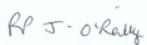




# **Kilby St Mary's C of E (Aided) Primary School**

## **Early Years Foundation Stage (EYFS) policy**

<b>Date:</b>	<b>April 2025</b>
<b>Signed:</b>	
<b>Name &amp; Position:</b>	<b>The Reverend Canon Philip O'Reilly, Chair of Governors</b>
<b>Review By:</b>	<b>April 2028</b>

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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 \(EYFS\)](#) last updated Nov 2024.

### 3. Structure of the EYFS

The Early Years Foundation Stage (EYFS) framework applies to children from birth to the end of the reception year.

At Kilby St. Mary's, all reception children join us at the beginning of the school year in which they will turn five. They begin attending school full time at the start of the Autumn term.

In addition, we offer a preschool nursery provision for children from the age of 3.

Please see Seedlings document for details of session times and charging.

### 4. Curriculum

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

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 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 Kilby St. Mary's school we plan activities and experiences for children that enable children 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 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.

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

The EYFS team prepare long term plans (LTP) and medium-term plans (MTP) that link into the whole school progression of skills and ensure coverage of the requirements in the EYFS framework. The EYFS teacher works with all subject leads to ensure a clear progression of skills, knowledge and vocabulary that will prepare children for their continued educational journey into KS1 and beyond.

#### **4.2 Teaching**

The EYFS classroom is organised to allow children to explore and learn securely and safely. Each area of learning and development is implemented both indoors and outdoors 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. The classroom is set up in learning areas, where children will be able to locate equipment and resources independently. The EYFS classroom has its own enclosed outdoor area, which has learning areas with appropriate resources. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children opportunities to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all 7 areas of learning.

As children move into the Summer term, 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.

At Kilby St. Mary's, in our planning, we recognise the following as features of effective teaching and learning:

- The partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement.
- The understanding that teachers have of how children develop and learn, and how this affects their learning.
- The range of approaches used that provide first hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication.
- The carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS.
- The provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities.
- The encouragement for children to communicate and talk about their learning, and to develop independence and self-management.
- The support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment.
- The identification of the progress and future learning needs of children through observations, which are shared with parents.
- The good relationships between our school and the settings that our children experience prior to joining our school.

## 5. Assessment

At Kilby St. Mary's CofE 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 take into account observations shared by parents and/or carers.

Our phonics programme, Little Wandle, has 6 weekly assessment points. This highlights any areas of need for individual pupil's and additional keep up sessions are immediately started to ensure no child falls behind.

We ensure that all assessments are purposeful and beneficial to the child's continued learning and development.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

We administer NELI and a speech sounds assessment within the first half term to establish any speech, language and communication needs. We then plan our curriculum time accordingly, to meet the specific needs of the cohort.

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 upon request.

## **6. Working with parents and carers**

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

We recognise that parents are children's first and most enduring educators and we value the contribution they make in educating their children. We do this through:

- Inviting all parents to an individual induction meeting in the Summer term prior to starting in the Autumn.
- The teacher offers visits to all children in their nursery/home setting prior to their starting school.
- The children have the opportunity to spend time with their teacher in the Summer term before starting school in the Autumn through 'come and play' sessions. This includes our popular Teddy Bear's Picnic.
- All parents are invited to a 'Meet the Teacher' session within the first few weeks of the Autumn term to have key questions answered and familiarise themselves with the EYFS setting, routines and timetables.
- Providing termly phonics sessions to help parents understand our phonics programme, Little Wandle, and how best to support their child at home.
- Having an open communication environment and encouraging parents to talk to the child's teacher if there are any concerns.
- The teacher is available at the end of the school day to meet with parents. If issues are raised via the school office by parents during the school day, the teacher will endeavour to respond to the parent at the earliest convenient opportunity within that school day.
- There is a formal meeting for parents during Autumn and Spring term at which the teacher and parent discuss the child's progress in private with the teacher.
- The teacher will maintain dialogue on the child's progress, as required, throughout the year on a more informal basis between the formal parent meetings and end of year report.
- Arrange a range of activities throughout the year that encourage collaboration between child, school and parents: Craft days, school family assemblies, World Book Day, Spring Fair, Sports day etc.
- Provide a weekly e-newsletter using Evidence Me to inform parents about what's going on and ways they might support their child's learning.
- Parents receive a report on their child's attainment and progress at the end of each school year.

At Kilby St. Mary's school, the EYFS teacher acts as a key person to all the children in reception class and the nursery teacher acts as key person to all children in nursery. The role of the key person is to ensure the child's 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.

## **7. Safeguarding and 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 welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

It is important to us that all children in school are 'safe'. We aim to educate children on boundaries, rules and limits to help them understand why they exist. We provide children with choices to help

them develop this important life skill. Children should be allowed to take risks but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children.

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:

For children aged 3 and over: We have at least 1 member of staff for every 13 children.

For reception classes: We comply with infant class size legislation and have at least 1 teacher per 30 pupils.

We have at least 1 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 effects of eating too many sweet things

The importance of brushing your teeth

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy. We also have a risk assessment that is reviewed annually to cover both indoor and outdoor provision.

## **8. Monitoring arrangements**

It is the responsibility of the EYFS teacher to follow the principles stated in this policy. There is a named Governor responsible for the EYFS. The Governor will discuss EYFS practice with the practitioners regularly and provide feedback to the whole governing body, raising any issues that require discussion.

The Head Teacher and subject leads will carry out regular monitoring on the EYFS as part of the whole school monitoring schedule.

This policy will be reviewed and updated as appropriate by the Early Years Lead every 3 years.

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