

Early Years Foundation Stage (EYFS) Policy



**Kindness, Respect, Collaboration, Resilience, Aspiration, Courage,
Friendship**

This policy was adopted and approved by the Governing Board: May 2023

The policy is to be reviewed by: May 2026

Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that equips them with the skills, knowledge and learning experiences that will provide a solid foundation for their journey of life-long learning
- Quality and consistency in teaching and learning so that every child prospers, 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 2021 statutory framework for the Early Years Foundation Stage (EYFS).

Structure of the EYFS

Our EYFS setting is for children starting school the term after their 4th birthday. It is a single form year group taught by a qualified teacher and may be supported by a learning support assistant, (depending on numbers). Additional staff are assigned to children that qualify for an EHCP according to their funding and needs. All children are invited to transition sessions during the Summer term before they start and it is hoped that all children will start school full time in September. Our school is unique in that we cap class sizes in Foundation at 24 places.

Curriculum

Senior leaders have developed a specific curriculum for the pupils of St James and St John Church of England Primary School based on the school's ethos and vision, areas of development and pupil's interests. This curriculum is designed to enable all pupils to flourish and prosper. It is a holistic approach to education, developing the 'whole child' and building confident lifelong learners.

Our broad EYFS curriculum goals are;

- To settle, to follow, to make, to move, to create, to write, to remember, and to explore.

Further detailed information about the curriculum can be found in the school EYFS curriculum documents on our school website. To support our curriculum, our early years setting follows the framework 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

Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. Pupils learn through a variety of planned taught sessions, small group work sessions and one-to-one tutoring. At the beginning of the academic year, a long term plan is produced that highlights possible areas of learning, potential key texts and suitable themes. With pupil dialogue, staff discussions and ongoing assessment the long term plan is developed into termly medium term plans and weekly plans.

Staff take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan creative, stimulating and challenging 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.

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

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. Child led learning is referred to as 'discovery time' and pupils are encouraged to guide and take accountability for their learning. Staff will provide 'spotlight activities' that support taught sessions as well as providing continuous provision.

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. The expectation is that children will naturally explore the 'spotlight' tasks more frequently and demonstrate their understanding of different concepts.

Pupils will receive daily taught sessions guided by the Early Years Framework.

All pupils follow the Read, Write Inc scheme of phonics learning from day one in school and are grouped homogeneously following assessment. These groups are reviewed every 6 weeks

to ensure pupils are making the best progress. Where a child may not be making the expected progress they will be given one-to-one tutoring to ensure rapid catch up.

Pupils develop their love of reading and writing through daily storytime and English input, based on the Literacy Shed+ resources.

Pupils explore and discover maths through taught sessions and 'discovery time' using White Rose maths as a guide to learning.

Assessment

At St James and St John Church of England Primary School, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, progress, 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). The RBA is statutory and is intended to track progress from the start to the end of primary school. Throughout the academic year, pupils are assessed against checkpoints in line with the school's curriculum. Children are assessed as meeting or not yet meeting the checkpoint requirement. Staff support pupils who are not yet meeting their checkpoint to ensure they can close gaps quickly. Should all pupils be meeting the checkpoints with ease, staff will review the following checkpoint date and if necessary bring checkpoints forward to ensure appropriate challenge.

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals (Annex A), indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The EYFS 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 at the end of the academic year.

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. Staff have access to the school's data system and record termly judgements to ensure progression.

Working with Parents and/or Carers

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

Upon their child being allocated a space within our setting, parents and/or carers are contacted and invited to meet the staff. The EYFS leader hosts an open evening showcasing the classroom environment and explaining the EYFS curriculum. Parents and children are then invited to at least 4 transition sessions over the Summer term. Prior to their child starting school in September, families will receive an optional home visit. These visits are to introduce staff, discuss any personal details and meet the child in a comfortable setting before starting school.

Throughout the school year, parents and/or carers are invited to specific curriculum workshops to support their child's learning. These workshops explain how phonics and maths are taught at our school and how parents and/or carers can support their child. Parents and/or carers are also invited to special celebrations, assemblies and events in line with the school calendar such as Holi colour runs, sports day and Nativity performances.

Parents and/or carers are kept up to date with their child's progress and development. Floor books are used to gather the pupils learning journey. These are shared with parents and/or carers at school events and via ClassDojo. Staff will privately share WOW moments and milestones with parents and/or carers via ClassDojo or in person at the end of the day. At the end of the year a written report and the pupil's EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

The class teacher (key person) ensures that learning and care is tailored to meet individual children's needs. The class teacher will support parents and/or carers in guiding their child's development at home and help families to engage with more specialist support, if appropriate.

Safeguarding and Welfare Procedures

We promote good oral health, as well as good health in general, in the early years by regularly exploring cookery sessions with pupils where we discuss

- The effects of eating too many sweet things
- The importance of brushing your teeth
- The importance of a balanced diet
- How to make good choices around food and drink

We cover tooth brushing guidance as part of our curriculum and send home supporting videos and documents to share with parents and/or carers.

Our full safeguarding and welfare procedures are outlined in our safeguarding policy.

Monitoring Arrangements

This policy will be reviewed by the EYFS lead and the Headteacher every 3 years. At every review, the policy will be shared and approved by the Governing Board.

Annex A: The Early Learning Goals

Communication and Language

Listening, Attention and Understanding ELG

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking ELG

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development

Self-Regulation ELG

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self ELG

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

Building Relationships ELG

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

Physical Development

Gross Motor Skills ELG

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills ELG

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Literacy

Comprehension ELG

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading ELG

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing ELG

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

Mathematics

Number ELG

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns ELG

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

Past and Present ELG

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling;

People Culture and Communities ELG

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

The Natural World ELG

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

Creating with Materials ELG

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive ELG

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.