

# Early Years Foundation Stage (EYFS) policy

St Edward's Catholic Primary & Nursery School



**Approved by:**

Karen McGrath

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## 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 \(EYFS\)](#) for 2023.

This document also complies with our funding agreement and articles of association.

## 3. Structure of the EYFS

St Edward's EYFS includes three classes: Nursery (2-3 year olds), Pre-school (3-4 year olds) and Reception (4-5 year olds).

Morning sessions in Nursery and Pre-school are from 8.45am -11.45am and afternoon sessions are 12.10pm - 3.10pm. Each session is priced at £15.50 with lunchtime sessions priced at £4.00. Lunches are available at £2.50 per day. Funded hours are available for all three year olds.

Reception follow the school day 8.45am - 3.15pm with lunchtime 12.00pm - 1.00pm.

## 4. 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

### 4.1 Planning

Our 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 both indoor and outdoor. Each half term planning is based around a question allowing staff to respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. I can statements are set to help staff plan activities ensuring coverage of all areas of learning.

Daily phonic sessions are taught using the Supersonic Phonics Friends scheme.

## 5. Assessment

At St Edward's, ongoing assessment is an integral part of learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. Through assessment of half termly 'I can' statements these observations are used to shape future planning and any interventions that are necessary to support children to achieve. Staff also take into account observations shared by parents and/or carers.

All children's Speech and Language skills are assessed each term using the Wellcomm toolkit to enable staff to plan and support children accordingly.

Staff review children's progress and provide parents and/or carers with a written summary of the child's development in all areas. This highlights the areas in which a child is progressing well and the areas in which additional support is needed.

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 upon request.

## 6. Working with parents and carers

We recognise that children learn and develop well when there's a strong partnership between staff and parents/carers. Class Dojo is used to communicate with parents sharing information and Tapestry is used to share learning through photos and notes. Both allow parents to share home observations.

Each term parents are invited into school to work with their children in class workshops allowing parents to participate in a number of activities relating to topics and talk to staff about learning.

Parents/carers are kept up to date with their child's progress and development. Parents evenings, end of year reports and EYFS profile helps to provide parents/carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents/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 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 children aged 2, we have at least 1 member of staff for every 5 children
- For children aged 3 and over:
  - Where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification is working directly with the children, we have at least 1 member of staff for every 13 children
  - Where a person with the above qualifications is not working directly with the children, we have at least 1 member of staff for every 8 children
  - 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 health by encouraging healthy snacks throughout the day and providing healthy lunches. Children in Nursery and Pre-school are given opportunities each week to participate in Tumbletime using soft play equipment. Children in Reception and Pre-school also follow GetSet4 PE scheme of work for PE participating in weekly lessons. Through topics and stories we talk to the children about healthy eating and exercise. Health professionals are regularly invited into school to talk to the children about good health and 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.

## 8. Monitoring arrangements

This policy will be reviewed and approved by Karen McGrath (EYFS Lead) every 2 years.

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

## 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
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