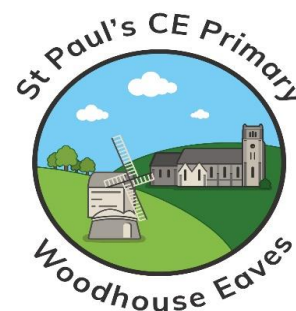


St Paul's Church of England Primary School Early Years Foundation Stage (EYFS) Policy



Adopted by LGB – March 2022

Review schedule- Every 3 yrs (or as necessary)

Next review- Spring Term 2025

School Vision

At St Paul's, we will nurture and inspire all children to enjoy a life-long journey of discovery and friendship. Through God's love and Jesus' teachings, our school community will support each child to flourish as curious, compassionate and resilient citizens with a love of learning.

"Start children off on the way they should go, and even when they are old they will not turn from it."

Proverbs 22:6

Introduction

In order to fulfil this vision, The Governing Body have agreed this policy.

Contents

1. Aims	2
2. Legislation	2
3. Structure of the EYFS	2
4. Curriculum	2
5. Assessment	3
6. Working with parents	5
7. Safeguarding and welfare procedures	4
8. Monitoring arrangements	4
9. Linked Policies.....	4

1. Aims

This policy aims to ensure that children in our reception class:

- access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- have quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- have benefit from close working partnership between staff and parents and/or carers
- are 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

At St Paul's, we have only EYFS 2, the traditional 'Reception' year for children who are four years old on or before the 31st August, and who are not yet five. We currently have one class of up to 30 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

Further information about the EYFS curriculum can be found within the EYFS Progressions Grids on the school website <https://st-pauls-church-of-england-primary.secure-primarystate.net/curriculum/>

4.1 Phonics

At St Paul's we believe that learning to read is one of the most important thing in a child's learning journey. We follow the Read, Write Inc Phonics programme and the children read the books associated with the sounds that they have been taught.

4.2 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.

4.3 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 Paul's CE Primary, 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.

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. 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.

The Teachers and members of support staff will help to ensure that the children's learning and care is tailored to meet their needs. They will support parents and/or carers in suggesting activities to support the child's development and learning at home. The teacher will also suggest that families to engage with more specialist support, if appropriate.

7. Safeguarding and welfare procedures

We promote healthy eating and healthy activity levels. Teachers and support staff will also teach children about the effects of eating too many sweet things and the importance of brushing their teeth.

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

8. Monitoring arrangements

This policy will be reviewed regularly by the governing board.

9. Linked Policies

These can be found on the school website:

Admissions

Child Protection and Safeguarding

Supporting Pupils with Medical Needs

Pupil Behaviour

SEND