



Saint Gregory's Catholic Primary School

Early Years Foundation Stage Policy

Aim of the Policy

This policy is intended to ensure that all stakeholders associated with Saint Gregory's develop a knowledge and understanding of our Early Years Foundation Stage (EYFS) aims, principles and procedures. It should be read in conjunction with the Statutory Framework for the EYFS (March 2021) which outlines the statutory requirements with which we comply.

Our main objective is that children will leave our EYFS, as confident individuals and independent learners. We aim for the children to achieve the 'Early Learning Goals' so that they are ready to access and embrace further learning in KS1 and beyond, by drawing on the knowledge, skills and understanding that they have gained whilst in the happy, secure and stimulating environment of our EYFS.

Principles and Procedures

- Structured Staggered Start during the first 2 weeks of the academic year
- Provision and opportunities to support the 7 areas of learning are under continual development in both the indoor and outdoor environments
- The timetable dedicates sessions to both child-initiated and adult-led activities
- Long-term planning is exemplified through the provision and opportunities created in the indoor and outdoor learning environments
- Short-term planning provides differentiated adult-led/initiated teaching and learning activities for the children.
- Objectives and activity examples are taken from the revised 'Development Matters' Guidance (July 2021).
- Notes, assessments and observations are made based on a Look, Listen and Note approach and the Tapestry Online Learning Journal is used as a recording device for the collection of evidence.
- The children receive a 20 minute phonics session every school day and lessons are currently planned from 'Letters and Sounds' (2007) drawing on multisensory aspect of 'Jolly Phonics'.
- The school is currently in the process of transitioning to one of the newer Systematic Synthetic Phonics Programmes from the DfE's validated list – this is likely to be FFT Succes for All.
- Baseline assessments begin as soon as the children are in school and are completed within the first 6 weeks.
- Ongoing assessments are also made of the children during their child-initiated times and these are recorded on the Tapestry Online Learning Journal System.
- Parents are also invited to provide evidence from home via the Tapestry System.