

Polehampton CE Infant and Junior Schools

Early Years Foundation Stage Policy



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Contents

Introduction	1
Aims of the policy.....	1
Legislation	1
Structure of EYFS.....	2
Curriculum.....	2
Assessment.....	2
Working with parents and carers.....	3
Safeguarding and welfare procedures	3

Introduction

At Polehampton Church of England Infant and Junior Schools, our vision is "Let your light shine" (Matthew 5:16). Jesus reminded us in Matthew's gospel that we are lights for the world. As we seek to follow him, we can share his light with others and change the world. Supported by our school values of gratitude, friendship, perseverance, forgiveness, honesty and compassion, we seek to help pupils make positive choices in all they do. We follow our Christian values to enable everyone in our school community to let their light shine.

At Polehampton Church of England Infant and Junior Schools, we "let our light shine" by addressing the strategies we employ to facilitate environments where children feel safe, valued and confident to share their development in a way they feel comfortable doing so.

Aims of the policy

This policy aims to ensure the following:

- 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.

Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#) for 2023. This document also complies with our funding agreement and articles of association.

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Early Years Foundation Stage Policy



Structure of EYFS

We have two Reception classes, with a maximum intake of 60. The two classes have individual class time in their room for elements of their day and have free flow environment set across the two classes and outside areas at other times in the day to enable collaborative play and learning opportunities.

Curriculum

Our EYFS 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. Three 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 as follows:

- 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.

Planning

Our staff 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.

Staff also consider 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 (SEND), staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate. Please see our SEND Policy and Local Offer for more information on SEND provision.

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

Teaching

Each area of learning and development is implemented 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.

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.

Assessment

At Polehampton CE Infants, ongoing assessment is an integral part of the learning and development process. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning.

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Early Years Foundation Stage Policy



Within the first 6 weeks of a child **starting 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 at one of the following levels:

- 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.

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.

Parents and/or carers are kept up to date with their child's progress and development. The progress check and 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. The key person also helps families to engage with more specialist support, if appropriate.

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.

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:

- We comply with infant class size legislation and have at least 1 teacher per 30 pupils.
- We determine ratios guided by all relevant ratio requirements and by the needs of the children within the group. Our aim is to have ratios of 1:13.

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 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.

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