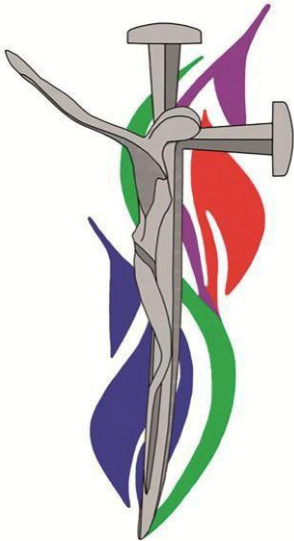


Holy Cross MAC Policy

EYFS

At

St John Vianney Catholic Primary School



Responsible for policy	Veronica Gosling
Date approved	29.9.25
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St John Vianney Catholic School

Love one another as I have loved you



EYFS Policy

Mission statement

“St John Vianney School is an academic community which is characterised by the Gospel Spirit of Peace, Justice and Love. All that we do and say in our school will be dominated by Jesus’ words “Love one another as I have loved you”. Our school rules are based on this statement and carried in “our hearts and our heads” and reflected in the life and work of our school”.

Aims

- To give each child a happy, positive and fun start to their school life in which they can establish solid foundations on which to expand and foster a deep love of learning;
- To offer each child a wide range of new and exciting experiences and give them the opportunity to consolidate, explore and test them out along with their own, individual experiences;
- To enable each child, through encouragement and high expectations, to develop, to the full, socially, physically, intellectually and emotionally.
- To offer a positive culture and enabling environment structure for learning that has a range of starting points and unlimited opportunity for development. Always considering a child’s ‘stage not age’ to develop a real love of learning.
- To encourage children to develop independence within a loving, secure and friendly atmosphere.
- To support children in building relationships through the development of social skills such as cooperation and sharing.
- To help each child to recognise their own strengths and achievements through experiencing success and developing the confidence to work towards personal goals.

The Curriculum

Saint John Vianney Nursery and Reception follow the Statutory Early Years Framework. We also use Non-Statutory Documents such as Development Matters and The Birth to 5 Document to inform our planning, teaching and assessment.

The Early Years Statutory framework can be assessed using this link below:

[EYFS statutory framework for group and school-based providers](#)

The EYFS framework includes seven areas of learning and development, all of which are seen as important and interconnected. ~~but three areas are seen as particularly~~ Within the 7 areas, there are 3 Prime areas and 4 Specific areas all are important for igniting children's curiosity and enthusiasm for learning, for building their capacity to learn and form relationships and thrive. (DfE 2014: 1.3),

The Prime Areas are;

- **Communication and Language** – Listening and Attention, Understanding and Speaking
- **Physical Development** – Moving and Handling and Self care
- **Personal, Social and Emotional Development** – Making relationships, Managing feelings and behaviour and Self-confidence and Self-awareness

The Specific Areas of learning develop essential skills and knowledge for children to participate successfully in society. The specific areas are;

- **Literacy** – Reading and Writing
- **Mathematics** – Numbers and Space, Shape and Measures
- **Understanding the World** – People and communities, The World and Technology
- **Expressive Arts and Design** – Exploring and using media and materials and Being Imaginative

Characteristics of Effective Learning

The EYFS also includes the characteristics of effective teaching and learning. Our Subject Leads, Teaching and Support Staff activities within the classrooms with these in mind. They highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them.

The three characteristics 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
- **Creating and Thinking Critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Teaching strategies

We ensure there is a balance of adult and child led teaching and learning, carefully planning and building on each child's knowledge and understanding. We are a child led Nursery and Reception setting and using our careful planning and experience, we ensure every child has the opportunity to foster 'awe and wonder' when learning. Teaching and support staff facilitate and enable learning to ensure every child flourishes within Nursery and Reception, ensuring the foundations are laid for further learning.

The adult's role is to continually model and use high quality interactions to build on a child's learning. We will ensure that we are giving every child the tools to grow, continually scaffolding their learning, building their confidence, skills and knowledge within every part of school life.

Play

Learning through play is an important part of our Early Years experience ~~classroom~~. We believe children learn, when actively learning.

Using children's interests as a starting point, we provide children with stimulating, active play experiences in which they can explore and develop their learning to help them make sense of the world. They have opportunities through their play to think creatively and critically alongside other children as well as on their own. They are able to practise skills, build upon and revisit prior learning and experience at their own level and pace. Play gives our children the opportunity to pursue their own interests and inspire those around them. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. We believe it is important that adults take an active role in child initiated play through observing, modelling, facilitating and extending their play.

Teaching

We include direct, carefully planned, adult and child led experiences for children in the form of structured adult led teaching, adult led group activities and within our continuous and enhanced provision. These are particularly important in helping children to learn prime and specific skills and knowledge. We follow a timetable with consistent daily routines, to meet all needs. Our teaching is always engaging, enriching every learning opportunity, through for example, interactive daily story and rhyme times, sensory learning and opportunities to learn within the whole school. All children have the opportunity to have weekly Physical Development lessons and Forest School Lessons with our PE and Forest School specialists.

Planning, Teaching and Assessment

We have concise and clear planning from the beginning of Nursery until the Autumn Term in Year 1, ensuring a smooth transition from Early Years to Key Stage 1. This Planning has been developed from Statutory and Non-Statutory documents, as well as by experienced professions. It ensures a clear progression within teaching, learning and assessment ensuring that stronger foundations are in place for every child, because every child at Saint John Vianney matters.

We have clear 'Key Performance Indicators' to support professionals when assessing children accurately. We ensure that we are always present with our children, continually assessing their learning, to inform our practice as teachers. We use a consistent Assessment tools and are constantly assessing our children, to ensure every child reaches their full potential. We monitor and assess our context groups, ensuring our SEND and Disadvantaged children are closely monitored to ensure they make are given inclusive opportunities.

Visits and visitors

Visits and Visitors enhance learning, and it is one of our key aims within Early Years at Saint John Vianney. We have a strong focus on promoting our cultural capital ensuring every child has the opportunities to experience learning in different ways so they can become expert learners.

Enabling Environments

Every area, within our settings is a learning opportunity. We value our indoor and outdoor learning and our setting is designed with every type of learner in mind. We have opportunities for children to learn across every area within the Early Years Framework, carefully planned to ensure every child can develop positive learning styles and so they can learn and be challenged within our enabling environments. Our Continuous Provision is carefully planned and enhanced within every area to ensure we are promoting high quality teaching and learning.

Role of staff and key worker

The class teacher is the named key worker for each child in the setting. Their role is to help ensure that every child's care is tailored to meet their individual needs, developing positive adult child relationships. All adults within the Early Years setting actively seek to form positive respectful relationships with the children in their care. The formation of healthy relationships between adults and children is essential in enabling children's well-being now and their future successes. There are rare occasions when significant adults cannot be in the class and we aim to be consistent in who covers these absences.

Partnership with parents and carers

We believe that parents and carers are a child's first educator and therefore work very closely to ensure we are constantly collaborating with families. We offer a range of home visits, workshops and meetings throughout the year so every parent/carer is part of their child's learning journey. We also use an online platform so parents are constantly part of every child's learning journey at school and so they can share learning experiences out of school with us at school.

Health & safety and safeguarding

Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. We follow the safeguarding and welfare requirements detailed in the Early Years Foundation Stage Statutory Guidance (2014)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/299391/DFE-00337-2014.pdf

and this is reinforced in our school Safeguarding Policy. It is important to note that members of staff do not use their mobile phones or personal handset devices in the classroom and are prohibited from taking photographs with their personal handsets. This is in line with Coventry and St John Vianney Safeguarding Policy.

Members of staff do, however, use school iPads to take photographs as evidence to support the regular observation assessment cycle in the EYFS. These photographs are used for our online learning platform, in class displays and on the school website. All parents are asked to state if they give permission for their child's image to be used on the school website through the paperwork in their initial starter packs.

We are a healthy school and our children receive free fruit and milk from a Government scheme. Our staff model good eating habits by eating alongside the children. All children in Reception are offered the chance to have Universal School Free Meals which are free until the end of Key Stage 1. All our meals are cooked on site.

We take all accidents seriously and always log and phone home immediately, keeping a constant record and dialogue with parents. All large climbing equipment is checked by our site officer and fire alarms are held regularly in line with whole school policy. There is an annual external check of equipment. We follow whole school procedures for child protection (see separate policy). Veronica Gosling, head teacher, is the named Child Protection Officer and all concerns are discussed with her. We have separate policies for medicine in school and off-site visits.

