

St Erth Primary School

Early Years Foundation Stage (EYFS) policy



Caring, Sharing, Preparing for Life

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Reviewed On	1.3.2025
Last Review	
Next Review Date	1.3.2027
I confirm that this policy has been reviewed and adopted by the Governing Body of St Erth Primary School.	
Chair of Governors	
Date:	

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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

Close partnership working between practitioners and with parents and 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 October 2024

This document also complies with our funding agreement and articles of association.

3. Structure of the EYFS

At St Erth School our early years provision includes a one form entry for reception age children to ensure children have the best possible start to their school journey. The provision entails a full-time qualified teacher (a job share 4:1) and a full time Teaching Assistant. There are detailed arrangements in place to support pupils' transition into school with close links to St Erth pre-school. St Erth school always encourages the engagement and involvement of parents in the learning process which is supported by daily interaction with the teacher and daily interaction using the Seesaw app. The Reception baseline assessment (statutory) is completed early in the Autumn Term. the development of early language and phonics is held in great importance and focused on from day one. The seven area of learning in EYFS, as detailed by the EYFS Framework are planned, prepared for, and engaged with, in an all-encompassing environment throughout the year. These are detailed in our Early Years Strategy which is updated annually.

Laura Murgatroyd is our EYFS lead and teaches the class four days a week, Bill Coleman (Headteacher) teaches one day a week. Vicky Buckingham is the teaching assistant in EYFS four days a week and Sally

Pascoe one day a week. All teachers and TAs work closely with the KS1 team to ensure smooth transitions and development of our school community.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that has been effective since October 2024

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.

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

The EYFS lead plans activities and experiences for children to develop and learn effectively. In order to do this, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas. The year is planned to ensure all requirements of the EYFS framework and key learning from the Development Matters Framework are covered throughout the year. This yearly plan is then developed in more detail with Termly plans which detail weekly, the areas of learning to be focused on. This includes key objectives from the school's curriculum, WOW moments, out of school trips, important social skills with the knowledge that plans can be adapted when required and constantly, a strong link to phonics and early reading, the development of early language, speaking and listening.

Staff at St Erth also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan challenging and enjoyable experiences. 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 and always alongside the school SENDCO.

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

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. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Adults in the room are aware of the needs of the children and adapt their provision accordingly.

As children develop, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

5. Assessment

At St Erth 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. Practitioners 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 Statutory Reception Baseline Assessment (RBA, May 2021).

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 assessment reflects ongoing observations and discussions with parents and/or carers. The results of the assessments are then shared with parents and/or carers.

Assessments are 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. Working with parents

Key to ensuring high quality early years' experience is to ensure continuity between all settings and to ensure that the children's social, emotional and educational needs are addressed appropriately. At St Erth, transition is seen as a process, not as an event and is planned for and discussed with parents, children and practitioners of the pre-school settings. We recognise that children learn and develop well when there is a strong partnership between practitioners 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. Through the use of the Seesaw app, parents receive photographs and notes daily to engage with their children's learning. There is also a messaging option here for parents to contact teachers easily if they are unable to speak to the teachers in the morning or at school pick up where the teacher is always at the school gate.

7. Safeguarding and welfare procedures

It is important to us that all children in the school are safe. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. We know that children learn best when they are healthy and safe, when their individual needs are met and when they have the chance to build positive relationships with the adults around them and their peers. The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy. Safety (including e-safety) and how to stay safe and healthy are included into the EYFS curriculum.

8. Monitoring arrangements

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

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

Additional Documents:

-Curriculum Overview

-St Erth Letters & Sounds, Phonics & Reading document

-Reading and Phonics Policy