

FCJ Primary School



EYFS Policy

Mission Statement

Teach the children with all the kindness and gentleness possible.

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Author	EYFS Lead

Article 28 - Every child has the right to an education.

The FCJ Governors are committed to safeguarding and promoting the welfare of children and young people at every opportunity and expect all staff and volunteers to share this commitment.



Rationale

At FCJ Primary School the Foundation Stage is the first steps that the children take into the FCJ school community, where each child will learn to recognise that they are an individual of God. The children will be introduced to our school's core values and learn how to model these characteristics in their everyday work and play.

"Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances." (Statutory framework for the early year's foundation stage, 2014)

At FCJ, in accordance with the Jersey Curriculum, we use the non-statutory guidelines 'Birth to Five Matters' to develop and structure the curriculum and to make assessment judgements.

The EYFS is based upon four principles:

A Unique Child

Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

Practitioners in the EYFS:

- Understand and observe each child's development and learning, assess progress, plan for next steps.
- Support children to develop a positive sense of their own identity and culture.
- Identify any need for additional support.
- Keep children safe.
- Value and respect all children and families equally.

Positive Relationships

Children learn to be strong and independent through positive relationships.

Positive relationships are:

- Warm and loving, and foster a sense of belonging.
- Sensitive and responsive to the child's needs, feelings and interests.
- Supportive of the child's own efforts and independence.
- Consistent in setting clear boundaries.
- Stimulating.

Enabling Environments

We aim to create an attractive and stimulating learning environment where children feel confident and secure and challenged. The children have free flow daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision. Effective continuous provision learning builds and extends upon prior learning and following children's interest.



Effective planning of the environment is informed by observations of the children to ensure we follow their current interests and experiences. These observations are recorded in the children's individual learning journeys or on Tapestry.

Play-based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning.

Learning and Development

There are seven areas of learning and development of which three are "prime areas," and four "specific areas."

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development.

The specific areas are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design
- Religious Education

The curriculum is rich and varied and driven by the interests and fascinations of the children; along with a range of other creative and engaging stimuli.

- Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- Physical development involves providing opportunities for young children to be active and interactive; and to develop their coordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems.



- Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Foundation Stage Assessment & Planning

Through careful assessments and observations, including information provided by parents and other settings, children's developmental levels are assessed through on-entry baseline assessment. Subsequent assessments are then tracked throughout the year using the Birth to Five Matters non-statutory guidance. At the end of the academic year the children will be assessed against the ELG using the language of 'Emerging' or 'Expected in preparation for progression in Year 1.

Planning and guided children's activities will reflect on the different ways that children learn and reflect these in their practice.

We support children in using the three Characteristics of Effective Learning:

- 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.

The Leuven Scale of well being and Involvement

High levels of wellbeing and involvement are paramount in ensuring that a child reaches their full learning potential. We use the Leuven Scales as an indicator of wellbeing and involvement and develop our provision and curriculum to tailor to the needs of each individual.

Ignatian Pedagogy - The Jesuit method of Teaching and Learning

The hallmark of learning in an FCJ school is that care for the individual is paramount; we teach a person first and a subject second. This fundamentally means that the staff know the pupils well and are aware of the influences which affect their growth both personally and as learners. Knowledge of the context in which learning takes place is paramount to successful teaching and learning. Experience is the starting point for successful learning and engages the whole person - mind, heart and will in the learning process. This combined with dynamics of reflection and action allows for successful learners to grow, flourish and thrive as independent learners.

The Principles of Teaching and Learning for All

Alongside Ignatian pedagogy, in our school, Rosenshine's principles for effective instruction underpin the foundations for teaching, learning and assessment of the curriculum. The importance of giving



students sufficient time to practise retrieving information and ask questions, following the delivery of curriculum content, builds upon prior knowledge and understanding to secure firm foundations. Teachers carefully sequence concepts and model learning through clear stages of practice. In our school, information is not learnt once, students must continue to rehearse it by summarising, analysing, or applying their knowledge across a range of contexts.

Expectations for Behaviour

We are a UNICEF Rights Respecting Gold school; our school behaviour policy supports and reflects this.

As the children enter our Foundation Stage from a range of different settings, the initial part of the autumn term is spent familiarising the children with the expectations for behaviour and routines within the school setting.

Correct behaviour will be modelled to the children and incorrect behaviour addressed in a fair, age-appropriate and gentle way. If an individual child continues to display behavioural tendencies that are not in accordance with the behaviour policy for the school, then through support of the parents an individual behaviour plan may need to be introduced for a short period of time. As a result of this the child will be added to our SEND register and we may refer to outside agencies for additional support and guidance.

Refer to the RRS behaviour policy for further information

Rough and tumble play and fantasy aggression

Young children often engage in play that has aggressive themes – such as superhero and weapon play; some children appear preoccupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying.

- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive.
- We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
- We recognise that fantasy play also contains many violent dramatic strategies, blowing up, shooting etc., and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong.
- We can tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

Play-based Learning

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas and learn how to control themselves and understand the need for rules. They can think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They can express fears or re-live



anxious experiences in controlled and safe situations. We deliver learning for all the areas through, purposeful play and learning experiences, with a balance of adult-led and child-initiated activities.

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

Children should be given an opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions.

Children can access resources freely and are allowed to move them around the classroom to extend their learning.

Parents as partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. Parents will be kept up to date with their child's progress through regular Tapestry learning journey updates.

This policy is to be referred to alongside other supporting policy documents within the school and updated in accordance with current good practice in Early Years teaching.