



Early Years Foundation Stage (EYFS) Policy

Last Review: **January 2024**

Approved by: **Governing Body**

Date: **24th January 2024**

Next Review Date: **January 2025**



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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;

This policy runs alongside our school's RE policy.

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

The EYFS is composed of one Reception class of 30 children with one teacher (job share 3:2) and a teaching assistant (full-time). The EYFS is based upon four principles:

- A unique child;
- Positive relationships;
- Enabling environments;
- Learning and development; and our practise is underpinned by these four themes.

4. Curriculum

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 interconnected. 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

Staff plan activities and experiences for children that enable children to develop and learn effectively. Planning is guided by the non-statutory curriculum guidance 'Development Matters' and the school's own EYFS curriculum. Planning is both adult and child-led in order to develop the interests of the children and extends across both the indoor and outdoor areas equally, including for our 'Explore and Play Time' (continuous provision).

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, providing a safe and supportive learning environment in which the contributions of all children is valued.

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 to children to begin to prepare for the more formal learning in year 1.

We recognise that features of effective teaching and learning in the EYFS are:

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that teachers have of how children develop and learn, and how this affects their teaching;

- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication. For example, staff arrange visits to support different topics throughout the year e.g. Police and Fire Engine visits to support the topic 'People who help us'
- the carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations

5. Assessment

At St. Clement'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.

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

At the end of each half-term, the teachers and teaching assistant meet to discuss and assess which children are on track or not on track to meet the Early Learning Goals at the end of the year. As a result of these meetings, intervention groups and individual programmes are planned for those children not on track or who are in the bottom 20% for an area of learning.

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 also recognise and share the Catholic Church teaching that parents are children's first and most enduring educators and we value the contribution they make.

We do this through:

- talking to parents about their child in detail at the end of the Summer term before their child starts in our school;
- offering children the opportunity to spend time with their teacher before starting school at both a 'Story Time' session and a 'Stay and Play' session.
- inviting all parents to an EYFS induction meeting during the term before their child starts school and a 'Meet the Teacher' meeting during the first few weeks of their child's first term in school;
- offering parents regular opportunities to talk about their child's progress;
- encouraging parents to talk to the child's teacher if there are any concerns.
- Inviting parents to Parents' Evenings in the Autumn and Spring terms at which the teacher and the parent discuss the child's settling in (Autumn) and progress (Spring). Parents then receive a report on their child's attainment and progress at the end of the Summer term.

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 at the end of the Reception year.

Each child is assigned a key person (the class teachers) who help 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.

7. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the Early Years.

We do this through:

- our topic 'I wonder who could help us?' in the Autumn Term. We discuss visiting the dentist and talk to the children about the importance of visiting the dentist regularly, the effects of eating too many sweet things and the importance of brushing our teeth correctly;
- our topic 'I wonder what happens on a farm?' in the Spring Term. We cover healthy eating through the food that is grown.



- the Summer term Story Project book focus 'Oliver's Vegetables'. We talk about making healthy eating decisions through eating plenty of fruits and vegetables.
- discussions at our daily snack times when we encourage children to eat lots of different types of fruit and vegetables and talk about the benefits they give us.
- helping individual children to develop good personal hygiene with regular reminders about thorough handwashing and toileting. Staff model practices that support good hygiene, such as hand washing before snack time and lunch time;

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

8. 8. Monitoring arrangements

This policy will be reviewed and approved by Alison Katsikaris and Kelly Howick-Smith (Early Years Leads) yearly.

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