

John Keble Church of England Primary School



Early Years Foundation Stage Policy

Rooted together in love, growing without limits...

Believing in the worth of every individual, we are a nurturing, Christian sanctuary of learning, where all can flourish. We aspire for everyone to achieve heights of success, to deepen courage and to experience breadth of creativity, knowing the joy of God's love.

Chair of Governors	Tim Johnston
Head teacher	Catherine Allard
Date	May 2023
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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

The EYFS applies to children from birth to the end of the reception year.

In our school, many children join the nursery at the beginning of the term after which they turn three. They will attend for one of the following sessions each day:

Morning session: 8.30 - 11.30 (fully funded)

Afternoon session: 12.00 - 3 (fully funded)

Full Day: 8.30 - 3 (partially funded)

The children will then start full time school in the September of the year in which they turn five.

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 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

4.1 Planning

At John Keble, Nursery and Reception have long term plans that map out objectives that will be covered across the year. These objectives are carefully planned to ensure all children make sequential steps when building their knowledge and skills in each area of learning. This plan follows a half termly structure, however it is fluid and staff will refer back to previous terms when planning, to ensure that each individual child is making progress in line with their current stage of development.

Staff at John Keble plan a combination of adult led and child led activities and experiences, using the objectives from the long term plan.

Enhanced provision is carefully planned each week to offer opportunities in each area of learning. Vocabulary and challenge is planned alongside this and shared with all staff to be used in adult child interaction. 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.

Teachers also plan whole class sessions and specific adult led focus groups to enable children to meet the objectives on the long term plan.

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. There are a mix of indoor and outdoor learning activities and children have access to the outdoor provision for a period of time every day. 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.

Teaching and learning in EYFS, in line with the rest of the school, will take the backgrounds, needs and abilities of all pupils into account. Regardless of starting points, our curriculum fosters high expectations for all children. In addition to class teacher planning for all children, they will also adapt learning to cater to the needs of all of our pupils

including:

- Pupils with special educational needs and disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils
- Pupils that are more able

Strategies to achieve this include (but are not limited to):

- Using support staff effectively to provide extra support
- Working with our SEND co-ordinator (SENCO), our pupils with SEND, and their parents to establish the appropriate level of material to support these pupils to make good progress
- Providing visuals to support understanding
- Refer to our SEN/SEND policy and information report and our statement of equality information and objectives

5. Assessment

At John Keble, 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 and ensure 'keep up not catch up' interventions are quickly put in place for any children who may need them. 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](#)). 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. At John Keble, we begin developing this partnership before they start school by visiting each child at home to get to know them and their family. At this meeting, we share expectations for when the children start Nursery or Reception.

Parents and/or carers are kept up to date with their child's progress and development throughout the year, at termly parent teacher meetings. 'Wow' moments are recorded on Tapestry for parents to see at home and Tapestry workshops are held to help parents add their own observations from home.

The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities at the end of EYFS.

Each child's teacher helps to ensure that their learning and care is tailored to meet their needs. They also support parents and/or carers in guiding their child's development at home. The teacher 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:

- Participating in regular physical activity
- The importance of healthy eating
- The importance of limiting 'screen time'
- The importance of having a good sleep routine
- 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 Early Years Leader 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