



Early Years Foundation Stage (EYFS) Policy

St Michael's Easthampstead CE Primary School

At St Michael's we are a community of active learners who **go above and beyond** in everything we do, equipping ourselves to make a difference in our own lives and in the lives of others.

Policy Name	EYFS policy
Brief Description:	Outlines the school's approach to providing the Early Years curriculum, assessment and other procedures.
Status: Statutory/non-statutory	Non-Statutory
Other related policies and procedures:	
Approval level: HT/Governors/FGB	FGB
Approved by the Governing Board on:	
Frequency to be reviewed	Every 2 years
Latest Date for Next Review:	June 2026
Version + Schedule of Amendments:	Version 2. Changed date of legislation. Included details of transition.
Signed:	
Position:	
Date of Signature:	

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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
- ☑ 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

2. Legislation

This policy is based on requirements set out **in the 2024 EYFS Statutory Framework**

3. Structure of the EYFS

St Michael's admits a cohort of 30 into the Reception year group in September each year.

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2024 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.

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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

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, during the Autumn term practitioners focus strongly on the 3 prime areas along with phonics and reading.

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, practitioners reflect on the different ways that children **learn and develop** 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-led 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 Easthampstead, 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. Practitioners also take into account observations shared by parents and/or carers.

When children start reception, the adults complete the reception baseline assessment with them.

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The assessment consists of: early number, early calculation (early addition/subtraction), mathematical language, early understanding of pattern, early vocabulary, phonological awareness and early comprehension.

Pupils are assessed within the first 6 weeks of joining reception, regardless of when they join the class, unless they have been assessed previously.

The purpose of the reception baseline assessment is to provide an on-entry assessment of pupil attainment to be used as a starting point from which a cohort-level progress measure to the end of key stage 2 (KS2) can be created

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
- Exceeding expected levels or,
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

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. Termly parents' evenings and the 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 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. Tapestry is used to communicate with parents and share children's learning and experiences in school.

Parents are invited in to school to support in the classroom and to attend family learning sessions.

Our SENCO assists families who are in need of extra support.

7. Transition

We work hard to ease the transition into school for children coming from nurseries, child minders, pre-schools and those children who have not attended a previous setting. In June we host an evening meeting for parents and carers (children are welcome) to introduce them to our school setting, outline the ethos and routines of our Reception class and allow them to look around the setting and speak to Reception staff.

Throughout the summer term, the EYFS lead visits nurseries, child minders and pre-schools to see the children in their familiar setting and talk to their key worker about their development, interests and needs.

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In July, the children are invited for a morning session with one half of their cohort to familiarise themselves with the classroom and begin to get to know the adults who will be caring for them.

In September, Reception staff undertake home visits which allow parents to ask any questions and for the children to re-familiarise them with the Reception staff.

8. Safeguarding and welfare procedures

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

9. Monitoring arrangements

This policy will be reviewed and approved by Caroline Johnson every 2 years.

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

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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

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