



St Mary's CE Primary School

N8 7QN

Early Years Foundation Stage **(EYFS) Policy**

Jesus said, "Love one another as I have loved you." (John 15:12)

Our Vision

As we love, we flourish

As we flourish, we aspire

As we aspire, we achieve

Together, we are a family.

Friendship, Compassion, Hope, Wisdom, Community, Endurance.

October 2021

Through our daily school life at St Mary's Church of England Primary School we encourage our children to build respectful friendships and demonstrate compassion towards others. Through this we build a strong community spirit, as together we are a family. Our teaching and learning provides the children with the wisdom and endurance they need to expand their minds socially, morally and academically so allowing them to achieve and flourish and fulfil 'Life in all its Fullness.' (John 10:10). We encourage our children to demonstrate and develop a dignity in their work and themselves which enables them to hope to aspire to be the best they can possibly be.

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](#).

3. Structure of the EYFS

- 3-4 Year olds - In our nursery we can have a maximum of 39 children in any session with a ratio of 1:13. We have funded 15 hour AM and PM places. We also offer funded 30 hour full time places.
- Reception - We have two Reception classes, with a capacity of 60 children. We also offer Breakfast and Afterschool club for our Reception children.

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

- Staff plan activities and experiences for children 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 3 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 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.

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 1.

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 recorded on Tapestry. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.
- During the academic year the class teacher will also summarise progress by assessing the child as 'on track' or 'off track' against end of year goals. This is carried out once a term.
- In Nursery children will be baselined against the appropriate age Development Matters within the first 6 weeks of the child starting.
- In Reception 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 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.
- Parents and/or carers are kept up to date with their child's progress and development. This is done through Tapestry, parent consultations and open mornings.
- Each child is assigned a key person (usually the class teacher) 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.

7. 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
- Keep sugary and acidic food and drinks to mealtimes.
- Brush teeth at least twice a day with a fluoride toothpaste.
- Visit the dentist regularly.
- Why it is important to exercise regularly.

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

8. Monitoring arrangements

This policy will be reviewed and approved by Curriculum and Achievement committee of the governing body annually.

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 and First Aid policies
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