

2024

EYFS Policy



Implemented: June 2024

To be reviewed: June 2026

Review frequency: biennially

Consultation process

Governors, parents, pupils, staff

Signed

(HT)

(COG)

“In everything we do today, we’re following Jesus and his way.”



Mission Statement

Our mission statement puts faith at the heart of all we do at school and incorporates our school motto. It speaks of tolerance and respect that we understand as important Gospel values.

Following Jesus and His way, we
Aim to be the best we can be and to respect everyone. We
Inspire each other to learn, play and pray
Together as children, staff, home and Parish. We grow in
Holiness by putting Love into Action every day.

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1. Aims

In the EYFS we believe that all children are entitled to the best possible start in their school life, both intellectually and emotionally, in order to enable them to develop to their full potential.

We aim to support each child’s welfare, learning and developmental needs by:

- Recognising that all children are unique and special in God’s eyes, and build on the foundations laid by the family and the parish communities.
- Providing a safe, secure and caring environment where children feel happy and know they are valued by the staff looking after them.
- Understanding that children develop in individual ways and at varying rates- physically, cognitively, linguistically, socially and emotionally.
- Nurturing children’s self-esteem and confidence
- Teaching them to express and communicate their needs and feelings in appropriate ways.
- Encouraging children’s independence and decision making, supporting them to learn through their mistakes
- Developing children’s understanding of social skills and the values and codes of behaviour required for people to work together harmoniously



- Supporting children to develop care, respect and appreciation for others, including those with beliefs, cultures and opinions different to their own
- Understand the importance of play in children's learning and development
- Providing learning experiences in play which reflect children's personal interests and areas of curiosity in order to encourage and develop their natural desire, interest, excitement and motivation to learn
- Providing experiences which build on children's existing knowledge and understanding in order to challenge, stimulate and extend their learning and development
- Providing effective learning opportunities in a range of stimulating environments both inside and outside
- Providing a well-resourced environment that meets the needs of all the children

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. Roles and responsibilities

Foundation Stage Phase Leader

Mr Antony Gavas

The Headteacher and Senior Leadership Team (SLT)

The Headteacher and SLT will review all curriculum policies every two years and through monitoring and assessment procedures will look at the strategic overview of how this policy is being implemented.

The governors

Curriculum governors will review this policy in conjunction with the Headteacher and monitor the policy's effectiveness.

Teaching staff

Teachers will ensure that their planning and teaching reflects the practice and procedures outlined within this policy, having regard also to the progression of skills map.



Organisation

We aim to provide an induction programme that enables every child's first experiences of school to be happy, positive and fun. We will provide opportunities for the children to become familiar with their classroom, its routines and expectations so that they feel confident about starting school.

- Visits to the school are welcomed and encouraged prior to application
- We hold an information meeting for the parents in the summer term before their child begins school. As part of this meeting, parents are informed about and introduced to the EYFS teaching team, school expectations and curriculum. They have the opportunity to ask questions both during the meeting and via email following the meeting.
- We offer "Come and Share a Story" sessions for the children in the summer term before they begin school. These sessions enable children and parents to meet their class teacher and become familiar with the school environment.
- The EYFS Leader will visit a number of children in their pre-school settings before starting school.
- The EYFS staff will meet parents and children online for a virtual "home visit" during the first week of September. This enables the staff to become familiar with the child, build a trusting relationship with the parents, and enable the teacher to pass on school information to the parent.
- We gradual, well supported introduction to the various aspects of school life is catered for. We invite the children in for part time sessions for up to two weeks in September. Children will experience morning and afternoon sessions during this time. The routine of the school day is introduced slowly.
- The children begin full time sessions once the induction period is complete.
- At St. George's we take in up to 60 Reception children, which are split into two classes. The Reception classes are located within the secure EYFS area where there is indoor and outdoor provision.
- Reception children attend school between 8:45am (soft start) and 3:30pm
- They have sessions throughout the day, broken up by a lunch hour.
- Snacks (fruit) and water are available to the children to access throughout the day and routines for this are set in place during the induction weeks.
- Adult focused and independent activities are planned on a weekly basis. Children have the opportunity to work in each of the learning areas within the classrooms and outdoors. Whole class, group and individual activities are used to develop skills in all areas of the Curriculum as appropriate.



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

These seven Areas of Learning and Development address children's physical, cognitive, linguistic, social and emotional development. No one aspect of development stands in isolation from the others as all Areas of Learning and Development are closely interlinked. This ensures delivery of a holistic, child- centred curriculum.

5. Teaching and Learning

Children experience aspects of the National Curriculum throughout the day e.g. mental and oral work, shared reading and writing, as well as phonics, using the Letters and Sounds and Jolly Phonics materials as appropriate. 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.

- In each session they take part in a whole class input followed by adult led activities as well as child initiated play activities where they can access resources freely and are allowed to move around the classrooms to extend their learning.
- Once a day the children participate in a phonics session
- The children participate in a daily story session and have the opportunity to read a variety of books for pleasure each day.



Play

We believe that play, both indoors and outdoors, is the fundamental way in which young children learn. Play can be enjoyed and be challenging. Through play, children develop skills across all the Prime and Specific areas of learning, working towards achieving the Early Learning Goals.

In a secure environment with effective adult support they will be able to:

- Explore, develop and represent learning experiences that help them to make sense of the world
- Practise and build up concepts, ideas and skills
- Learn how to control impulses and understand the need for rules
- Be alone, be alongside others or cooperate as they talk to rehearse their feelings
- Take risks and make mistakes
- Think creatively and imaginatively
- Communicate with others as they investigate and solve problems
- Express fears to relieve anxious experiences in controlled and safe situations

Adults in the setting will support play by:

- Planning and resourcing a stimulating environment
- Supporting children's learning through planned play
- Extending and supporting children's spontaneous play
- Extending and developing children's language and communication in their play
- Listening to all forms of children's communication and ideas and taking these into account when developing play and planning
- Narrating children's play
- Asking questions about children's play

6. Assessment

At St George's School, 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 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

Planning, Monitoring and Assessment – Staff responsibilities

- Teachers liaise with local nurseries and feeder settings with regard to each child's development before entry to school. Reports and records are passed from feeder settings to Reception class teachers where available.
- Staff ensure an inclusive EYFS setting where all children have equal access to all parts of the curriculum.
- Staff develop and maintain an effective partnership and positive relationship between parents and school that will have a positive impact on children's learning and development.
- Staff regularly share information about the children with parents through an open-door ethos, letters home, texts, emails, D Primary and Tapestry as well as meetings where necessary.
- Information gained through recording and assessment is shared with parents, other school staff and outside agencies as appropriate.
- Teaching staff encourage parents to support their child's learning at home. A weekly EYFS Newsletter is distributed which informs parents of the week's learning to allow parents to continue their child's understanding at home.
- Staff use the EYFS Profile and Development Matters to support planning, monitoring and assessment of each child's development.
- Topics are planned so that children can experience activities within each topic as they progress through the EYFS. Topic planning takes place on a half termly basis.
- Throughout the Foundation Stage staff plan activities to provide children with learning opportunities to work towards the Early Learning Goals
- Teaching and learning takes place within the classroom and outside areas. Within these areas children will participate in a variety of activities, both with adult support and independently.
- On-going assessments help to monitor each child and take place through baseline assessments observations, discussion and interaction with children, photographs and any work completed by a child.
- Observations are used to support knowledge of individual children and their abilities, needs interests and learning styles, and evaluate children's progress and identify priorities and next steps in their learning and development.
- Assessments are recorded on entry and at the end of each term on Scholarpack – the school's Management Information System.
- The EYFS Profile is used to summarise children's attainment at the end of EYFS. The EYFS Profile outlines each child's attainment in relation to the 17 Early Learning Goals
- An end of year report summarising the achievements from the EYFS profile is sent to parents including a short narrative describing the child's learning characteristics.



- The profile data and individual children are discussed with the Year 1 teaching staff so that they can continue to help the children achieve the Early Learning Goals, if they have not already done so, before they access the National Curriculum.

7. Inclusion and Equal Opportunities

At St George's we believe that all children matter and have equal rights – irrespective of the child's special educational needs, disability, gender, creed or ethnicity. We give our children every opportunity to participate in a wide range of experiences in order to help them achieve their best. We do this by taking account of each child's learning style, communication needs, disability and range of life experiences when their learning is being planned for.

Teachers liaise with the Special Educational Needs Co-ordinator to address the needs of specific children whose progress is not as expected or where children face particular challenges. Where necessary, with parental consent, the expertise of outside agencies is called upon for extra assessment, support and advice.

In the EYFS we have realistic and challenging expectations and meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests and develop their self-esteem and confidence through a creative curriculum and learning environment
- Using a wide range of teaching strategies based on children's learning needs
- Providing a wide range of opportunities and environments to motivate and support children and to help them to learn effectively
- Providing a safe and supportive environment in which each child's contribution is valued
- Monitoring children's progress and taking action to provide support as necessary

It is vital that all children in school are safe. Within our nurturing environment we provide children with opportunities to help them develop the skills they need to keep themselves safe. Children should be encouraged to take risks, but need to be taught how to recognise and avoid hazard both in the real and virtual world.