

St George's
Church of England Primary School

Children are a Gift from God



EYFS Policy

Issued: September 2023
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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

Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) for 2023. **This** document also complies with our funding agreement and articles of association.

Structure of the EYFS

We provided EYFS provision for Reception only.

Curriculum

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

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 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

Planning

The 3 prime areas are at the core of early years planning. Staff carefully plan activities which enable children to link personal experiences with new learning, providing a wide range of contexts to revisit, practise, apply, and develop transferable skills and understanding. Emphasis is placed upon the importance of using play in the development of language skills, alongside enhancing provision for identified groups of children.

Staff take into account the individual needs, interests, and stages 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.

Staff are reflective in their practice and systematically observe and evaluate the effectiveness and value of planned provision within the inside and outside learning spaces. They respond to children's levels of interest and engagement, ensuring accurate pitch and pace for developing cognition and learning. Planning and interactions are supported by progressive sequences of questioning to develop thinking, understanding and language for reasoning.

Teaching

Early Years practice demonstrates a balance between play and formal teaching. Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult led and child-initiated activities. 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.

Staff interactions with children during planned and child-initiated play, provides rich opportunities for communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges.

Staff understand that play is about much more than content, but helps to build flexible minds and an enquiring attitude towards learning. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. They take into account the equipment provided and the attention to the physical environment as well as the structure and routines of the day that establish expectations.

Staff understand that teaching is in every activity provided within all of the learning environments. There are no activities that occur in the setting which adults do not consider to be opportunities for teaching. While staff do not always know where these opportunities

will present themselves, it is the skill of the adults that enable them to readily recognise the 'teachable moments' when they arise and respond to them appropriately.

Assessment

Ongoing assessment is an integral part of 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')
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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 upon request.

Working with parents and carers

We recognise that children learn and develop well when there's 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.

Each child is assigned a key person, 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.

We recognise that children learn and develop well when there is a strong partnership between Class teachers, Teaching assistants and parents and/or carers. In order to establish a strong relationship from the very start, the induction process includes a home visit by Reception practitioners. Parents and/or carers are also 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. Reception staff

conduct parent/carer meetings two times a year and invite the children to share and celebrate their learning.

Safeguarding and welfare procedures

We recognise that children learn best when they are healthy safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

We make sure that the appropriate statutory staff:child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

For reception, we comply with infant class size legislation and have at least 1 teacher per 30 pupils

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

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
- The importance of brushing your teeth

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy. Section 3 of the Statutory Framework for the Early Years Foundation Stage (published July 2023, effective 4 September 2023) states: "Schools are not required to have separate policies to cover EYFS requirements provided the requirements are already met through an existing policy."

Please refer to the following policies available on the school's website:

- The school's Child Protection and Safeguarding policy for Child Protection
- BDMAT Intimate care policy
- BDMAT Staff Code of Conduct.
- BDMAT Induction policy.
- BDMAT Preventing Radicalisation policy.
- BDMAT Recruitment and Selection policy
- BDMAT Drug and Alcohol policy.
- BDMAT Health and Safety policy.
- The school's First Aid policy
- BDMAT Supporting Pupil at School with Medical Conditions policy.
- BDMAT Educational Visits policy

- The school's SEND policy and SEND report.
- The school's before/after school provision policy

Mobile phones are not permitted to be used in the Reception classroom. Only school devices may be used for taking photographs.

Monitoring arrangements

This policy will be reviewed and approved by the Local Academy Board every 3 years,

At every review, the policy will be shared with the governing board.