



**St. Michael's Church School
Early Years Foundation Stage Policy**

Review Schedule

Version	Author	Summary	Review Date	Next Review
1	Mrs H Daulton	New Policy	May 2019	May 2021
1.1	Mrs H Daulton	Updated Policy	December 2021	December 2023
1.2	Mrs H Daulton	Minor Amends	December 2023	December 2025

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1. Aims of the Early Years Foundation Stage

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
- Close partnership working between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice
- In the EYFS, we believe that all children are entitled to the best possible start in their school life, both intellectually and emotionally, in order to enable them to develop their full potential. We aim to support each child's welfare, learning and developmental needs by:
 - Recognising that all children are unique and special.
 - That children develop in individual ways and at varying rates - physically, cognitively, linguistically, socially and emotionally.
 - Providing a safe, secure and caring environment where children feel happy and know that they are valued by the practitioners looking after them.
 - Fostering and nurturing children's self-confidence and self-esteem through their developing awareness of their own identity and role within the community.
 - Teaching them to express and communicate their needs and feelings in appropriate ways, aiding them to build receptive vocabulary to help with their understanding
 - Encouraging children's independence and decision-making, supporting them to learn through their mistakes; be willing to have a go- fostering resilience.
 - Developing their characteristics of learning, including playing and exploring, active learning and creating and thinking critically.
 - Developing children's understanding of social skills and the values and codes of behaviour required for people to work together harmoniously.
 - Supporting children to develop care, respect and appreciation for others, including those with beliefs, cultures and opinions differ to their own.
 - Understanding the importance of play in children's learning and development.
 - Providing learning experiences in play which reflect children's personal interests and areas of curiosity in order to encourage and develop their natural desire, interest, excitement and motivation to learn.
 - Providing experiences which build on children's existing knowledge and understanding in order to challenge, stimulate and extend their learning in all areas of development.
 - Providing effective learning opportunities in a range of environments, inside and outside.

2. Legislation

This policy is based on requirements set out in the [Early years foundation stage \(EYFS\) statutory framework - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

3. Structure of the EYFS

Our EYFS policy covers children in school ages between 4 and 5 Years, working within their reception year of school. The onsite Preschool is privately run by an outside company.

Our EYFS day currently runs from 8.40am to 3.10pm.

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2021 statutory framework of the EYFS.

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

Our curriculum also holds emphasis on the way children learn, these are called the Characteristics of Effective Learning. The characteristics of learning are;

- Playing and exploring – engagement;
Finding out and exploring
Playing with what they know being willing to have a go
- Active learning- motivation;
Being involved and concentrating
Keeping trying
Enjoying achieving what they set out to do
- Creating and thinking critically- thinking;
Having their own ideas

Making links
Choosing ways to do things

Adults will spend time observing and working alongside children to support their learning styles and content. Through observations, staff members will report on Characteristics of learning, as well as the curriculum areas being met.

4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also consider 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 work alongside the SENCO, to consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice.

4.2 Teaching

The EYFS team work together closely to ensure planning reflects the needs of all children in the setting.

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners 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.

5. Assessment

At St Michael's Church 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.

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) 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 practitioners and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. The regular Parents evenings and end of year EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a class teacher, who helps to ensure that their learning and care is tailored to meet their needs. The class teacher supports parents and/or carers in guiding their child's development at home.

7. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by Heidi Daulton, Deputy Headteacher, every 2 years.

At every review, the policy will be shared with the governing body.