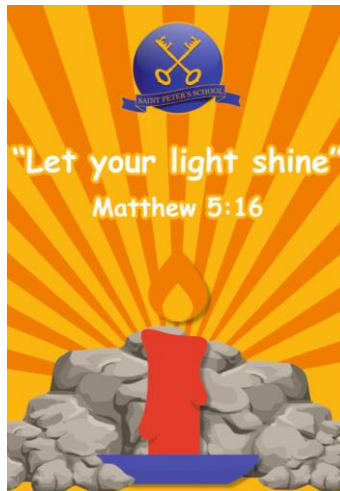




EYFS POLICY

Let Your Light Shine Matthew 5:16

Date: September 2025
Review : September 2027



Aims

This policy aims to ensure:

- Children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school life
- We provide our broad and balanced curriculum
 - based on first hand experiences and purposeful interactions
 - through 'in the moment planning' opportunities and carefully planned adult or child-initiated activities with the EYFS I can statements in mind.
 - a balance of child initiated and adult initiated activities
 - a book of the week, followed up by key vocabulary and rainbow challenges, which cover the 7 areas of learning
 - having a regard for the skills and attitudes the Key Stage One curriculum will demand
- That we make the child's first experience of school happy, positive and fun
- That we aim to instil the Characteristics of Effective Learning such as independence, resilience and confidence
- 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

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.

Structure of the EYFS

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Foundation Year. At Barton St Peter's, children join the Foundation Class in the year that they turn five. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life.

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 interconnected. 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 the 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Planning

The Development Matters and the Early Learning Goals guide our long term planning.

Staff plan activities and enhancements based on children's interests to create an attractive and stimulating learning environment where children feel confident, secure and challenged.

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.

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

Teaching and Learning

At Barton St Peter's:

- We aim for all children to achieve the Early Learning Goals by the end of the EYFS.
- We teach daily Read write Inc phonic lessons and White Rose maths sessions.
- Children access daily dough disco and squiggle while you wriggle to develop their fine and gross motor skills.
- We create adult and child-initiated opportunities that will encourage children to explore, create, investigate, rehearse, practise, repeat and discover.
- We develop Characteristics of Effective Learning
- We Show awareness of the different ways and rates by which children develop and learn; that there are many factors affecting achievement including ability, emotional state, age and maturity, and how this informs teaching strategies.

- Through a comprehensive induction programme from home or Nursery to Reception, we ensure prior learning and development is valued and the transition into School is supported.
- Staff have high expectation of children's behaviour and attainment.
- Staff recognise the importance of emotional well-being.
- Staff build and extend upon prior learning and follow children's interests. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. These observations are recorded in the child's 'Learning Journey' through the 'Tapestry' programme.
- Play based learning is paramount, through our early excellence provision. Through play children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, learn how to control themselves and understand the need for rules thereby developing emotional resilience and self-regulation. In play, children have the opportunity to think creatively and problem solve alongside others. They express fears or relive experiences in controlled and safe situations as well as re-enact positive experiences building self-awareness and self-esteem.
- Children have the opportunity to direct their own learning from carefully planned opportunities and interactions provided by staff. Staff will enhance play and extend as needed to further individual learning.
- Children also complete weekly Rainbow challenges to encourage them to access all 7 areas of learning.
- As children grow older and as their development allows, the balance gradually shifts towards more adult-led activities to help children to prepare for more formal learning, ready for year 1.

Assessment

At Barton St Peter'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 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 school, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

Working with parents

At Barton St Peter's we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional and caring relationships with our children and their families.

We recognise that parents and/or are the children's first and most enduring educators and we value the contribution they make. We recognise the role that parents and/or carers have played, and their future role, in education the children.

At St Peter's , we do this through:

- Inviting all parents to an induction meeting during the term before their child starts school.
- Giving the children the opportunity to spend transition sessions with their teacher before starting school.
- Inviting parents into the classroom to take part in Foundation activities, such as storytime.
- Providing formal meetings for parents during the school year to discuss children's progress.
- Welcoming parents to discuss any concerns with the teacher and/or teaching assistants.
- Working to build good relationships with families to promote a regular two-way flow of information.
- Sending out surveys to parents.

Safeguarding and welfare procedures

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 our teeth.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.