



St Mary's C of E Primary School

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Early Years Foundation Stage Policy

VISION

At St Mary's, inspired by Christian values, we are excited by our learning, proud of our achievements, determined to be the best we can be and caring of all of God's creation'.

VISION IN CHILD SPEAK

Inspired by Christian values, I am excited about my learning, proud of my achievements, determined to be the best I can be and caring of all of God's creation.

Date policy last reviewed: 22.2.23

Signed by:

Headteacher
22.2.23

Chair of governors
22.2.23

Contents

1. Aims	1
2. Legislation	1
3. Structure of the EYFS	1
4. Curriculum	1
5. Assessment.....	3
6. Working with parents.....	3
7. Safeguarding and welfare procedures	4
8. Monitoring arrangements	4
Appendix 1. List of statutory policies and procedures for the EYFS.....	5

1. 1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that fosters curiosity and gives children 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. 2. Legislation

This policy is based on requirements set out in the [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

3. Structure of the EYFS

At St Marys we have one class in the Early Years Foundation Stage. This is our Reception class.

4. 4. Curriculum

Our early years setting follows the curriculum as outlined in the 2021 EYFS statutory framework.

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 them to develop key knowledge and skills so that they are ready to access the Key Stage One curriculum

We ensure that Communication and Language development and Personal Social and Emotional development is supported throughout all areas of the provision and in the different activities that are planned.

Reading and high quality texts are at the heart of our curriculum with many of the children's learning experiences stemming from a rich range of texts.

Staff follow long term plans that outline key learning focusses for children throughout their Reception Year. These plans have been carefully devised by subject leaders in order to ensure that the skills and knowledge that children develop in Reception can be built upon and revisited as they progress into Key Stage One.

In addition to these long term plans we also use the following published schemes and resources to further support and guide learning in some areas of the EYFS curriculum:

Main Curriculum Focus	Scheme/Resource
Expressive Arts/Music	Charanga Model Music
Word Recognition/Phonics	Essential Letters and Sounds
Maths	White Rose
Personal Social and Emotional Development (PHSE)	Jigsaw

More information about our use of these schemes can be found in our Teaching and Learning Policy and detailed information about our approach towards Early Reading can be found in the Reading Policy.

When planning staff ensure that they 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. Where a child may have a special educational need or disability, staff liaise with the SENCO, linking with relevant services from other agencies, where appropriate.

4.2 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 high quality interactions.

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. 5. Assessment

At St Mary's Primary School, 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, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

6. 6. Working with parents

We recognise that children learn and develop well when there is 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 through a termly consultation with the class teacher. Parents are also able to request meetings, outside of the termly consultation, with members of the Reception teaching team or the SENCO

Children's learning is shared through individual electronic journals on the online platform 'Tapestry'. Parents are able to comment on observations that have been added to Tapestry and they can also make their own contributions as a means of sharing experiences and achievements that children have had outside of school.

The EYFS profile and report at the end of the academic year helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

During the Reception year we invite parents to attend Early Literacy Skills and Early Maths workshops. In these workshops we help parents understand how Mathematics, Reading and Writing are taught in the Reception class. We also share ideas as to how parents and carers can support children's learning at home.

Parents are also encouraged to attend key school events such as our Infant Nativity Production, May Day celebrations and Sports Day

7. 7. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years through our daily routines, our PHSE curriculum and through planned discussions (often linked to texts). We talk to the children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth
- The need to wash hands at key points of the day including after going to the toilet and
- We discuss the importance of having a healthy diet and in particular eating fruit and vegetables.
- The importance of regular exercise.

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

8. 8. Monitoring arrangements

This policy will be reviewed and approved by Eileen Beechey every two years.

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

9. 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
Supporting children with SEND	See SEND policy
Further information planning, teaching and learning	See Teaching and Learning Policy
Teaching of Early Reading	See Reading Policy
Administering medicines policy	See supporting pupils with medical conditions and first aid policy
Emergency evacuation procedure	See Fire Evacuation and Lock down Policy
Procedure for checking the identity of visitors	See Safeguarding policy
Procedures for missing children	See Safeguarding policy
Procedure for dealing with concerns and complaints	See Complaints policy

