



Respect, Courage, Compassion, Friendship, Trust, Perseverance

Early Years Foundation Stage (EYFS)

POLICY

Approved by:
Curriculum Committee

Date: September 2022

Next review due by: September 2025

Our School Vision Statement

St. John's Church of England Primary School has a Christian vision for education rooted in wisdom, hope, community and dignity. It is a community where all are welcome and nurtured in a spirit of Christian love, compassion and encouragement.

It is a place which enables everyone in the school community to develop and experience life in all its fullness and realise true potential through an excellent, broad and creative education. Christian hope, aspiration and resilience for the future are central to the learning experience.

The school's vision is rooted in Christian love which is the foundation of our Christian values:

- Friendship
- Courage
- Trust
- Respect
- Compassion
- Perseverance

School aims:

- To provide a caring, safe and happy environment where the whole school community can flourish knowing that they are unique and special in the eyes of God
- To build confidence and self-esteem to enable pupils to develop resilience and become successful, independent life-long learners
- To enable all pupils to achieve their full potential
- To develop the teamwork and leadership skills and qualities in all our pupils so that they can be responsible citizens of the future
- To be fully committed to equality of opportunity
- To create a stimulating environment in which Christian attitudes of positive relationships, mutual respect, responsibility, forgiveness and understanding are fostered at all times
- To foster strong links between communities: home, school, church, the local community, the diocese and, internationally as *Global Neighbours*.
- To enable staff to develop their own talents and expertise so that they too can thrive
- To promote high standards and expectations of behaviour towards one another, as Jesus said, 'Love your neighbour as yourself' Luke10:27
- To be committed to providing opportunities for spiritual growth through RE and collective worship as well as a wealth of stimulating experiences and extra-curricular activities
- To promote pupils' cultural experiences and opportunities to help develop a positive understanding of their place in a diverse world.

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1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them an extensive range of knowledge and opportunities, helping to give the child the skills needed to make good progress through school and lay strong foundations for future learning.
- 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 [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

3. Structure of the EYFS

We have one Reception class of 30 children forming our EYFS.

Mrs Francis is our EYFS lead and teacher. She is supported by two Teaching assistants, Mrs Carmichael & Mrs Morrison, who work a flexible working pattern: Mrs Carmichael: Monday – Thursday and Mrs Morrison: Wednesday to Friday

The children are put into key person groups with a member of staff responsible, this helps to guide the children as they begin their educational journey through our school.

4. Curriculum

The EYFS is based upon four principles:

A unique child – developing resilient, capable, confident and self-assured individuals.

Positive Relationships – supporting the children in becoming strong and independent.

Enabling Environments – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.

Learning and Developing – An acknowledgement that children learn in different ways and at different rates

Our early years setting follows the curriculum as outlined in the 2021 EYFS statutory framework.

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 & Teaching

Our EYFS curriculum is carefully planned in line with the new 2021 EYFS.

Staff plan activities and experiences for children that enable children to develop and learn effectively. Staff focus firmly on the three prime areas. However, the team also considers each child's individual needs, interests, and stage of development in their care and use this information to plan a challenging and enjoyable experience.

Each area of learning and development is implemented through planned, purposeful play and 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 their development allows, the balance gradually shifts towards more adult-led activities to help them prepare for more formal learning, ready for year 1.

In planning and guiding children's activities, staff reflect on the different ways children learn and include these in their practice.

We meet the needs of all our children through:

- high value to the teaching of communication, language, and literacy.
- planning opportunities that build upon and extend children's knowledge, experience, and interests, and develop their self-esteem and confidence;
- early literacy by providing high-quality texts to enhance the children's exposure to new vocabulary;
- using a wide range of teaching strategies based on children's learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources that reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and taking action to provide support as necessary

4.2 Inclusion/Special Educational Needs (SEN)

Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best, and planning is adapted to meet the needs of all groups and abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage, and the school's SENDCO is called upon for further information and advice. Appropriate steps are taken following the school's inclusion policy for SEN.

5. Assessment

At St John's, ongoing assessment is integral to the learning and development processes. Staff observe children to identify their level of achievement and interests. These observations are used to shape future planning. Staff also take into account observations shared by parents and carers. Within the first six weeks a child starts in our Reception class, 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 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 carers. The profile results are shared with parents and carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools in the Capital Cluster 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, parents, and carers.

Parents and carers are updated with their child's progress and development. The baseline assessment, progress checks, and EYFS profile help provide parents and carers with a well-rounded picture of their child's knowledge, understanding, and abilities.

There are various opportunities to keep parents/carers updated throughout the year through parent evenings and end-of-year reports. As well as this, parents have open lines of communication with staff through ClassDojo and Seesaw. We also provide parent workshops to help develop their knowledge to support their children's learning, e.g., phonics and reading workshops.

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

7. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years by inviting the school nurse team into school to talk to the children about maintaining good oral hygiene routines. We follow [statutory guidance](#) for safety around supervised tooth brushing.

Our child protection and safeguarding policy outlines our safeguarding and welfare procedures. Any incidents are reported to the DSL and recorded on CPOMS.

8. Monitoring arrangements

This policy will be reviewed and approved by Curriculum, Standards and Quality Committee every three of years. At every 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 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