



'cherish everyone, flourish together, serve others'

"And now these three remain: faith, hope and love.

But the greatest of these is love."

1 Corinthians 13:13

Early Years Foundation Stage POLICY

**Policy Lead
Committee:**

Local Academy Committee

In consultation with: Headteacher, EYFS lead

Approved by:

Date: 18.1.25

Policy Date: 22nd January 2025

Review Date: Spring 1 2028

Review Frequency: Three years



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1. Aim

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 \(EYFS\)](#) for 2023.

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

3. Structure of the EYFS

The EYFS at Newnham St Peter's C of E Primary school comprises of a Pre-school and a Reception class. The school has an admission number of 20 pupils in Reception. A full day session in Pre-school runs from 8:45 – 3pm. Pre-schoolers can also do half days of 8:45-11:45 or 11:45-3pm. Sessions are charged at £4.15 per hour. Pre-school and Reception have their own teaching inputs but have access to the whole EYFS environment within their play.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest EYFS statutory framework. The EYFS framework includes seven areas of learning and development that are equally important and inter-connected. Three 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



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- Mathematics
- Understanding the world
- Expressive arts and design

4.1 Planning

Our 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.

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 warm, positive interaction. We offer weekly Forest School sessions, led by a qualified Forest School practitioner where the children engage in learning across all curriculum areas.

Reading is a key driver of our curriculum, and we encourage a love of reading right from the start. High quality texts are embedded in our provision through activities, story sessions and are prominently displayed for children to access independently. In Pre-school we concentrate on developing children's speaking and listening skills and lay the foundations for phonics, which starts in Reception. We focus on reading aloud, teaching children poems and songs and talking with the children. Moving into Reception we follow the Read Write Inc programme. Writing is developed throughout the Early Years curriculum. We use non-cursive handwriting and follow the RWI mnemonics to teach letter formation. Within the environment there is a huge focus on writing and opportunities for mark making are abound throughout. Adults model writing during continuous provision and during adult directed sessions. Drawing Club is used as a method to teach writing skills, contributing to children's language development while fostering their creativity in writing. We use high-quality texts to explore ambitious vocabulary and story-telling and encourage children to explore their own creativity and experience the joy that stories bring. In Reception, we follow the 'White Rose Mathematics' scheme of work. Children's mathematical thinking and discussions are developed through high-quality learning environments and meaningful interactions with adults. Pupils learn through games and tasks using concrete manipulatives and pictorial structures and representations. These concepts are then practised, applied, and recorded during their own child-led exploration. In Pre-School, we base our teaching on 'Master the Curriculum' which focuses on developing early mathematical skills and awareness of number and patterns. Children develop a love of maths through games, songs, rhymes, and play using concrete manipulatives. There is a focus on the following counting principles; one to one correspondence, stable order and cardinal principle. We emphasize the development of children's fine manipulative skills, particularly in building one-to-



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one correspondence. This ensures that children count each object only once. 'Master the Curriculum' is closely matched to support the White Rose Mathematics scheme which is used from Reception-Year 6. Therefore, it provides a continuum of learning across the Early Years.

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. Assessment

At Newnham St Peter's C of E Primary School, ongoing assessment is an integral part of 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 and are evidenced on Seesaw and in Adventure books. Staff also take into account observations shared by parents and/or carers.

Within the first six 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 upon request.

6. Working with parents and carers

We recognise that children learn and develop well when there's 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 via an electronic learning journey on Seesaw, at parent's evenings held twice a year and at the end of the year with a written report. We also operate an open-door policy and encourage communication between parents/carers and staff. The EYFS profile completed at the end of the year helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

In Pre-school, 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. In Reception, the class teacher takes on the key person role for all pupils.

We offer opportunities to link with parents/carers at school events such as nativities and class workshops as well as inviting parents/carers to relevant workshops to enable them to support their children's learning at home.



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7. Safeguarding and welfare procedures

We recognise that children learn best when they are healthy safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

We make sure that the appropriate statutory staff: child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

- For children aged 3 and over:
 - Where there is a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification, an instructor or another suitably qualified overseas trained teacher:
 - For classes where the majority of children will reach the age of 5 or older within the school year, we have at least 1 member of staff for every 30 children
 - For all other classes, we have at least 1 member of staff for every 13 children
 - Where a person with the above qualifications is not working directly with the children, we have at least 1 member of staff for every 8 children

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

We promote good oral health, as well as good health in general, in the early years by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

We follow [Public Health England guidance on supervised toothbrushing](#) to make sure that it is evidence-based and safe.

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by the Head Teacher every three years.

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

Appendix 1. List of statutory policies and procedures for the EYFS



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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

**This policy is available on the school website: [npschool.uk](https://www.npschool.uk).
Paper copies are available on request from the School Office.**