

# Early Years Foundation Stage (EYFS) Policy

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| <i>Type of Policy</i>      | <i>Tick ✓</i> |
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| DCAT Statutory Policy      |               |
| DCAT Non-statutory Policy  |               |
| DCAT Model Optional Policy |               |
| Academy Policy             | ✓             |
| Local Authority Policy     |               |

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|------------------------|-----------------------|
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## **Our Vision**

### ***Loving God~Serving others~Fulfilling our potential***

St Margaret's is a welcoming church school where we learn how to love God, one another and ourselves. We foster a Christian ethos and develop positive relationships with our church, Ifield and the wider community. We provide the highest quality of teaching and learning. We challenge pupils to meet their full potential academically, spiritually and socially.

## **Our Principles**

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 nursery, school and life
- Quality and consistency in teaching and learning so that every child makes good progress and ensures children's school readiness.
- 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

**Legislation** This policy is based on requirements set out in the EYFS Statutory Guidance (2024).

[https://assets.publishing.service.gov.uk/media/670fa42a30536cb92748328f/EYFS\\_statutory\\_framework\\_for\\_group\\_and\\_school\\_-\\_based\\_providers.pdf](https://assets.publishing.service.gov.uk/media/670fa42a30536cb92748328f/EYFS_statutory_framework_for_group_and_school_-_based_providers.pdf)

## **Curriculum**

Nursery and Reception follow the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2024.

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

Achievement of these prime and specific areas of learning is through the characteristics of effective learning, focusing on how children learn:

- playing and exploring
- active learning
- creating and thinking critically

## **Planning**

Nursery and Reception plan activities and experiences for children that enable them 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. We also take into account the individual needs, interests, and stage of development of each child in our care, and use this information to plan a challenging and enjoyable experience with real-life problems. In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice. We strive to encourage and develop a love of learning.

We encourage child initiated activities and adapt our continuous provision accordingly. The provision is enhanced through objects, prompts, conversation and questioning. All resources and apparatus are available to support learning at every stage of development. 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.

We use the development statements in Development Matters (DfE 2023) to identify next steps for each child to deepen, challenge and extend their learning.

## **Assessment**

Our ongoing assessment is an integral part of the learning and development processes in Early Years. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. We also consider observations shared by parents and/or carers.

Within the first 6 weeks that a child starts Nursery staff will assess the development of each child and Reception staff will administer the Reception Baseline Assessment (RBA). On leaving the Nursery, children that will be starting at St Margaret's School will be assessed by the SENDCo for any support that may be required in the Autumn term.

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, learning achievements and their age appropriate development. 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.

## **Working in Partnership with Parents**

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

In Nursery 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.

Nursery and Reception both use an online tool/app called Seesaw /IConnect to share the children's learning and achievements with families. Parents and carers are given the opportunity to meet with their child's teacher/ key person three times a year with a structured conversation meeting. At the end of Reception parents are given a written report of their child's Early Learning Goal achievements. More informally we meet with parents throughout the school year as and when necessary to discuss their child's particular needs.

Transition starts as soon as possible and well in advance of the September start date for Reception and Nursery to ensure a smooth transition. Providing time to establish good relationships with our new families. Both Nursery and Reception provide sessions for the children and parents to explore the environment, meet their key person/teacher to discuss any children's needs medically or educationally.