



Early Years  
Foundation Stage  
Policy

## Rationale & Vision

**'Every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up.'**

Early Years Foundation Stage Profile - Department for Children, Schools and Families 2012.

**At St Anne's Primary School, we admit children to our Reception class in the September following their fourth birthday. We believe that early childhood is the foundation on which children build the rest of their lives. We greatly value the importance that the EYFS plays in laying secure foundations for future learning and development in our school and beyond. We consider the relationship between home and school to be paramount in the development and well-being of children in our care, and value the contributions made by parents and carers to their children's learning. Our values and vision at St Anne's Primary School are at the centre of everything we do, with 'family' and 'friendship' at the forefront as we welcome our youngest children and their key people to join the St Anne's family each year.**

## Aims

We want our youngest children to leave the EYFS as happy, confident, resilient learners who are kind to others and care for their environment. We want all children to feel safe and secure which will enable them to engage in learning and work independently or collaboratively, and ultimately achieve all that they are capable of within every aspect of the school curriculum and beyond.

This policy is based on requirements set out in the [2023 Statutory Framework for the Early Years Foundation Stage \(EYFS\)](#). It aims to ensure that:

- Children in their EYFS (Reception) year have access to a comprehensive and diverse curriculum that equips them with the necessary knowledge and skills to succeed in both their academic and personal lives.
- High-quality teaching and learning is consistently delivered to enable all children to make excellent progress, with no child being left behind.
- Close working relationships between staff and parents/carers are strong, to enhance the child's learning experience.
- Every child is included and supported through equal opportunities and anti-discriminatory practices, so they can thrive and achieve their full potential.

## Structure of the EYFS

Our Early Years Foundation Stage consists of a one form entry Reception class of up to 30 children. The school day commences at 8.50am and ends at 3.10pm. Staffing consists of one full-time qualified teacher, who also acts as the EYFS & Key Stage 1 Lead, and one full-time Level 3 teaching assistant.

## The EYFS Curriculum

We begin each new year by assessing the individual needs of our children using the Reception Baseline Assessment and our own individual assessments made in class. This supports the development of our flexible curriculum, considering the unique needs and stage of development of our children, and enabling them to continue the path of their learning journey.

Our early years setting follows the curriculum as outlined in the 2023 EYFS statutory framework and guidance from the Early Years Foundation Stage Profile Handbook 2023. Alongside this we use the supporting documents from Development Matters and Birth to 5 Matters.

The EYFS framework includes seven areas of learning and development that are equally important and inter-connected. Three 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 four specific areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The EYFS curriculum also addresses the characteristics of effective learning and teaching, which describe the behaviours children use in order to learn.

At St Anne's CE Primary School, we value the idea that in order to learn successfully, children must approach opportunities with curiosity, energy and enthusiasm. We aim to ensure that all learning opportunities are meaningful to our children and take into consideration their unique needs and interests, so that they can use what they have learned and apply it in new situations. These abilities and attitudes of strong learners will support them to learn well and make good progress in all the Areas of Learning and Development.

## Planning

Our EYFS teacher plans a broad range of activities and experiences for children that enable children to develop and learn effectively. In the early stages of the year, there is a strong emphasis on the three prime areas to build the foundation needed to support the rest of the curriculum. The individual needs, interests, and stage of development of each child is considered and this information used to plan challenging and enjoyable experiences. Where a child may have a special educational need or disability, the class teacher, alongside our SENDCo, will consider whether specialist support is required, linking with relevant services from other agencies, where appropriate. In planning and guiding children's activities, all staff reflect on the different ways that children learn and include these in their practice.

The EYFS curriculum at St Anne's Primary School is delivered with a balance of small and large group teaching sessions and a play-based approach. We celebrate the wonder of the outdoors and children have free access to our EYFS outdoor environment for the vast majority of the day. We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults to develop knowledge and skills. During play, our early years team consistently interact with the children to stretch and challenge them further.

Children engage in a variety of whole class and small group sessions linked to all areas of learning, which increase in frequency and duration as they progress through the EYFS. Daily phonics sessions using the 'Read, Write, Inc' Programme, and mathematics learning supported by White Rose Maths begin in the first part of the Autumn Term.

We pride ourselves on listening to children and those who care for them, using this information to personalise each child's learning. Developing positive partnerships with parents and carers, and other practitioners who may be supporting children in our setting is considered vital and hugely valuable. Our EYFS team follow guidance that has been offered by specialist services to support individuals, where necessary. We also provide quality intervention sessions for groups or individuals, for example, Wave 2 intervention, 'Read Write Inc' catch-up groups, and speech and language programmes. Our school learning mentor provides pastoral support for those children who need this and where necessary, further guidance from outside agencies is sought.

### 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.

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.

### Assessment

At St Anne's Primary School, 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. Staff also consider observations shared by parents and carers in the assessment process.

Within the first 6 weeks that a child starts Reception, staff will administer the Reception Baseline Assessment (RBA). At the end of the EYFS, the teacher completes the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development ('expected')
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and carers. The results of the profile are shared with parents and 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.

### Transition

#### Nursery to school

A smooth transition to school is crucial for young children. At St Anne's Primary School, this time is planned carefully alongside the families of our new starters and with feeder settings to ensure that our children settle into their class quickly and happily. The parents and carers of all children starting in the next academic year will be invited to an information session in the Summer Term, providing them with an opportunity to meet their child's new teacher, other key staff and parents, and learn more about the Reception curriculum and obtain 'starting school' information.

Children and their parents and carers are invited to attend other transition sessions in the Summer Term, including a 'Teddy Bears' Picnic' lunch and taster sessions in the EYFS classroom (children attend these without parents). The start of the school year in September is also staggered with children attending school for half-day sessions for the first week, to allow them the chance to settle in. The teacher will communicate with nursery and childminder feeder settings about each child during the Summer Term prior to the children starting, to obtain key information and assessments which support in the transition to school. Individual visits to settings to meet children alongside their key workers and SENDCo's are also arranged, where necessary.

### Reception to Year 1

Throughout the Reception year, each child's involvement in whole school life will have been progressively built upon; many of the teaching and support staff will already be familiar people to them. The children will have taken part in Key Stage and whole school collective worships, as well as sharing lunch and playtimes with the Key Stage 1 & 2 children. Other special events in school will also have involved children spending time with other classes e.g., shared reading events and Sports Day. Children will meet their new Year 1 class teacher and spend time in their new classroom during transition sessions in the Summer Term. Prior to the end of the academic year, the Reception and Year 1 teachers hold a transition meeting to discuss the children's progress and achievements in relation to the EYFS Profile, individuals' learning styles and any SEND information.

### **Working with Parents & Carers**

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and carers. We value the contribution that parents and carers can make towards their child's learning and development, and work hard to create links with families throughout the year. We encourage parents and carers to sign up to Class Dojo at the start of their child's Reception year, which enables them to contribute to their child's learning journey, and hold regular workshops, information sessions, parents' evenings and open days.

Families are kept up to date with their child's progress and development via Class Dojo, through regular parents' evenings and the end of year EYFS profile report. This enables us to communicate a well-rounded picture of their child's knowledge, understanding and abilities.

### **Safeguarding & 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 safe, welcoming 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. We comply with infant class size legislation and have at least 1 teacher per 30 pupils.

We always have at least one 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 talking to children about the importance of a healthy diet and brushing your teeth, for example.

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy.



## EARLY YEARS FOUNDATION STAGE (EYFS) POLICY

### Monitoring & Evaluation

This policy will be reviewed and approved by Lauren Birch (Early Years Lead) and Jonathan Austin (Headteacher) every two years, or when changes to statutory documents arise. At every review, the policy will be shared with the governing board.

**Any questions or concerns regarding this policy should be made to**

**Name: Lauren Birch**

**Role: Early Years Lead**

**Date: September 2023**