

The Federation of Priddy and St. Lawrence's Early Years Foundation Stage (EYFS) Policy



Details of Policy Updates

Review Cycle	Date of Current Policy	Author(s) of Current Policy	Review Date
Every two years	July 2024	Elissa Lodge	July 2026

Ratification

Role	Name	Signature	Date
Chair of Governors	Tim Clements		September 2022
Head Teacher	Sharon Foxall		September 2022
Chair of Governors	Tim Clements		July 2024
Head Teacher	Sharon Foxall		July 2024

Contents

1. Aims	2
2. Legislation.....	2
3. Structure of the EYFS.....	2
4. Curriculum	2
5. Assessment	3
6. Working with parents.....	4
7. Safeguarding and welfare procedures.....	4
8. Monitoring arrangements	5
Appendix 1. List of statutory policies and procedures for the EYFS.....	6

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

Our EYFS unit is based at St. Lawrence's Primary School and consists of a Preschool Class (Saplings, 2yrs +) and a Reception Class (Oak Class). Children join our Reception Class, full time, from the beginning of the school year in which they are five. The majority of our children join us from Saplings Preschool, but we also have children from local preschools and nurseries. Our reception children are officially registered at either Priddy Primary School or St Lawrence's Primary School.

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 every child, 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 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. Progression of knowledge and skills grids are securely in place, and staff use these to plan. Staff have established clear curriculum goals and have high expectations for all. All learning activities are purposeful and have a clear intent.

Read Write Inc. is used across the school for teaching phonics and teaching begins in Preschool, term 3. Letter join is used in Reception for handwriting, which is taught discretely 2-3 times a week. Preschool carry out daily gross and fine motor activities in preparation for writing. Mastery Maths is used in Reception, four days a week. On the fifth day, aspects of shape, space and measure are taught, using Early Years White Rose materials.

We use an enquiry- based approach for Understanding the World, and key knowledge and skills are identified. All our learning is based around a story and opportunities for visits and visitors are planned to ensure learning is rich and meaningful.

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. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. A large outdoor area is shared by Preschool and the Reception class.

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 Priddy & St. Lawrence's Federation, ongoing assessment is an integral part of 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. A tracker is completed termly and the EYFS Lead and Preschool Lead hold termly pupil progress meetings.

Staff also take into account observations shared by parents and/or carers, through informal and formal discussion and using the Tapestry Online Journal.

When a child is **aged between 2 and 3**, 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.

When a child reaches the end of preschool, a written summary of the child's development, in all areas is shared with parents.

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 and this is enclosed with the child's end of year report. 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 at the end of June.

In Reception, a formal parent and/or carer's meeting is held in the autumn and spring term and a written report is provided at the end of summer term.

6. Working with parents and carers

We recognise that children learn and develop well, when there's a strong partnership between staff and parents and/or carers. We actively seek to engage parents and/or carers e.g. via stay and play sessions and parent workshops.

In preschool, 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. In the Reception class, the keyperson is the class teacher.

Tapestry Online Journal is used as a communication tool between school and home and photographs/observations are added by staff. Parents are positively encouraged to add photographs of home activities, so that these can be shared at school.

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:
 - We have at least 1 member of staff for every 13 children
- For reception classes in maintained schools and academies:
 - We comply with infant class size legislation and have at least 1 teacher per 30 pupils

We determine ratios guided by all relevant ratio requirements and by the needs of the children within the group

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 oral health, as well as good health in general, in the early years by for example by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

In preschool, we follow [Public Health England guidance on supervised toothbrushing](#) to make sure that it is evidence-based and safe.

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 Elissa Lodge, EYFS Lead/Deputy Headteacher, every two 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