

# Early Years Foundation Stage (EYFS) Policy



**St. Peter's School**  
*A Church of England Primary School*

**Approved by:** Governors

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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 [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies from September 2021](#).

### 3. Structure of the EYFS

At St Peters School EYFS is the provision for children age 4, who will be 5 in their first year at our school. The children have the first two weeks half days and then full time after that for the remainder of the year. The learning is between 8:45am and 3:10pm each day. The pupils have 65 minute for lunch each day. We have a set intake of 60 children. These are split into three classes of 20. The children are placed in these classes on age.

EYFS have small class sizes. This means they get high quality interaction with highly skilled adults. The curriculum in EYFS ensures that all areas in the new framework are covered. Observations inform future planning and learning. There is a big focus on PSED to ensure children are happy and ready to learn. Pupils with specific needs are identified early through close liaison with the nurseries and parents. This results in appropriate interventions being put into place, usually before the children have even started school. Every child visits the school before they start in September and gets the opportunity to see their learning environment and meet their teacher.

### 4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

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

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff 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 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.

Lessons are coherently planned and sequenced to make sure it is ambitious for all pupils. Planning is designed to cater for all learners so that they are engaged and enthused by the topic. Topics are based around a new book or theme each week.

The children's interests are also taken into consideration and planning can be adapted accordingly. Lessons begin with whole class teacher input followed by a mixture of adult led activities and enhanced provision.

#### 4.2 Teaching

We also encourage and value child initiated play and learning through continuous provision which uses both indoor and outdoor areas. Emphasis is put on reading, phonics, writing and maths. In line with the rest of the school, learning is taught using the mastery approach so that children have a deep understanding of each of the areas of learning. Children are observed continuously by all adults and WOW moments are recorded

### 5. Assessment

At St Peters School, 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. Staff also take into account observations shared by parents and/or carers.

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](#)) and in partnership with other local schools, to ensure consistent assessment judgements. 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.

Parents and/or carers are kept up to date with their child's progress and development. The progress is checked constantly and information added to the Educater system, that is used across the school..

The children will have three visits to school before they start. The staff will also contact the children's pre school so that we can transition the pupils as easily as possible.

The parents have an initial meeting within the first month that the child starts at St Peters. This is called the initial base line meeting. The parents then have a formal meeting in February as well as two written reports.

The parents are given a book to complete at home that is linked to the 17 learning goals. The parents write in brief notes about significant mile stones the children complete at home.

## **7. Safeguarding and welfare procedures**

Each of the three classes will have at least one person who has up to date pediatric first aid training.

The curriculum is designed to help the children make safe and healthy choices.

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 governing body every four of years- unless there are any significant changes where it will be reviewed sooner.