



Early Years Foundation Stage Teaching and Learning Policy

St George's Mission Statement

Inspired by Gospel Values

And called to the fullness of life.

To learn and grow through faith, love, and laughter.

To be the best we can,

Showing Christ's love in all we do.

Date of policy	October 2022
Date of last review	September 2025
Reviewed by	Senior Leadership Team
Date of next review	September 2026

Whole School Aims and Implementation

St George's Catholic Primary School aims to provide children the opportunity to develop towards their full potential; academically, emotionally and socially:

- Providing the highest standard of education to enable children to acquire the skills, knowledge and concepts relevant to their future.
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated.
- Enabling children to become active, responsible and caring members of the school and wider community.

The school works towards these aims by:

- Promoting high quality learning and attainment.
- Providing a high quality learning entitlement and environment.
- Valuing each other and ourselves.
- Working in partnership with parents and the community.

Rationale

“Children must have access to a rich learning environment where opportunities and conditions allow them to flourish in all aspects of their development.”

(EYFS Handbook 2018)

St George's Early Years Foundation Stage aims to:

- Create an inclusive, rich environment that is conducive to early learning.
- Create an ethos that respects each child as an individual and which values children's efforts, interests and purposes as instrumental to successful learning.
- Build upon the existing knowledge of each child. To value the information from other settings within our community. To build upon what our children already know and what they can do.
- Promote every child's learning through three main characteristics – playing and exploring, active learning and creating and thinking critically.

- Support and extend every child's learning through three prime areas of learning – communication and language, physical development and personal, social and emotional development and four specific areas of learning – mathematics, literacy, understanding the world and expressive arts and design along-side Physical Development with a focus on gross and fine motor skills.
- Promote a balance of child initiated and adult led activities every day. To value the experience that outdoor play offers and provide opportunities to explore the outdoors in a range of weathers.
- Celebrate and promote 'Every Child Matters'. To provide a curriculum that gives every child opportunities to achieve their best.

Curriculum

St George's Early Years Foundation Stage uses Development Matters (the DfE's non-statutory curriculum guidance for the Early Years Foundation Stage published September 2020 & revised July 2021) to provide a broad and balanced curriculum. In Nursery, the Development Matters document promotes teaching and learning opportunities for children aged 3 and 4 years old. In Reception, the document promotes teaching and learning opportunities for children of Reception age with statutory assessments at the end of Reception (summer term) against the Early Learning Goals. Although these outcomes are used to plan and prepare teaching and learning opportunities, careful consideration is given to the needs of each individual child. Observation checkpoints for children aged Birth to 3 years old are used to provide learning opportunities for children who are operating below the national expectations. To enable teaching staff to plan effectively for children's needs, they need to use effective assessment strategies.

Assessment

- Assessment is gathered through observations. The observations are built up throughout the year using photographs and written notes. They tell a story though directed activities and child-initiated learning. These are celebrated in an individual record called their Learning Journey. St George's uses an online Learning Journey, Tapestry, which is shared with each child and their family.

- Nursery children are assessed using the Development Matters guidance document. This provides a baseline assessment, with age related expectations within the Birth to 3 or 3 and 4 year old age band (depending on the child's age – Nursery age or Rising 3). Data that is collected and shared to support children in Nursery is within the 3 prime areas and 2 specific areas – literacy and mathematics – this provides information to support a good level of development (GLD).
- Baseline data is collated in October to identify accurate starting points so progress can be supported and challenged throughout the year.
- Reception children will continue being supported using the Development Matters Document to plan for progression. At the end of Reception, each child is assessed against The Early Learning Goals in the 3 prime areas and the 4 specific areas. For each Early Learning Goal, teachers must judge whether a child is meeting the level of development expected at the end of the EYFS (expected) or not yet reaching this level (emerging).
- St George's identifies data for each child in all areas of learning whilst collating data highlighting summative assessments on their good level of development (GLD).
- The Early Learning Goals are shared with parents/carers along with an overview of their meaning.

Learning through play

- We believe that children explore and develop their learning experiences through play. They practise and build up ideas and skills that help to make sense of their world. They can explore, investigate and solve problems in a safe and secure environment.
- All staff are committed to supporting and extending play to enrich their learning experience and provide challenges so children can learn through trial and error.

The role of parents and carers

We believe that all parents and carers have an important role to play in the education of their child. We encourage this by:

- Talking to parents/carers about their child before they start school;
- Providing opportunities for children to spend time with their teacher before starting school;
- Offering parents/carers opportunities to regularly talk about their child's progress;
- Inviting parents/carers to attend information meetings and workshops to support their child's learning; such as, Curriculum meetings, Phonics, Reading, Daily routines.
- Support reading in the EYFS setting on a regular basis;
- Encouraging participation in whole school and EYFS celebrations/events;

We value and encourage this partnership. The foundations of this partnership begin in the EYFS and provide the beginning of a life long love of learning where all can reach their full potential.

This policy is reviewed annually by the SLT/EYFS lead.