



Name of Policy	EYFS
Signed ratification by Governors	November 2024 P Molyneux
Review Date	June 2024
Next Review Date	June 2026

'Guide me in your truth and teach me, for you are God my Saviour, and my hope is in you all day long.'

[Psalm 25:5](#)

EARLY YEARS FOUNDATION STAGE POLICY (EYFS)

This policy sets out the aims, principles and strategies for the teaching and learning within the Early Years Foundation stage

Review Frequency: annually

Next Review: summer term 2025

Review Committee: Curriculum governors

Agreed: June 2024/Ratified November 2024

Signed:

(Head Teacher)

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AIMS:

- ✓ To provide a structured, secure, caring and well-resourced learning environment both inside and out which meets all the individual developmental needs of ‘young learners’ and underpins all future learning.
- ✓ To enable pupils to become confident, motivated and happy learners, developing the skills and attitudes necessary for their own successful future learning.
- ✓ To enable their early development to take place within the caring and nurturing environment of St James’ School, in line with the ethos and values, which the school upholds and promotes.
- ✓ To develop independence and individuality, whilst fostering respect and tolerance for others irrespective of ability, race, creed, gender or background.

PRINCIPLES:

In order to achieve the above objectives St James’ school staff and governors will provide a curriculum for Nursery and Reception in our EYFS based on the following principles, which will establish the foundations that underpin all future learning:

Implement a Reggio Emilia Inspired approach which will;

- ✓ At the core, place the development of positive attitudes and dispositions towards learning and foster the development of positive behaviour and social interaction skills;
- ✓ Promote and develop personal, social and emotional well-being;
- ✓ Encourage the development of self-confidence and positive self-awareness;
- ✓ Enable children to develop the skills of attention, concentration and persistence;
- ✓ Place speech, language and communication at the heart of learning;
- ✓ Lay the foundations for developing reading and writing;
- ✓ Develop early mathematical skills and concepts;
- ✓ Develop an understanding of the world in which children live;
- ✓ Enable children to be creative in their responses to their world and in their development of skills;
- ✓ Promote the environment as the ‘Third Teacher’.
- ✓ Encourage children to develop their imagination through the exploration of media and materials using their ‘Hundred Languages’ to share their thinking of the world around them;
- ✓ Promote healthy and safe physical development – both gross and fine motor;
- ✓ Encourage independence and ownership of their own learning.

THE NEEDS OF YOUNG LEARNERS:

All children require:

- ✓ Adults who are sensitive to their differing needs, abilities, backgrounds and previous experiences to teach, support, care and offer equal opportunities for them all to develop.
- ✓ Adults who will respect them and value their ideas and opinions recognising that every child is an individual.
- ✓ A challenging and diverse Reggio Inspired curriculum offering the opportunity to develop skills and independent learning. This includes rich and positive learning experiences with plenty of first-hand and real-life experiences, varied to include all learning styles and including regular opportunity to explore and learn through practical and play activities.
- ✓ Opportunities to make decisions and to take responsibility - both for their learning and behaviour. The curriculum is founded upon offering opportunities for the development of personal qualities, social skills, and positive attitudes towards learning.

THE CURRICULUM:

The Early Years Foundation Stage (EYFS) is a comprehensive statutory framework that sets the standards for the learning, development and care of children from birth to five. The EYFS extends from birth to the end of Reception and the beginning of Key Stage 1. The curriculum should therefore be seen as part of a continuum of learning, which begins at birth, extends throughout the years of compulsory schooling and establishes the young person as a lifelong learner. At St. James' school our Christian values underpin all teaching, learning and conduct, providing a context in which children's spiritual, moral and social development is supported and developed. RSE will be integrated naturally within the planned learning outcomes throughout the Foundation Stage. Planning will show how class teachers explicitly support and promote the learning of religious education and how it 'threads through' the prime and specific areas of learning.

The EYFS principles guide the work of all practitioners, there are four themes:

- A Unique Child
- Positive relationships
- Enabling environments
- Learning and development.

The curriculum consists of seven areas of learning - three "prime" and four "specific". These are inter-related, and none can be delivered in isolation from the others.

The seven areas consist of a total of seventeen Early Learning Goals:

The prime areas are;

Personal, Social and Emotional Development –comprising;

- Self-Regulation
- Managing Self
- Building Relationships

Communication and Language – comprising;

- Listening, Attention and Understanding
- Speaking

Physical Development - comprising;

- Fine Motor Skills
- Gross Motor Skills

Specific Areas:

The specific areas include essential skills and knowledge for children to participate successfully in society. They grow out of the prime areas and provide important contexts for learning.

Mathematics - comprising;

- Number
- Numerical Patterns

Literacy – comprising;

- Word Reading
- Writing
- Comprehension

Understanding the world – comprising;

- Past and Present
- People, Culture and Communities
- The Natural World

Expressive Arts and Design - comprising;

- Creating with Materials
- Being Imaginative and Expressive

St James' school staff and Governors believe that all individual learning styles should be recognised and honoured in our Reggio Emilia inspired environment. We endeavour to support children in becoming life-long learners alongside the aims of the EYFS statutory framework. The EYFS is essential in securing solid foundations that the children here at St James' continue to build on throughout their school learning journey. Following the children's interests allows us to plan next steps accordingly to meet all children's needs, as well as empower the children as co-constructors of their own learning. Working closely with our families creates a strong community and a sense of belonging for the children. As our children embark on their own educational and discovery journey, we firmly believe that children communicate their ideas and creativity in a plethora of ways, and we actively support them in doing so, which is why our EYFS curriculum encompasses our school vision, 'Let Your Light Shine'.

ASSESSMENT AT THE END OF EYFS:

In accordance with all schools and the Department of Education, each child will be assessed in their first half-term at school, this will be a child's Reception Baseline Assessment (RBA). The Reception Baseline Assessment (RBA) is a statutory assessment from September 2021 onwards. It provides a snapshot of where pupils are when they arrive at school. It will provide a starting point to measure the progress schools make with their pupils between reception and the end of primary school, more information can be found here:

<https://www.gov.uk/government/publications/reception-baseline-assessment-information-for-parents>. In addition to the Reception Baseline Assessment, through observation staff will assess children's attainment in the three prime areas and the four specific areas.

On-going assessment (formative assessment) is an integral part of the learning and development process. Staff are involved in daily observations and assessments throughout the Reception Year; they include child-initiated tasks and teacher led activities in the inside and outside learning environments. Observations, samples of work and photographs are recorded in each child's English books and whole-class floor books. Data is entered electronically onto the data-tracking programme online at the end of each term. The EYFS Profile will be completed at the end of the reception year; data will be sent to the Local Authority (LA) for submission in accordance with their guidelines, who will then pass it onto the Department for Education (DfE).

Reporting:

Within the seven areas of learning there are seventeen statutory "Early learning goals", which establish age-related expectations for children to reach by the end of EYFS. At the end of the summer term, the class teacher will report to parents/carers whether children are emerging into or have met the expected level of development in line with their age-related Early Learning Goals. This is in line with the reporting requirements from the DfE (see above). These provide the basis for planning the teaching and learning programme in Reception.

Some Reception Year children may begin to work towards the expected standard of a year one child of the National Curriculum when it is judged appropriate for them. This is when their assessment demonstrates that they are "exceeding expectations". Children who do not achieve all the Early Learning Goals by the end of the Reception Year continue to work towards them in Year 1. These children will be assessed to be "emerging" in their development. Progress will be shared with parents and carers after the autumn half term, towards the end of the spring term and at the end of the summer term, in accordance with our assessment, recording and reporting policy. All attainment data is shared with the Year 1 teacher for continuity at this time of transition.

LEARNING AND TEACHING:

The core purpose at St James' school is to teach for independence, enjoyment and progress, ensuring that all children acquire and develop skills, knowledge and understanding. In EYFS

children join a community of lifelong learning – underpinned by the Reggio Emilia approach. High quality expectations for teaching, learning and conduct are established in EYFS and are consistently and clearly applied throughout the school. At St James’ we combine adult-led focused teaching with child-initiated activities to widen children’s experiences, awe and natural curiosity. Children benefit from quality first teaching, hands-on experiences and provocations which are set up in our engaging environments, including a Maths focused room and Atelier. At St James’ we are extremely proud of the opportunities we provide our children. Our timetable is carefully structured so that children are provided with plenty of time to extend their knowledge through our carefully planned provocations with a huge emphasis on Art and our Natural World. Provision is planned both inside and outside, allowing our environment to be ‘the third teacher’. The environment is a fundamental aspect of our curriculum, and children are provided with endless opportunities to engage in a range of provocations, which provide hands-on exploration for children to practice, test, construct and deconstruct their own ideas and theories. The themes covered in Early Years are broad, allowing us to follow the children’s interests within these. Our planning is focused around the seven areas of learning and through our carefully planned provocations children are able to develop their skills and understanding across both the prime and specific areas. Our wider curriculum is explored through our specific areas ‘Understanding the World and ‘Expressive Art and Design’, and children are well equipped with prior knowledge linked to the wider curriculum, ready for their transition to Year 1.

The more specific features of good practice which apply to the EYFS are as follows:

- ✓ The very close partnership between teachers and parents/carers that helps our children to develop a positive self-image of themselves as learners and, therefore, to feel secure and confident at school.
- ✓ The understanding that teachers have of early child development and special educational need and how this relates to teaching and learning.
- ✓ A kinaesthetic and visual approach to curriculum delivery, which provides rich and varied opportunities for ‘small world’ play - using toys and models which replicate real life activities - and for role play (involving areas inside and outside the classroom which simulate real life situations and provide opportunities for imaginative play.
- ✓ The range of approaches that provide first-hand experiences; give clear explanations; make appropriate interventions; and establish and develop the children's ability to play, socialise and communicate effectively with others.
- ✓ A very strong emphasis on communication - including speech therapy as required - to generate a language for learning; to seek every opportunity to talk with children about their learning, encouraging them to listen and respond productively as appropriate to their level of need.
- ✓ The carefully planned and well-resourced curriculum and schemes of work that help children to maximise their potential against the Early Learning Goals (see above). This includes off-site visits and drawing on the resources of the local and wider community.
- ✓ The high value placed on music, art and design and the performing arts.
- ✓ A safe, high quality-learning environment - both indoors and outdoors, available throughout all seasons and weathers in line with the Reggio Emilia approach.
- ✓ The assessment, through observations, of children's achievement, progress and future learning needs, which are regularly shared with parents and carers, and the appropriate resourcing and training of staff to meet the children's needs.

- ✓ The good relationships between St. James' School, other educational and early year's settings and agencies.

ORGANISATION:

The curriculum will be planned, overseen and delivered by the EYFS lead and team. The Head Teacher and Early Years Lead will support the teaching and learning in early years, and take part in the planning, teaching and assessment processes.

The Reception school day begins with registration promptly at 9:15am and ends at 3.15 pm. Nursery's school day starts at 9:15am and ends at 3:15pm. Lunch is served at 11:45. All children are expected to stay for lunch, which is a hot meal, and will be served and eaten in the classroom; this is an important part of our school's family life and is a high priority for each staff member and child. Mealtimes are an important social time; staff at St James' encourages children and adults to treat mealtimes as an integral part of children's development.

Key person:

The key person approach is aimed at enabling and supporting close attachments between children and practitioners. Attachment provides a sense of security so that children can become confident, independent and capable young learners.

At school the key person is a member of the EYFS team. Their role is to meet the needs of each child in their care and respond sensitively to their feelings, talking to the parents and working in partnership with them.

A key person is:

- ✓ A named member of staff who has more contact than others with the child;
- ✓ Someone to build relationships with the child and parents and carers and act as a point of contact;
- ✓ Someone who helps the child become familiar with the provision;
- ✓ Someone who meets children's individual needs and care needs;
- ✓ Someone who responds sensitively to children's feelings, ideas and behaviour;

SAFETY:

St James' Church of England Nursery and Primary School is committed to providing a safe and secure environment for children, staff and visitors and promoting a climate where children and adults will feel confident about sharing any concerns which they may have about their own safety or the well-being of others. We aim to safeguard and promote the welfare of children by

protecting them from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. Please refer to the school safeguarding policy for more information.

St James' school takes safety of its pupils very seriously and various related safety policies and procedures are available in the school office and published on our website. The head teacher or the Governor with responsibility for Health and Safety will be happy to discuss these in more detail should a parent/carer wish to do so. There are seven designated safeguarding leads (DSL).

Specifically, the following procedures must be observed:

- ✓ Reception and Nursery staff will be at key points of contact for parents and children at the start of the day and at the end. Where some rooms have multiple doors for entry and exit, to maximise safety, all doors will be locked with the exception of the door supervised by a member of staff.
- ✓ Security systems operate throughout the day to enable visitors to enter via the main gate or side gate (depending on the time of the day) and report to the school office.
- ✓ No child will be handed over to the care of any adult other than a parent / carer or person nominated by the parent and known to the Reception or Nursery class staff. If a parent requires a person(s) unknown to staff to collect their child. They must communicate this to the relevant staff as they will be given a password for collection. If an adult fails to provide the agreed password, the child (ren) **WILL NOT** be handed over for collection. In this case, we will contact a parent immediately.
- ✓ No mobile phones or cameras, other than the designated school mobile phone and cameras may be used in EYFS. Visitors including parents are expected to respect this. Any visitor or volunteer spending time in Reception or Nursery will be asked to leave mobile phones in a secure place. Please refer to our Early Years - Use of Mobile Phones and Devices Policy.
- ✓ The EYFS learning environment is checked frequently for health and safety and this is recorded in a health and safety tick sheet. The Health and Safety governor monitors that any repairs and maintenance is undertaken in a timely manner.
- ✓ Staff will carry out nappy changing/changing children in accordance with the school's nappy changing guidance and protocols.

INDUCTION AND HOME-SCHOOL LINKS:

Several Open Mornings are held for prospective Nursery and reception parents. The purpose of this meeting is to welcome all our families to the St. James' school family, to disseminate

important information, to encourage discussion and to emphasise the vital importance of home-school cooperation and mutual support. This marks the beginning of the home-school partnership, which we regard as high priority for the benefit of all our children.

Several events take place during the second half of the summer term prior to the child's admission in September; these include afternoon activities/workshops and a Teddy Bear picnic. Parents are welcome to attend all or some of these activities.

Links will be made with the pre-school settings and where practicable the Head teacher/ Class teacher/Early Years Lead will make a transition visit where applicable.

Further communication systems include:

- ✓ Weekly whole school newsletter as well as a nursery or reception newsletter. This will give a brief summary of learning and include key dates and information.
- ✓ Home-school books.
- ✓ Home/school reading journals
- ✓ Email/text messages/telephone communications via the school office.
- ✓ Parent meeting in the autumn, spring and summer term.
- ✓ Parent workshops

INCLUSION THE IN EYFS:

At St. James' School we believe that all children matter and have equal rights - irrespective of the child's special educational need(s), disability, gender, creed or ethnicity. Consequently, we aim to be a fully inclusive school - as described in the school's Equality Policy. We give our children every opportunity to participate in a wide range of experiences in order to help them to achieve

their best. We do this by taking account of each child's learning style, communication needs, disability and range of life experiences when we are planning for their learning.

MONITORING AND REVIEW:

This policy is monitored by the governing body, which receives regular reports on the EYFS from the Head teacher.

The policy will be reviewed annually or sooner if necessary.