

Early Years Foundation Stage Policy 2022-2025 St. George's Primary School

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Responsible Committee:	Local Governing Body
Monitoring:	Trust Board
Related Policies	
Where is this policy published?	School Website

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1 Thrive Charter

Thrive Mission Statement

Inspiring pupils to thrive in life

Thrive Values¹

Thrive Co-operative Learning Trust **understands thriving to mean learning**, and *learning* to mean **growing in knowledge, self-reliance and in responsibility towards others**. Achieving this will allow pupils and staff to **develop a sense of agency and co-agency**, which is the awareness that we are powerful and can affect change, that life is something to be grasped rather than something that happens, and that we have maximum impact when **we work together for the common good**. This sense of agency plays out at three scales as it affects the future of **the individual, their community (local and national), and their planet**.

To thrive, pupils and staff need **environments that are safe**, for **equality to be promoted and diversity to be celebrated**, and for **wellbeing to be valued, nurtured and supported**.

- Because the service we provide is crucial to each pupil's future life chances, we ensure that **we give all pupils the opportunity to thrive**, whatever their background or perceived abilities.
- Because our task is challenging **we all strive to grow and develop**, and we support each other in this and in developing a good work-life balance.
- Because thriving happens best where adults provide pupils with a consistency of approach, **we need people who will play their part for the greater good of the team**.
- Because we serve our local communities **we act as partners in the process of assisting our children to thrive** and will work cooperatively to see this happen.
- Because leadership is a privilege **we exercise leadership in an ethical manner** and commit ourselves to upholding [The Seven Principles of Public Life](#).
- Because we are facing a climate crisis **we will work towards being an environmentally sustainable organisation** and will develop pupil and staff participation in achieving this.
- Because we are funded with public money we will ensure that **we focus our resources on pupils and enable them to thrive**.

2 Introduction

Prior to final approval by the LGB, this policy has been the subject of review and suggested amendments have been taken into consideration and changes made where they can be agreed.

¹ Thrive's values are directly descended from the [Co-operative Values](#)

3 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

4 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](#). This document also complies with our funding agreement and articles of association.

5 Structure of the EYFS

The Foundation Stage staff work as part of a team and we work as a unit, this means that the children from both classes have opportunities to work together during free flow times, accessing shared continuous provision. EYFS staff plan and work together to ensure continuity and progression, providing age and stage related activities to suit all our children. Children are also taught within their own class groups, they are taught in a variety of ways; in whole class groups, small group work, pairs and individually. We are dedicated to providing excellent pastoral care and education to those children in our care.

Staffing and Organisation

Foundation 1 Teacher & Foundation Stage Co-ordinator – Mrs M. Broom

Foundation 2 Teacher Mrs S. Fothergill (Job share – Monday, Tuesday, Wednesday)

Foundation 2 Teacher Mrs S Cameron (Job share – Wednesday afternoon, Thursday, Friday)

Teaching Assistant Level 3 – Mrs L Block

Teaching Assistant Level 3 – Miss K Newton

Teaching Assistant Level 2 – Miss E Samba

Nursery Sessions

Mornings 8:50 – 11:50am

Afternoons 12:30 – 3:30pm

Split week sessions are:

Monday, Tuesday full days and Wednesday mornings or

Wednesday afternoon, Thursday and Friday full days.

Lunch club

Split week and full time children can stay for their lunch or packed lunch on their full days. This costs £3 per day for this lunch club. Nursery children eat a school dinner/packed lunches in the school hall.

At times, the Foundation Stage will have visiting student teachers, work experience students and Nursery Nurse Students working in the setting alongside the staff. Other professionals may also work within the setting throughout the year. All parties will have an appropriate CRB certificate.

6 Curriculum

6.1 Our Early Years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

6.2 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.

6.3 The prime areas are:

- Communication and language;
- Physical development;
- Personal, social and emotional development

6.4 The prime areas are strengthened and applied through 4 specific areas:

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

6.5 Planning

6.5.1 Play is a fundamental aspect of our early year's curriculum. We provide play that has a combination of both child led and thematic approaches. Staff plan activities and experiences for children that enable children to develop and learn effectively. These opportunities allow the children to experience play that encompasses independence, initiative, interest, repetition, resilience, creativity and imagination.

6.5.1 Staff also take into account the individual needs, interests, stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Our children learn through play with a balance of child initiated, adult directed activities, and learning opportunities from a well-planned and exciting learning environment. 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.

6.5.2 In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice. Staff also take into account the learning environment and ensure that the continuous and enhanced provision reflects the needs and abilities of the children. We ensure that children are provided with experiential learning opportunities which enable children to pursue their own interests collaboratively, imaginatively, independently and exploratory.

6.6 Teaching

6.6.1 Reading, language and vocabulary development is at the heart of our early year's curriculum. Communication and language underpins all seven areas of learning and development. Staff develop a shared understanding of

children's interests with opportunities to listen and to explain their ideas. Gamification is used to learn new vocabulary using modelling techniques throughout the day in a language rich environment. Both nursery and reception follow the writing journey based around poems and stories.

- 6.6.2 Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. We are able to provide experiential learning opportunities, which enable our children to pursue their own interests collaboratively, imaginatively, independently and exploratory. Teaching and learning takes place both indoors and outdoors ensuring quality interactions promote repetition of skills, problem solving and progression. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.
- 6.6.3 Our children will experience visits to farms, museums and local parks and take part in music, dance and PE lessons. Children will also experience performing on a stage to a live audience twice a year and participate in assemblies.

7 Assessment

- 7.1 At St Georges, 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.
- 7.2 At St Georges, we use an online learning journey platform 'Early Essence' that is shared with parents. Parents can also add their own photographs and observations to Early Essence.
- 7.3 Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA).
- 7.4 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')
- 7.5 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.
- 7.6 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.

8 Working with Parents

- 8.1 We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. We regularly invite parents and/or carers to take part in stay and play and stay and read sessions. We also provide phonic and maths workshops. We also provide supportive sessions led by the school nurse.
- 8.2 Parents and/or carers are kept up to date with their child's progress and development. Early Essence and the EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. We invite parents in for a discussion about their child's learning, development and progress termly. At the end of the year we provide the parents with a report on their child's development in all of the areas of learning.

- 8.3 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.

9 Safeguarding and Welfare procedures

We promote good oral health, as well as good health in general, in the early years. Children are taught to wash their hands before eating and after going to the toilet. We invite dental nurses to come and talk to the children about how to keep teeth healthy. The children are taught to understand

- The effects of eating too many sweet things
- The effects of drinking too many sugary drinks.
- The importance of brushing your teeth.

All children in the Foundation Stage brush their teeth whilst at school as part of the brush bus scheme. This takes place daily and is supervised by staff. We follow [statutory guidance](#) for safety around supervised tooth brushing. The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

10 Monitoring Arrangements

This policy will be reviewed and approved by Michelle Broom (Early Years Leader) every three years. At every review, the policy will be shared with the governing board

11 Public Sector Equality Duty

11.1 The Equality Act 2010 replaced and unified all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It aims to ensure that people have equality of opportunity in accessing and experiencing public services. Schools when carrying out their day to day work should have regard to the following:

- eliminating discrimination;
- advancing equality of opportunity and
- foster good relations across all characteristics

11.2 Schools cannot unlawfully discriminate against pupils because of their disability, gender, race, religion or belief, sex and sexual orientation. Protection is now extended to pupils who are pregnant or undergoing gender reassignment. This means it is now unlawful to discriminate against a transgender pupil or a pupil who is pregnant or recently had a baby.

11.3 This policy was reviewed and updated with reference to this duty. The author/s of this document considered this policy in the light of these requirements to ensure that St George's Primary School adheres to these statutory regulations.

12 Person Responsible

Updated Autumn 1 2022

Headteacher

To be reviewed Autumn 2025

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