

St. Peter's R.C. Primary School



"We are a Catholic School. Our special purpose is to live, learn and work together in the presence of Christ."

EYFS Policy September 2025

Intent

St Peter's RC Primary school is committed to meeting the requirements of the Statutory Framework for Early Years whilst also providing additional experiences and opportunities which best meet the learning and social needs of the children in our school.

Early Years education is the foundation upon which young children build the rest of their schooling. It is a holistic education that encompasses all learning and development, bringing together children's welfare, learning and development requirements.

At St Peter's RC we want our children to experience a curriculum:

- Where our strong Catholic ethos permeates through life, providing the children with a safe, calm and nurturing environment
- That has knowledge and vocabulary at the heart of their learning
- That is rich and enables children to see the world from a range of different perspectives
- Where knowledge underpins and enables the application of skills
- That develops, in children, resilience, perseverance, challenge and support so they have the confidence to aim high
- That equips children with the knowledge of how to live healthy lifestyles - both physically and mentally
- That promotes and reflects British Values
- Where spiritual, moral, social and cultural experiences are interwoven in all that we do

Implementation

The curriculum that we teach in the integrated unit meets the requirements set out in the Early Years Foundation Stage. Our curriculum planning focuses on the development of the children's skills and experiences working towards Early Learning Goals.

Our school fully supports the principle that young children learn through play and by engaging in well-planned structured activities. Our unit provides a stimulating environment for both our Nursery and Reception aged children. We believe that creating a safe, happy environment with motivating and enjoyable learning experiences enables our children to become confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential.

In the EYFS at St Peter's we believe that all children are entitled to the best possible start in their school life, both intellectually, emotionally and spiritually in order for them to develop their full potential.

We aim to ensure that:

- Children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life.
- We have quality and consistency in teaching and learning so that every child makes good progress and no child is left behind.

- We have close partnerships between practitioners and parents/ carers. We aim to provide opportunities to form good relationships with the parents/ carers of our children. Parents meetings are held for our children to familiarise them with life in our school. We work throughout the year in close partnership with our parents/carers to encourage independent, happy learners who thrive in school and reach their full potential from their various starting points.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.
- We recognise that all children are unique and we cater to all children's individual needs.
- Each Reception child is given a Year 6 buddy who welcomes them to our school, and over the year a close bond is built up between them both. Their buddy gives them a St Peter's teddy when they first meet.
- Children are given the opportunity to take part in daily toothbrushing sessions, supporting self-care skills as well as promoting a healthy lifestyle.

We recognise that young children learn best when they are active. We believe that Early Years education should be as practical as possible and we have an ethos of learning through play. We provide both structured and unstructured play opportunities inside and outside. These activities are designed to engage our children in practical, first hand experiences which will support them to discover, explore, investigate and develop their personal interests.

All areas of the EYFS curriculum are planned for to ensure there is a broad, balanced and progressive learning environment and curriculum. We learn new skills, acquire new knowledge and demonstrate understanding through the 7 areas of the EYFS curriculum.

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The St Peter's EYFS Team have worked together to share our vision of 'Our Image of the Child' where we support our children:

- to be **confident** in their learning
- to feel **valued** and **respected**
- to be **curious experimental thinkers**
- to be **motivated** and **excited** to learn
- to be **resilient** and not afraid to have a go

and

- to be **independent**-in their self-help skills and learning

Planning for the curriculum is topic led but is also flexible enough to make sure that the children's interests are supported. Our Nursery aged children will work with an adult each week on a maths task and a literacy/communication and language task. Phase One phonic activities are covered daily. Provision is set up to ensure that our children can access a range of activities to help develop their fine motor skills and the children have a weekly PE lesson and daily access to the outdoor environment to develop their gross motor skills. The children visit church on numerous occasions over the year. Our Reception aged children are taught daily phonics sessions, and extra sessions if they are identified as needing more support. In Reception the children complete a literacy and maths task as part of their daily learning experiences in a whole class situation. Identified children are then targeted from these experiences. Children take part in a range of child initiated tasks throughout the indoor and outdoor environment. Daily guided activities are also planned to cover the other areas of the EYFS curriculum and to allow children to develop the next steps in their learning. We have an indoor PE session as well as plenty of opportunities to build core and fundamental gross motor skills outdoors. We include interventions for groups or individuals if and when necessary. Across the Foundation Stage we place a high emphasis on our Catholic Faith and we pray daily in class and have various R.E. inputs and activities over the week, following 'The Come and See' scheme. Our Nursery children attend our Monday morning assembly. In

Reception the children attend assembly twice a week with Key Stage 1 and also attend mass once every half term with the whole school. As a Foundation Unit we share a weekly liturgy together. We use 'Mini Minds Matter' to support children's mental health and well-being. Across the unit, we provide targeted intervention and whole-class sessions using WellComm to develop children's communication and language.

Impact

We strive to ensure that our children's progress across the EYFS is good from their varied starting points. Ongoing assessment is an essential aspect of the effective running of our EYFS setting. Regular, planned and focused assessments are made of the children's learning. The main assessment method we use is practitioners observations of the children in different teaching and learning contexts, through both adult focused and child initiated activities. We record our observations on Tapestry which are available for parents to view at home and to comment and add their own observations. We use these observations to support our knowledge of each child. They inform us of their abilities, needs, interests, play schemas and learning styles. Observations are evaluated, children's learning priorities are identified and relevant learning opportunities are planned to support children to make the next steps in their learning.

Children's learning is tracked and assessed regularly which enables target setting for the children. We assess phonics every half term to keep track of the children's progress. We intervene quickly if a child is falling behind their peers, with children receiving extra teaching sessions and lots of pinny time. Parents have lots of opportunity to support their children in phonics, and are kept up to date with their child's areas for development. We regularly meet to discuss the progress of our children.

We measure the % of pupils achieving age related expectations throughout the academic year and put supportive interventions in place if and when needed. We partake in the local authority moderation which has validated our school judgements.

The impact of our curriculum will also be measured by how effectively it helps our pupils develop into well rounded individuals who embody our catholic values and carry with them the knowledge, skills and attributes which will make them lifelong learners and valuable future citizens.

**Policy reviewed by P. Burrow
September 2025**