Unlocking the Potential for Everyone to Flourish in the love of Christ.

'But I am like an olive tree flourishing in the house of God.' Psalm 52:8

St Peter's Church of England Primary School

September 2025

Early Years Foundation Stage

(EYFS) Policy

Early Years Foundation Stage

"Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up"

"Statutory Framework for the Early Years Foundation Stage",
Department for Children, schools and Families, 2012

Early childhood is the foundation on which children build the rest of their lives. At St Peter's we greatly value the important role that the **Early Years Foundation Stage (EYFS)** plays in laying secure foundations for future learning and development.

Aims

At St Peter's we aim to provide a broad and balanced curriculum which will enable each child to develop personally, socially, emotionally, spiritually and creatively. To do this we seek to provide the following

- A rich, challenging and stimulating environment
- A chance to build on previous experiences
- Allow children to play, explore, develop and represent learning experiences that will help them make sense of the world
- Practise and build upon concepts, ideas and skills
- Learn and understand the need to follow rules
- Think creatively, critically and use imagination
- Communicate with others as they investigate and solve problems

Learning and Development

In our EYFS we follow the new curriculum outlined in the Early Years Foundation Stage statutory Framework 2021. This document includes seven areas of learning and development which are;

- Three Prime Areas:
  Communication & Language
  Physical Development
  Personal, social and Emotional Development

- Four Specific Areas:
  Literacy – Reading & Writing
  Mathematics
  Understanding the World
  Expressive Arts

  All these areas are seen as important and interconnected. However, the prime areas are seen as particularly important for building children's capacity to learn and form essential relationships.

Learning Environment

The Foundation stage is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The Foundation stage area is set up into learning areas, where children are able to find and locate equipment and resources independently. The Foundation stage has its own enclosed outdoor area. This has a positive effect on the children's development. Being outdoors offers the children further opportunities to explore, use their senses, develop their language skills and be physically active. We plan activities and resources both inside and outside enabling the children to develop in all the areas of learning.

'Children must usually be within sight and hearing of staff AND always within sight or hearing'
LCC legal definition

Learning through play

Learning through play is an integral part of our Early Years curriculum. We believe that children learn best from activities and experiences that interest and inspire them. Using children's interests and passions as a starting point, we provide children with stimulating, active play experiences in which they can explore and develop their learning to help them make sense of the world. They have opportunities in their play to think creatively and critically alongside other children as well as on their own. Alongside this, we believe that it is important that adults take an active role in child-initiated play through observing, modelling, facilitating and extending play. When staff are working alongside the children, staff will use our model of the 3 m's to support children's development and next steps these are;

The 3 m's
Making conversation

Mathematics
Mark making

Getting the balance right between child-initiated play, which is controlled, and adult led activities is very important to us. Therefore, we have a flexible timetable with some 'set routines' that allows this to take place.

Teaching

In our EYFS setting we set time aside each day where children come together to be taught in a more traditional sense. In these slots we focus on; Phonics, Maths, English, Stories and UTW. These sessions help to develop vital habits of learning e.g. learning as a group, listening to the teacher, taking turns to answer and concentration.

Throughout our week we also include direct, carefully planned, adult led experiences for children to take part in. These are important in helping children to learn specific skills or knowledge or to practise a skill already taught using play.

Planning

We use our GAPS analysis assessment's as well as 'pupils voice' and interests to create our weekly planning. This is then carefully linked to the objectives on the EYFS Framework to ensure children have a breath of experience's covering a range of areas. We have moved away from themes and topics as we feel these limit learning opportunities and a more flexible strategy to meet the needs and interest of our children is needed.

Objective led planning is also used to target focus children during continuous provision. Staff have a clear understanding of the children's next steps and find opportunities where possible in play to achieve these.

Assessment and Observations

Assessment is an essential part of the learning and development of children in the EYFS. It involves staff observing children to understand their level of achievement, interests and learning styles. The learning then needs to be shaped for each child to reflect those observations.

Under the new framework, there is a new emphasis on practitioners spending less time creating learning journeys and more time supporting the children. However, to ensure we have enough evidence of each child's progress we will have a whole class floor book. This will evidence the topics and children's interests we have followed on a weekly basis. We will also have individual journals where examples of writing, math's and some relevant topic work will be kept. Lastly each child will have a highlighted assessment sheet that will help support adults to plan next steps.

On entry to Reception, we will carry out our own baseline assessment for each child including the new government baseline. The EYFS lead will then any on entry and end of term data onto 'O'track'. This data will then be used to discuss at pupil progress. A gaps analysis chart will be created, and interventions/ teaching will be targeted to support this. At the end of EYFS the EYFS lead will assess the child against the ELG and provide feedback on whether their development is 'emerging' or 'expected'. This information will be communicated to parents at the end of the year using the end of year reports.

The role of parents

We believe that all parents have an important role to play in the education of their child. Parents are made to feel welcome and valued in their dealings with all members of staff. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- talking to parents about their child before their child starts in our school; the children have the opportunity to spend two afternoons in the Reception class during the half term before starting school in September.
- the teacher and a teaching assistant visit the family in their home environment.
- inviting all parents to an induction meeting during the term before their child starts school.
- encouraging parents to talk to the child's teacher if there are any concerns.
- formal meeting for parents in the Autumn and Spring terms at which the teacher and the parent discuss the child's progress with the teacher.
- reporting on their child's attainment and progress at the end of the Foundation Stage.
- daily communication with home on the door.
- regular newsletters are sent so that parent/carers are informed of whole school issues. These are also on the school's website.

Attendance

All children in the EYFS will be monitored for attendance including attendance patterns and prolonged absences. Any unexplained absences with be followed up promptly and a clear attendance policy will be shared with parents, outlining expectations. Where this is not followed attendance contracts and fines may be enforced.

Staffing

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At our school the EYFS teacher acts a 'Key Person' to all children in EYFS, supported by the Teaching

Assistants. There is also a bi-lingual teacher who is available at school throughout the day if needed.

Equal Opportunities

Cross Reference to the Single Equality Policy

At St Peter's we aim

- To ensure that no child is excluded or disadvantaged because of ethnicity, religion, culture, family background, disability, gender, home language, special educational needs or ability.
- To ensure that all the children feel secure, included and valued.
- To establish feelings of respect and trust with all children and their parents or carers.
- To treat each child as an individual and provide equality of opportunity
- To encourage self-confidence and a positive approach to learning in all children.

Safeguarding

The school adheres to Government safeguarding requirements and ensures that your child is safe whether he/she is in and or outside the school. Please refer to 'Safeguarding Children' Policy.

At least 1 member of staff in the EYFS holds a current paediatric first aid certificate.

Privacy

If a child needs support with toileting or changing. All staff at St Peter's are trained to ensure children's privacy is considered and balanced with safeguarding being a priority.

Safer Eating

Children in the EYFS are supervised when eating to lower the risk of choking. There is also PFA trained member of staff available at all times. All staff are made aware of any allergies, intolerances and special diets of the children in EYFS, and the appropriate allergy plans, or food option are put in place.

Health and Safety

Risk Assessments are continually updated to ensure the school environment is safe. Regular fire tests are carried out. Additional reference should also be made to the Risk Assessments/ First aid policies.

Food and Nutrition

All the children at St Peter's are offered a healthy breakfast of bagels and toast each morning. A healthy snack of fruit and vegetables is also available every morning. All meals in

school follow a balanced diet and recommendations for lunch boxes will be shared with parents.

Special Educational Needs (SEN)

At St Peter's all teachers have high expectations of all their children but seek to ensure lessons are planned to take account of each child's individual needs. Early assessment in Reception ensures all lessons are pitched at the correct level and all learners catered for. Children with Special Educational needs will if required receive extra support from another adult in the classroom.

English as an Additional Language (EAL)

At St Peters we provide good quality Learning and Teaching for all our pupils including those who come to school with English as their additional language. We cater for these needs by:

- Providing direct support from bi-lingual support staff
- Use a range of good quality strategies
- Communicate to parents with the help of the bi-lingual teaching assistant

Links to other Policies:

At St Peters we make sure all policies reflect each other and include safeguarding. This policy is cross referenced to the following other School Policies:

- Safeguarding Policy
- SEN Policy
- Single Equality Policy
- Health & safety Policy
- Curriculum Policies
- Assessment Polices
- Health and nutrition policy

Review

The effectiveness of this policy will be monitored and evaluated by the Headteacher and EYFS leader and will be reviewed on an annual basis.

Updated Sep2025