

# EYFS POLICY

## Coppull St John's C of E Primary School



**Grow in the Grace and Knowledge of our Lord Jesus Christ'**  
2 Peter 3: v18

We are a welcoming church school where everyone is valued and encouraged to flourish academically, emotionally and spiritually.

We promote a love of learning where individual talents are nurtured; hopes and aspirations can be achieved.

Where excitement is evident and enrichment opportunities shape our grace and knowledge.

Jesus motivates, inspires and teaches us about living life in all its fulness.

# Contents

1. Aims
  2. Legislation
  3. Structure of the EYFS
  4. Curriculum
  5. Assessment
  6. Working with parents
  7. Safeguarding and welfare procedures
  8. Monitoring arrangements
- Appendix 1. List of statutory policies and procedures for the EYFS

## 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 Coppull St John's children enter school in the year in which they turn five. There is one class of Reception age pupils with a maximum intake of twenty. Pupils will be in a mixed age class with Y1 pupils. All children will be full time by the second week of the Autumn term.

## 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 the 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 3 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. Learning activities linked to Maths, English and Phonics are planned and recorded on a planning document on a weekly basis.

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. Staff will also liaise with the schools Special Educational Needs Coordinator.

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

## 4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities. Children are sometimes taught as a whole class, in small groups or individually. Children are taught as a whole group or a smaller group daily for Phonics, English and Maths as part of adult directed teaching. Also children take part in a daily Reading carousel at the start of the afternoon session.

Children have opportunities to choose their own learning activities as part of child initiated learning through Continuous Provision. During this time the role of the adult and interaction is vital to help build children's understanding and language development and guide new learning. The adults are skilled in modelling, demonstrating and questioning what children are doing through active participation in their play. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interactions.

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 Coppull St John's, 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).

Seesaw, an online assessment tool, is used regularly to gather evidence of children's achievements and adult's observations and this is used to support the assessment process. This is used as part of individual assessment through the child's journey throughout Reception.

Each term staff report to parents verbally in the form of a parent's meeting

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 in the form of a written report in the Summer term.

The profile is moderated internally (referring to the Development Matters guidance) and in partnership with other local schools (cluster 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. We aim to develop caring, respectful and professional relationships with children and their families.

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.

We value the contribution that parents and carers make by:

Talking to parents about their child before they start school, parents are invited to a Welcome Meeting in the Summer term to receive information about the school, meet the staff and visit the classroom. Staff will also visit feeder nurseries or have telephone conversations to gain information about the children.

Providing them with a pack of information, some of which needs to be returned to school, such as the 'All About Me' sheet.

Offering parents regular opportunities to talk about their child's progress through parents' consultation meetings held termly and the home/school reading records.

Choosing a weekly 'Focus Child'.

Offering parents regular opportunities to contribute to the learning journeys using Seesaw.

Providing a written report on their child's progress and attainment mid year and a summary of their attainment at the end of the year.

Offering workshops to parents which support parents to help with their child's learning at home in Phonics, reading, writing and number throughout the school year.

Arranging activities that encourage collaboration between child, school and parents; assemblies, Sport's Day, Christmas performances.

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

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

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

## **8. Monitoring arrangements**

This policy will be reviewed and approved by the EYFS lead every two years.

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

It is the responsibility of the Reception teacher to implement the principles stated in this policy.

SLT will carry out monitoring of the EYFS as part of the whole school monitoring schedule.

Written by: Kath Hunt

Date: September 2021

Next review due by:  
September 2023

## Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy

