

EYFS Policy

St Mary Magdalene CofE Primary School



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Written by:	Anna Harding and Rachel Butcher	

St Mary Magdalene CE Primary School

EYFS Policy

As a Church of England School, we recognise that each person is valuable, precious and **unique** before God. Our school is a community based on **trust, honesty** and **love**. We aim to live in **peace** with each other and to **forgive** those who have wronged us, as taught and demonstrated in the life of Jesus. We seek to foster in our members **wonder** in discovery, **thankfulness** for what we have, **compassion** for others and **hope** for the future. We therefore strive to ensure that our delivery of the curriculum meets the needs of each individual and helps foster an environment where the motivation for all to achieve and reach their full potential is at the core of our commitment.

Vision Statement

Building on a foundation of Core Christian Values, we inspire and equip our children to acquire confidence, encouraging a thirst for lifelong learning.

'I can do all things through Christ who strengthens me,' Philippians 4: 13.

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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
- 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

2. 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](#).

3. Structure of the EYFS

Our EYFS consists of Reception class for children in the academic year in which they turn 5. We do not have a nursery.

4. 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

4.1 Planning

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 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.

We believe many children need to be given a starting point to learn new things and find topics are a great way to fire the imagination. Our topics are flexible to ensure we also follow the children's interests, school themes and local or national events. Long-term planning is based on 6 main topics,

which include a range of activities across the full curriculum. Medium term planning is based on the Early Years Foundation Curriculum and the children's specific needs.

In Reception, the English curriculum is planned by the class teacher, using both the Literacy Tree and Talk for Writing strategies. When planning maths, the Reception class teacher uses the White Rose programmes of study as a starting point and incorporates Mastering Number ideology.

As a Church school, Religious Education is a core subject. Reception, like the rest of the school, have a weekly RE lesson. The class teacher plans using the Southwark Diocesan Board of Education (SDBE) syllabus.

4.2 Teaching

At SMMS, we use the curiosity approach to develop a sense of awe and wonder in the provision. This approach takes inspiration from key early years theorists, such as Montessori, Reggio Emilia and Steiner. The curiosity approach promotes children to be 'thinkers and doers' whilst being very mindful and child centred. It's an approach which favours natural resources and encourages children to embrace nature. It supports children to be active and critical thinkers, instilling a lifelong love of learning. The curiosity approach can be seen in our classroom and continuous provision. Every moment is a learning moment within our provision.

In Reception, adults follow the school's Teaching and Learning policy. We also recognise that the following are essential in achieving successful learners within our Early Years setting:

Daily routines adhered to, in order to support the well-being of the children

Well planned and implemented English, Maths, Phonics, Topic and RE sessions

A creative, safe, organised and purposeful learning provision for children to engage with

A range of whole class, group work and 1:1 adult led activities

Clear and purposeful observations undertaken to provide a holistic view of the child and to support the planning of next steps in learning

Play

We recognise the importance of play and exploration when considering a child's learning and development. Children adopt and learn new skills when they are inspired to keep trying. Play allows for a child to be resilient and try new skills, in a fun and safe way. Play also allows for the children to:

- Problem solve
- Develop communication skills
- Build on social skills
- Choose ways to approach tasks
- Pursue their own interests
- Learn about the world around them
- Become creative learners

Children interact with play throughout the continuous provision. The engaging and purposeful activities are planned and set up by the class teacher daily. These activities support the children to succeed and build on new skills. The activities planned incorporate the EYFS curriculum, the characteristics of effective learning, long term plans and the children's interests. Play activities within the classroom are a range of:

- Child-led - children make choices from within their learning environment
- Adult-initiated - resources are provided for by the practitioner, but the child chooses how to then use the resources
- Adult-directed - children engage with planned activities to meet certain learning outcomes

A balance of these types of play experiences are planned for weekly and where needed are changed in accordance to the needs of the class. As the year develops, the Reception children will have more opportunity to engage with adult led activities, to support their readiness for moving to Year 1.

Whilst children engage with play, the adult's role is to continually model, demonstrate and question what the child is doing. The adults within the EYFS setting will at times undertake observation and silently observe, whilst other times may participate in the child's game and extend it where possible.

5. Assessment

At St Mary Magdalene, 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.

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 schools and the Local Authority, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority and shared with parents in the End of Year Report. . We are also supported throughout the year by our Southwark Early Years Consultant.

6. Working with parents

We recognise that parents and/or carers are children's first and most enduring educators. We, therefore, work very closely to ensure they are involved in what we do with their child at school. We want parents to feel they can speak to our staff about their child at any time and feel comfortable in our setting. An adult is always available to talk to at drop off and pick up times, but parents may be

asked to arrange a meeting with the class teacher at a separate time. Alternatively, parents are encouraged to contact the class teacher online, using Class Dojo.

During Transition into Reception:

- the class teacher will talk to parents and/or carers about their child before their child starts in our school
- the class teacher offers to visit all children in their home setting prior to their starting school
- new starters have the opportunity to spend time with their class teacher before starting school

During the Reception school year:

- there is a formal meeting for parents and/or carers each term at which the teacher and the parents and/or carers discuss the child's progress in private
- parents and/or carers receive a written report on their child's attainment and progress at the end of each school year
- there will be a range of curriculum workshops for parents and/or carers to help support their child at home
- parents and/or carers will be asked to contribute observations on their child's home life, interests and achievement.

7. Safeguarding and welfare procedures

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

8. Monitoring arrangements

This policy will be reviewed and approved by EYFS Leader every year.

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

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 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 Safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See Safeguarding policy
Procedure for dealing with concerns and complaints	See Complaints policy

Appendix 2. Reception Class Risk Assessment

Indoor Environment			
HAZARD	Evaluation of Risk	Controls and Improvements	BY WHEN By whom
Access points and security	Not significant	Ensure the gates and doors leading to the main playground are shut and secured. Ensure the doors within the classrooms are not blocked to allow the children to access the lavatory, corridor and outdoor environment independently.	Before free-flow activity time At all times Adult on duty
Visibility and supervision	Not significant	Adult will always be inside supervising the children.	During free-flow activity time Adult on duty
Toys and resources	Not significant	To check for signs of wear, damages which may be hazardous. Ensure the children are clear about the expectations and routines for using the toys and resources.	Regularly when setting out the indoor environment and at tidy-up time Adult on duty
Electrical equipment including computer	Not significant	Keep unused electrical sockets secure with safety covers and ensure computer cables do not trail on the floor.	At the beginning of each day Class Teacher
Clutter or spillage on the floor surface	Significant	Keep the floor clutter free, and mop up spilt liquids promptly.	At tidy-up time and when necessary Adult on duty

Outdoor Environment			
HAZARD	Evaluation of Risk	Controls and Improvements	BY WHEN By whom
Access points and security	Not significant	Access points are secured after access times. Ensure the gates leading to the main playground are shut and secured.	Before free-flow activity time Adult on duty
Visibility and supervision	Not significant	Adult will always be outside supervising the children.	During free-flow activity time Adult on duty
Wheeled toys	Significant	To check the quality of the wheeled toys before planned use. Ensure the	Before the planned use of the wheeled

		children are clear about the expectations and routines for using the wheeled toys.	toys Adult on duty
Other toys and resources	Not significant	To check for signs of wear, damages which may be hazardous. Ensure the children are clear about the expectations and routines for using the toys and resources.	Regularly when setting out the outdoor environment and at tidy-up time Adult on duty
Concrete surface	Significant	Ensure the surface is safe to use and is free of puddles or ice patches.	Before setting out the outdoor environment each day Adult on duty
Weather	Significant	To be aware of the weather and the affects the weather may have on equipment or surfaces. Eg gazebo	After the rain or snow. On a windy day. Adult on duty