



Early Years Foundation Stage (EYFS) Policy

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INTENT

‘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. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.’

Statutory Framework for the Early Years Foundation Stage, March 2021

1. Aims

At St Mary’s CE Primary School we value the diversity of individuals. All children are treated fairly regardless of race, religion, gender or ability. All children and their families are valued within our school.

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](#).

IMPLEMENTATION

At St Mary's we give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning. In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs and disabilities, children who are more able, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

3. Structure of the EYFS

Class	Age group	Number of places	Full time or Part time	Sessions
Preschool*	2 year olds	16	Part time (15 hours per week)	AM – 8:45-11:45am PM – 12:15 – 3:15pm
Nursery	3 & 4 year olds	52 (26 per session)	Part time (15 hours per week)	AM – 8:45-11:45am PM – 12:15 – 3:15pm
Reception	4 & 5 year olds	60 (30 per class)	Full time	8:45-3:15pm

*Preschool places are available for families who are eligible for funded provision, Looked after Children (LAC) and children subject to Local Authority Child Protection processes.

Staffing ratios are in place to meet legal requirements. The setting has three teachers, three level four teaching assistants and two level two teaching assistants working between the three year groups. Additional staff include SNAs as appropriate. There is a dedicated Early Years Special Educational Needs Coordinator (SENCo) who works in the setting full time.

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 seven areas of learning and development that are equally important and inter-connected. However, three 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 four specific areas:

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

The EYFS staff use an annual programme of topics to provide a wide range of experiences and opportunities for learning. These topics are intentionally broad and open-ended to enable children to take ownership and initiate their own learning. (See the school's website for the long term plans).

4.1 Planning

Staff plan activities and experiences that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the three prime areas. 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 challenging and enjoyable experiences. 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.

4.2 Teaching

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. As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for Year One.

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. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers through our e-Learning Journey system.

When a child is **aged between two and three**, staff review their progress and provide parents and/or carers with a written summary of the child's development in the three prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

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

- Meeting expected levels of development (expected)
- 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. Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. In addition, parents and/or carers will have daily access to their child's online Learning Journey and will receive a termly written report from the class teacher. Parent's Evenings are held once a term.

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.

Our Early Years SENCo works with staff and parents to identify any concerns and to liaise with additional specialist support if required.

We operate a programme of workshops called 'Stay and Learn' which encourage parents and/or carers to visit their child's class and see a learning session in action, followed by an opportunity to talk to staff about supporting their child at home.

7. The Governing Board

The Early Years Governor is invited to attend relevant school INSET and visits the school each academic year to meet the Early Years Lead. When possible, the Early Years Governor observes some daily lessons and looks at samples of children's work. The Early Years Governor, in conjunction with the Early Years Lead, reports back to the Curriculum Subcommittee on a regular basis.

8. Safeguarding and Welfare Procedures

We promote good oral health, as well as good health in general, in the early years by talking to children about the effects of eating too many sweet things and the importance of twice daily tooth brushing. We have an annual visit by the Dental team to reiterate this and we have daily supervised brushing in each Early Years class. We follow [statutory guidance](#) for safety around supervised tooth brushing.

The rest of our safeguarding and welfare procedures are outlined in the 'Safeguarding and Child Protection Policy'.

IMPACT

- Children are secure and happy in school
- Children are confident, with a love of learning and a wide range of interests

- Children are encouraged to become independent, well-rounded and sociable through the modelling of positive interactions and language at all times
- Children take part in a variety of experiences and opportunities to promote lifelong good health and wellbeing
- Staff provide high quality interactions and are role models for learning
- Parents are involved in their child's learning
- Children with additional needs are well supported and have specialist support and provision in place where needed
- Children leave St Mary's Early Years Foundation Stage ready for Year One

9. Monitoring arrangements

This policy was reviewed and approved by the Governing Board's Curriculum Subcommittee.
At every future review, the policy will be shared with the Governing Board.

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 'Safeguarding and Child Protection Policy'
Procedure for responding to illness	See 'Health and Safety Policy'
Administering medicines policy	See 'Medicines Policy'
Emergency evacuation procedure	See 'Health and Safety Policy'
Procedure for checking the identity of visitors	See 'Safeguarding and Child Protection Policy'
Procedures for a parent failing to collect a child and for missing children	See 'Safeguarding and Child Protection Policy'
Procedure for dealing with concerns and complaints	See 'Complaints Policy'
Procedure for dealing with toileting and intimate care of children	See 'Intimate Care Policy'
Procedure for dealing with concerns about a member of staff	See 'Whistle Blowing Policy'