



ST MICHAEL & ALL ANGELS C OF E PRIMARY SCHOOL

EYFS policy

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Approved by:	N Bardsley
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St Michael & All Angels C of E (Aided) Primary School Early Year Foundation Stage (EYFS) Policy

Mission statement:

Psalm 147:4 God counts the stars and calls them all by name

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

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 EYFS is structured in a way that over recent years has been flexible to adapt to the needs of the school and the cohort of children. Maximum intake is 15 children with one full time EYFS teacher. In the past the EYFS have been mixed with Year 1 if intake numbers are lower in a particular year.

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, 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 4 specific areas:

- Literacy
- Mathematics
- Understanding the world

- Expressive arts and design

Planning

At St. Michael and All Angels, we plan learning experiences from a curriculum that prepares children for their continued educational journey at our school. 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 experiences. In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice. This ensures children feel valued and encourages them to become active and independent learners. Opportunities are provided for sustained activity and continuous provision, as well as spontaneous, self-chosen activities. We follow the Rise EYFS planning and adapt it to the needs of our children. The EYFS curriculum forms the basis of our whole school curriculum.

Special educational needs and Equal opportunities

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. At St Michael and All Angels, we believe that all children should feel valued. We provide SEN support for children in school. There are some children who have an IEP and additional teaching/ancillary hours are given to support them and so fulfil their learning needs.

The schools approach to equal opportunities aims to ensure equal access for all children whatever their gender, ethnic origin, attainment level or age. See school policies for more detail.

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 the Year 1 curriculum.

Assessment

At St Michael and All Angels, 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 via Tapestry.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA). Practitioners will also look in detail at pre-school transition documents to help get a picture of the child whilst settling in.

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 schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

A variety of media will be used to aid recording observations such as post it notes, cameras and videos and Ipads. Photographs and videos are vital to aid the tracking of development. They are used by staff and children to value work that is important to the child, or show practitioners and parents significant milestones in development. Parental permission is sought as children start school, and parent' wishes are acknowledged. (See school policy)

Working with Parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

At St Michaels the class teacher is the 'Key person' for all EYFS children. Parents are invited to parents' evenings each term and areas for children and parents to work on together are shared at these meetings. Parents then receive a written report at the end of the school year.

Parents are informed of each topic covered and receive a curriculum framework or knowledge organiser which sets out each area of the curriculum for that term and what will be taught.

Tapestry Online Learning Journals are used to evidence significant developmental and achievements of the child's first year of school. Parents are invited to contribute to their child's Learning Journey folders. This gives teachers an overall picture of the whole child.

Transition

At St. Michael's we work hard to ensure children have a smooth transition into school life, and again when they move into Key Stage 1. We strongly believe if transition is smooth and effective then children will settle well.

Children are invited to visit school twice before starting school full time. The first session is in smaller groups, the second visit the whole cohort is together and children have the opportunity to stay for school dinner with their parents. At any point parents are able to leave their child if they feel their child is settled and will not be upset.

Practitioners carry out home visits to pre-school children and their families. Research indicates that children who have home visits settle better than those

who don't. Home visits enable practitioners to observe the children in their home environment where they feel safe and secure. They give school staff the opportunity to get to know the children's interests so the same interests can be provided for at school induction sessions and the first weeks of school life.

We work alongside and support pre-school settings and aim to visit children in their settings at the end of the summer term. We value and use all transition documentation they send prior to children starting school. Practitioners attended transition meetings for the local area run by the county.

Health and Safety /Safeguarding and Welfare

We follow the schools Health and Safety policy.

In addition, practitioners carry out risk assessments of activities offered to children on a daily basis. We believe that children should be empowered to take risks and to manage risk assessment themselves within a secure and safe environment

We promote good oral health, healthy diets, personal safety and physical and mental health

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

Use of Cameras and mobile phones

Please also see Trust Acceptable Use Policy.

To ensure the safety and welfare of the children in our care this policy outlines the protocol for the use of personal mobile phones and cameras in the school.

- All staff must ensure that their mobile phones, personal cameras and recording devices are stored securely during working hours on school premises or when on outings. (This includes visitors, volunteers and students)
- Mobile phones must not be used in any teaching area in school or within toilet or changing areas
- Only school equipment should be used to record classroom activities. Photos should be put on the school system as soon as possible and not sent to or kept on personal devices
- During school outings nominated staff will have access to a school mobile which can be used for emergency or contact purposes
- All telephone contact with parents or carers must be made on the school phone and a note kept
- Parents or carers are permitted to take photographs of their own children during a school production or event. The school protocol requires that photos of other people's children are not published on social networking sites such as Facebook.

Monitoring

This policy will be reviewed and approved by the head teacher and EYFS lead teacher.

At every review, the policy will be shared with the governing committee