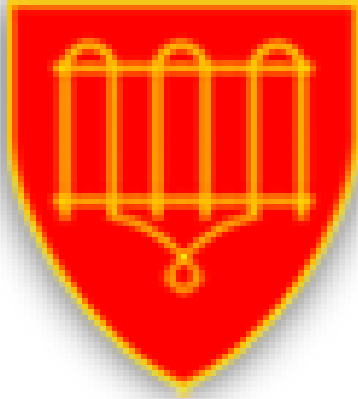


Last Reviewed: May 2023

Next Review: May 2025

St Laurence Primary School



Early Years Foundation Stage (EYFS) policy

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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 [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

3. Structure of the EYFS

Children are admitted into Little Treasures Nursery (which is managed by the school) in the term after they are 3. Some children are entitled to 30 hours provision and others 15 hours; additional provision can be purchased at a rate of £10 per session.

There is one Reception class and both settings are led by the EYFS manager, Mrs Rachel D'Albert Moss.

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2021 EYFS statutory framework.

The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. 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

4.1 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.

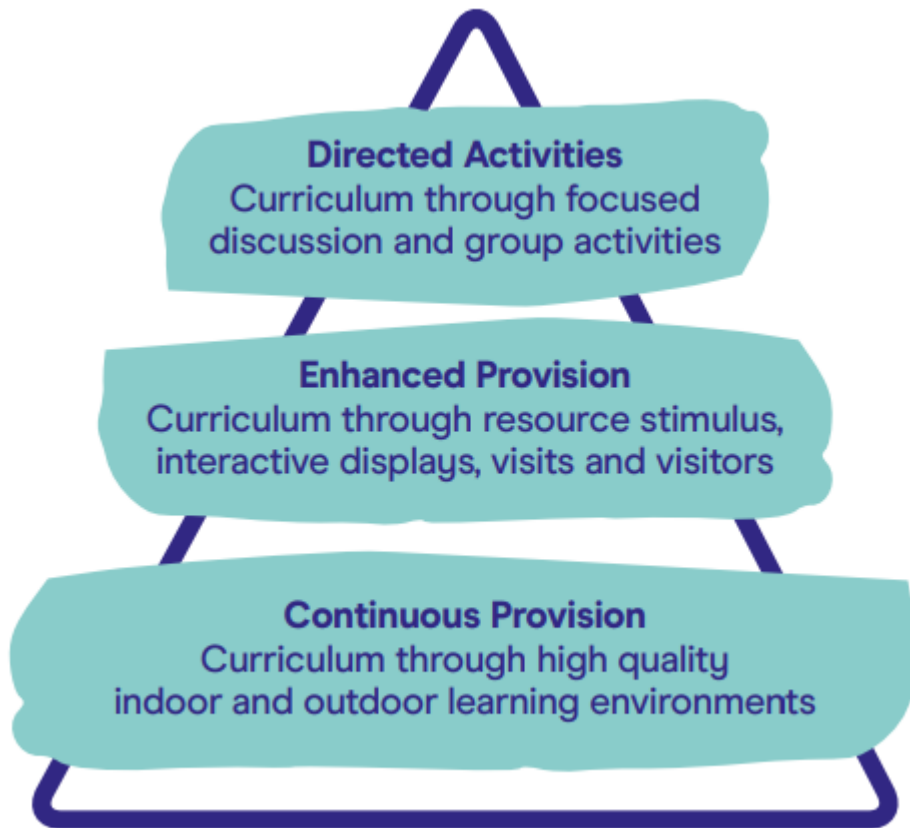
In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

4.2 Teaching

At St Laurence's we recognise that effective education in the EYFS is dependent upon the relationship between the child, adult and the learning environment and the interconnectedness of different aspects of learning.

We appreciate the importance of establishing a well-planned, rich and stimulating environment to underpin children's personal development and academic achievement; this is reflected in the range and quality of **continuous provision**, which is carefully designed to develop and consolidate children's learning. Although the focus of this provision is consistent throughout the year; adaptations are made to make links with other areas of learning and to ensure progression. This consistency of provision is important as it encourages self-regulation and a sense of independence as well as reinforcing and consolidating children's understanding.

In addition to the continuous provision, there are elements of the curriculum that are taught **directly**, such as: phonics, number, calculation and handwriting.



The curriculum is augmented further by **enhanced provision**, whereby learning is through an additional stimulus and is reflected in appropriate adaptations and additions to the continuous provision; this can be as a result of a child initiated theme or a planned activity designed to enrich the curriculum or address a specific aspect of learning.

At St Laurence's we also place considerable emphasis on **oracy**, designing opportunities to develop children's breadth of vocabulary and speaking and listening skills: this is done through quality interactions between children and adults; storytelling; learning rhymes and singing.

The importance attached to the quality and effectiveness of these interactions between pupils and all EYFS staff ensures that all aspects of children's learning is connected; staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. This is underpinned by understanding of the **characteristics of effective learning**.

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 Laurence'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.

When a child is **aged between 3 and 4**, staff review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' 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.

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.

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 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.

7. Safeguarding and welfare procedures

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

We follow [statutory guidance](#) for safety around supervised tooth brushing.

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

8. Monitoring arrangements

This policy will be reviewed and approved by the governors Curriculum and Standards committee every 3 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