and write. Children will be given access to a wide range of reading materials to ignite their interest.
- **Mathematics** – children will be provided with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces and measures.
- **Understanding the World** – Children will make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive Arts and Design** – Children will explore and play with a range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

The curriculum is planned through a series of Literacy drivers (books) and/or through themes that reflect and respond to the children's interests, offering experiences in all areas of the curriculum and which carry equal importance to provide a broad and balanced curriculum with opportunities for play and child-initiated activities.

The Early Years Foundation Stage curriculum is the overarching framework that informs all other stages of planning. The long-term plan shows the range of experiences and learning opportunities that are available for the early years

Outdoor Provision- Outdoor learning is a fundamental part of the play and learning provision for EYFS. Children will have daily access to the outdoor environment for both continuous provision and focussed activities. Planning recognises that the outdoor classroom is an extension of the indoor area but also an area to provide different opportunities on a larger scale.

The outdoor learning environment should be set up daily as a stimulating and inviting space, which supports both the faith and learning of children across both the Prime and Specific areas. Our outdoor provision will include areas such as sand, water, digging, number, music, writing, art, small physical, large physical and climbing and balancing, prayer and reflection.

Parents as partners in the journey of learning

Parents are children's first and most enduring educators. Therefore, we see parents as important partners in children's learning and their welfare. Hence, we value parent's opinions and the information they give us and involve them wherever possible. When parents and practitioners work together the results have a positive impact on their child's development and learning. Some examples of partnership co-operation include;

- Offering home activities for parents and children to work together i.e. faith activities, reading, number work.
- Children are given reading books each week; parents are encouraged to read with their children at home.
- Parents are encouraged to join in educational visits.
- Newsletters are circulated to parents on a regular basis and can be accessed on the school website.
- Parents are invited to the class Masses, Assemblies and Celebration Meetings relevant to the school

6. Journey of Faith

As a Catholic school, we God is the giver of all life, human and divine. We ask God to bless the parents of children and in Baptism we recognise the parents are the **first teachers of their children in the ways of faith**. We pray that are the best of teachers, bearing witness to the faith by what they say and do, in Jesus Christ our Lord. To enable parents to do this more fully in the journey of faith in a school, we work in partnership with the Church to support the child at the centre.

Religious Education in our schools is an integral part of our ethos, aims and relationships, as Christian values permeate all aspects of the curriculum and all relationships. Religious Education lessons in all classes are a minimum of 10% of the class timetable, in addition to daily prayer, the celebration of Mass and weekly assemblies.

Our primary aim for Religious Education lessons is to help our children to become religious and literate in their faith. There are numerous cross-curricular activities in our indoor and outdoor provision, that deepen the children's understanding that stem from Religious Education lessons. Thus our children have a diversity of experience that support their development and understating of their Catholic faith.

Our aims are to

- guide our pupils to grow in knowledge, understanding and love of God through:
- nurture pupils' faith when it is present and to facilitate its emergence when it is not
- prepare and involve pupils in journey to sacramental celebrations.
- provide a relevant curriculum and ensuring that at least good standards in teaching and learning are evident.
- encourage pupils to be a part of the parish community and the Parish Priest to be a regular visitor to the Early Years setting
- supporting / teaching pupils how to pray
- to know the mission and patronage of the school
- promote an awareness of other cultures and religions, developing respect and consideration for others so that all pupils are prepared to live in a multi cultural society.

We used detailed medium and short term plans for Religious Education are based on the Archdiocese of Birmingham curriculum strategy for Religious Education 'Learning and Growing as the People of God'. This shows clear coverage of the four areas of study, namely Revelation, Church, Celebration, Life in Christ, from the Curriculum Directory for Catholic schools ensuring continuity and progression.

It provides us with framework to ensure that pupils' understanding of the Catholic faith and traditions grow commensurately with other subjects. The Religious Education long term overview and medium term planning for each year group, is collaboratively planned within each planning phase. The short term weekly plans are written by each class teacher. A range of resources are available to support the delivery of Religious Education in the classroom. All

learning outcomes for our children stem from the four areas of study: Revelation, Church, Celebration and Life in Christ as detailed in the Curriculum Directory for Catholic schools. Within each term's planning opportunities are provided to develop specific skills and attitudes, and children are actively encouraged to investigate the faith with the same enthusiasm and rigour as other subjects. In the first three weeks of the children entering Nursery & Reception, they will be assessed on their Religious knowledge. The children will be shown some Religious Artefacts like a Bible and a statue of Mary and asked some questions. As a school, we also focus on a set of values and virtues as part of the Catholic Schools' Pupil Profile. Each half term, a set of values are given a focus, for example Compassionate and Loving, and the children explore how they can apply these to their own lives

7. Classroom Organisation and Resources

The Romero Catholic Academy ensures that their premises, including overall floor space and outdoor spaces, are fit for purpose and suitable for the age of children cared for and the activities provided on the premises. We comply with requirements of health and safety legislation (including fire safety and hygiene requirements). We take reasonable steps to ensure the safety of children, staff and others on the premises in the case of fire or any other emergency, and we have an emergency evacuation procedure in place. Risk assessments are carried out on a regular basis.

The organisation of the classroom reflects the importance that is placed on children learning through play and first-hand experience, developing independence, and having opportunities to initiate their own activities.

Our Early Years settings provide a range of areas such as:

- Prayer corner
- Small world tray for retelling stories
- Role play area (including aspect of learning and faith journeys)
- Investigation area
- Large and small construction
- Book corner with a range of fiction and non-fiction books and plenty of other opportunities for reading in the provision.
- Writing table with a range of writing resources
- Tabletop and small world toys
- I-pads
- Interactive whiteboard
- Malleable materials
- Musical instruments
- Painting and creative equipment
- Maths games and equipment
- Outside area – a safe, fenced area including a role-play, reading den, outdoor chalkboard, water trays, outside toys, large construction equipment, den building and climbing frame
- Where possible either in the school grounds, or in nearby areas, Reception and Nursery will access the school field, forest area or natural area/ park in the local community

Use of Whole School Resources:

- The Reception and Nursery use the hall for dance, drama, physical education and assemblies
- Use of outside field, playground and adventure playground
- Library
- The Church is often a place for visits and developing the faith journey of pupils

8. Admissions to Nursery & Reception Classes

Admission to our Nursery is in line with each school's individual Nursery Admission Policy. Admission to our Reception classes is a separate application and admission process and applications must be made via Coventry City Council Primary Admissions online. Admission to our Nursery does not convey any preference for admission to our school. The School Admissions Policies are reviewed annually and are available on our school websites.

Transition:

In the Summer term, meetings are held by the Principal and Early Years staff to introduce parents/carers to the school, procedures and curriculum. Parents/carers are given information which outlines the curriculum and school routines, along with a document pack to be completed and returned to school.

Nursery (Corpus Christi, Good Shepherd, Sacred Heart, Saint Gregory, Saint John Fisher, Saint Patrick)

For the children who will be attending our Nursery, we have transition sessions with the aim to ensure all children are familiar with the adults in their classroom and the setting before term start. This is to make the start of Nursery as settled as possible. Our Early Years team will conduct home visits before the children start, to support in the sharing of information. We liaise with Nurseries which children may already attend to ensure a smooth transition into our setting.

Reception (all schools)

Children who are in our Nursery will have transition times in their Nursery day during the Summer term. Children who do not attend our Nursery will have the opportunity to attend transition sessions where they will meet other children who will be in the class and the Early Years staff. Our Early Years team will conduct home visits to support the sharing of information.

9. Parental Involvement

The Romero Catholic Academy recognises that parents and carers are the child's first and most enduring educators. When Parents/carers and practitioners work together in early years settings, the results have a positive impact on the child's development. A successful partnership needs to be a two-way flow of information, knowledge and expertise. As a Catholic Academy we also work closely with our Parish Priest and the Parish community.

We aim to develop a successful partnership by:

- Outlining how the EYFS is being delivered to Parents/carers during the new parents' meetings, to enable them to understand the value of supporting their child's learning at home and how they can access more information.
- Curriculum overviews which are displayed on our website pages to keep parents/cares informed of their child's current curriculum.
- Operating an "open door" policy, whereby parents/carers can come and discuss concerns and developments in an informal manner, and to view children's work.
- Sharing progress at school through annotated photographs and observations using our learning journals and inviting parents/carers to share any achievements or celebrations in the journals that have taken place at home.
- Discussing individual next steps and progress with parents/carers at parents' evening in Autumn/ Spring terms.
- Providing an annual written report to parents/carers in July summarising the child's progress against the early learning goals and Development Matters.
- Any concerns over special needs will be discussed with parents/carers and the Special Needs Co-ordinator (SENDCO) for the school.
- Workshops/events/open mornings for parents/carers to inform and support in a range of subjects.
- **Language and Literacy:** Across nursery and reception, we use a range of resources and activities to help parents/carers support their child with their literacy and language development at home.

10. Assessment

Assessment is carried out in accordance with the TRCA Assessment Policy. In the EYFS, In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile must be completed for each child. The Profile provides parents and carers, practitioners, and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile must reflect ongoing observation; all relevant records held by the setting; discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

The Profile must be completed for all children, including those with special educational needs or disabilities. Reasonable adjustments to the assessment process for children with special educational needs and disabilities must be made as appropriate. The school will consider whether we may need to seek specialist assistance to help with this. Children will have differing levels of skills and abilities across the Profile and it is important that there is a full assessment of all areas of their development, to inform plans for future activities and to identify any additional support needs.

Schools must share the results of the Profile with parents and/or carers and explain to them when and how they can discuss the Profile with the teacher who completed it. For children attending more than one setting, the Profile must be completed by the school where the child spends most time. If a child moves to a new school during the academic year, the original school must send their assessment of the child's level of development against the early learning goals to the new school within 15 days of receiving a request. If a child moves during the summer term, relevant providers must agree which of them will complete the Profile. The EYFS profile results are also provided to the Local Authority.

11. Evaluation

This is in line with the school self-evaluation policy and associated documents. The Early Years will be documented in the school Self Evaluation.

12. Complaints Procedure

Complaints are handled in accordance with TRCA Complaints Policy, available on our school website.

The Romero Catholic Academy will investigate written complaints relating to our fulfilment of the EYFS requirements and notify complainants of the outcome of the investigation within 28 days of having received the complaint. The record of complaints must be made available to Ofsted or the relevant childminder agency on request.

TRCA will make available to parents and/or carers details about how to contact Ofsted as appropriate, if they believe the provider is not meeting the EYFS requirements. If TRCA becomes aware that they are to be inspected by Ofsted we will notify parents and/or carers. After an inspection by Ofsted, TRCA will supply a copy of the report to parents and/or carers of children attending on a regular basis

13. Liability and Indemnity

The Board of Directors will ensure that the appropriate level of insurance is in place and appropriately reflects the school's level of risk.

The Romero Catholic Academy are a member of the Department for Education's risk protection arrangement (RPA).

14. Monitoring and review

The Board of Directors delegate the implementation of this policy to the Academy Committee.

This policy will be reviewed by CC3 Quality Provision, Performance and Standards.

15. Links to other policies

This policy is linked to a number of documents available here <https://romeromac.com/policies-procedures/>

All of the above policies can be found on Romero MAC Policies and Procedures page [here](#)