



*St John Vianney Catholic Primary School  
Early Years Policy*



## Intent Statement

At St John Vianney Catholic Primary School, we aim to provide a nurturing and secure environment where children are able to thrive happily and develop a firm foundation to their learning. We want children to be confident and aware of the world around them and be ready to embrace all their experiences with perseverance and a sense of purpose. We pride ourselves to fully embrace and celebrate that each child is made in the image and likeness of God and that every child brings a unique set of skills with them to school where they are able to be challenged effectively through their play.

## What is the 'Early Year Foundation Stage'?

At St John Vianney Catholic Primary School, the EYFS refers to children in our pre-school Nursery (age 3 and 4) and children in their first year of school in Reception (age 4 and 5).

The EYFS Curriculum The curriculum is based on the Early Years Foundation Stage (EYFS). There are seven areas of learning which comprise of three prime areas and four specific areas.

### Prime Areas

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development.

### Specific Areas

- Literacy
- Maths
- Understanding of the World
- Expressive Arts and Design.

## Characteristics of Effective Learning

Characteristics of Effective Learning must reflect on the different ways that children learn. The focus of the CoEL is on *how* children learn rather than *what* they learn i.e. process over outcome. A child's individual learning characteristic will determine the way they respond to both the teaching and learning taking place in the environment. Three characteristics of effective teaching and learning identified by the EYFS are:

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

## Cultural Capital Within the EYFS

Cultural Capital within the EYFS is key to our children being provided with the best experiences that they can have in order to help them to become understanding, compassionate and respectful individuals with a plethora of experiences rooted within our faith in order to prepare them in the best possible way for their futures. The following experiences are fully incorporated within our curriculum:

- Following children's interests when planning
- Trips within the local area e.g. road safety, nature walks
- Inter-generational work with the residents of a local retirement village
- Visits from members of the local community e.g. local police, nurses, shop workers etc
- Pertinent topics relating to real-life experiences
- The teaching of Fundamental British Values

## Planning and Assessment

Through regular observations, children are assessed continually. This plan, assess and review methodology is integral to the development of the children. Children are taught through a balance of whole-class learning, small group teacher-led learning and child-initiated learning both indoors and outdoors. Parents are the first educators of their own children and we greatly value their input and support. Parents can contribute to their child's Tapestry account as often as they like and can also see the activities and learning taking place at school too. When a child enters the Reception class, baseline assessments based on all areas of the EYFS are undertaken. We also use the Government baseline for Reception children to help to inform our judgements. These assessments, together with information from parents and other agencies, aid initial planning. Throughout the year children are observed and assessed regularly in both directed and self-chosen activities. These observations are recorded on Tapestry and in the children's individual Learning Journey's. As a school, we use the OTrack system for assessment and these progress records are updated each half term by the class teacher. Written reports are provided to parents during the Summer Term and at least two parents evening take place in the Autumn and Spring Terms.

## Safeguarding

Safeguarding is our statutory duty in our daily life to secure the welfare and well-being of our children. We recognise that all adults, including staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern. All staff believe that our school should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child.

We aim to support the child's development in ways that will foster security, confidence and independence. To provide an environment in which children and young people feel safe, secure, valued and

respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to. We will maintain a safe and secure environment for the children to grow and develop in. All staff are alert to the signs of abuse and neglect and follow our school procedures to ensure that children receive effective support, protection and justice. All staff have up to date knowledge of safeguarding issues. At St John Vianney Catholic Primary School, all concerns are reported to the safeguarding lead and recorded on CPOMS. All records are dated, included as much detail as possible and any actions taken.