



EYFS Policy

Date Reviewed: Autumn 2021
Date for next review: Autumn 2023

1. Aims

This policy aims 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
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies from September 2021](#).

This document also complies with our funding agreement and articles of association.

3. Structure of the EYFS

There is one class in EYFs with a pupil admission number of 30.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

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

The prime areas are strengthened and applied through 4 specific areas:

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

4.1 Planning

We provide a well-planned and well organized learning environment which provides rich and stimulating experiences. Our planning includes provision for a learning environment both indoors and outdoors. Careful consideration is given to the use of materials, equipment and displays that reflect the community children come from and the wider world. We want children to make choices and develop their independence by providing resources, equipment and materials that are readily available to inspire them to initiate their own learning.

Staff plan activities and experiences that are relevant, imaginative, motivating, enjoyable and challenging for all children, activities that build on what children already know enabling children to develop and learn effectively.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice. Staff make effective use of unexpected and unforeseen opportunities for children's learning that arise from everyday events and individual interests.

At St Mary's we have an overarching topic, we carefully select key texts that are a driver for our topics. We believe wholeheartedly that children should have the opportunity to hear stories with rich and repetitive language that creates a living library inside a child's mind, texts that foster a love of reading whilst learning key English skills.

4.2 Teaching

At St Mary's our aim is for all children to make the best possible start to their educational career, developing a lifelong love of learning.

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

We strongly recognise the importance of children's play. It is an essential and rich part of their learning process, supporting them in all areas of development. Play is a powerful motivator, encouraging children to be creative and to develop their ideas, understanding and language. Play is also flexible and able to suit the preferred learning style of the child. It can provide multiple ways for children to learn a variety of different skills and concepts.

Teachers establish an ethos of 'Growth Mindset' in which individual achievements are valued and pupils are encouraged to have a positive attitude towards making mistakes and learning from them.

Play opportunities are set up to provide children with the opportunities

5. Assessment

At St Mary's, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. We use a secure online Learning Journal called Tapestry to record photos, observations and comments. These observations are used to shape future planning. Tapestry enables us to share a child's achievements with their parents and/or carers and parents are encouraged to contribute to the learning journal.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA). In addition to this we carry out our own baseline assessment which enables us to make a judgement as to whether a child is working at age related expectations.

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

We ensure there is careful management of the transition from home to school. Parents are encouraged to visit the school, information is available on the school website and through the school brochure.

We also facilitate this by hosting home visits/informal meetings where parents can ask any questions or share key information about their child's development.

Families are also invited into school for 'Stay and Play' and 'Story time' sessions.

In addition to this during the Summer Term the Class Teacher and/or EYFS leader visits local feeder playgroups and nurseries to share key information about the children in their setting.

Parents and/or carers are kept up to date with their child's progress and development. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. In the Autumn

term parents are invited to a 'Next Steps' meeting where we discuss the findings from our baseline assessment and share each child's personalised next steps in learning. In the Spring term there is a further 'Next Steps' meeting where we update parents on their child's progress. In the Summer term the parents receive a detailed school report which informs parents and/or carers of their child's strengths and Next Steps.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

The key person is the class teacher, supported by the teaching assistants.

7. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years by insert your approach here, for example by talking to children about:

- The effects of eating too many sweet things

- The importance of brushing your teeth

We also teach E-safety across our EYFS in appropriate ways.

We participate in the whole school safety week where we discuss sun safety, road safety and fire safety.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed by the EYFS lead and approved by the LGC every 2 years.

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy