

St Luke's Primary School

Early Years Foundation Stage (EYFS) Policy



This policy is intended to be read by teachers, teaching assistants, parents, governors, inspectors, support staff and staff from other schools with which we may have links.

Date Approved: Summer 2 2025

Date of Review: Summer 2 2026

'All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential.'

EYFS Statutory Framework 2024

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At St. Luke's Primary School, children join the Reception class in the year in which they turn five.

Intent:

In the Early Years Foundation stage at St. Luke's we want our children to be happy, confident, independent and well-rounded individuals with a love of learning. Ultimately, we want them to leave us excited, empowered and resilient learners who are ready to continue their educational journey in to Key Stage One.

It is our aim at St. Luke's to:

Provide high quality, inclusive education for all pupils by creating a bespoke curriculum that excites them and is developed to meet their unique individual needs and interests.

Know and value each child as an individual and build relationships based upon trust and respect.

Encourage all children to believe in themselves and to develop a positive attitude to learning that will support them through life.

Create a learning environment where emotional well-being is seen as paramount to successful learning.

Provide a wealth of experiences which develop inquiring and curious minds.

Adopt a problem-solving and investigational approach where children become self-assured risk takers, making and learning from their mistakes.

Provide a stimulating, engaging and inspiring environment where the children feel happy, safe and secure, and where good quality learning can take place.

Immerse the children in an environment full of rich language and conversation where they can learn to become great communicators.

Ensure that opportunities exist for all the children to reach their full potential by consistently promoting high standards.

Create self-motivating, self-disciplined, confident and independent thinkers.

All staff at St. Luke's deeply care about the children in our care. We treat all children as individuals and promote positive relationships and secure bonds. We are flexible, dynamic, adaptable and spontaneous, and have a real love of child development and learning. We are committed to giving our children the best possible start to their school life, teaching them skills which ensure their well-being now and success in the future.

We recognise and value children's individual strength and talents and believe in praising effort and valuing the little steps that really make a difference to a child's progress. We know that by doing this we are building happy and secure children who feel safe. Praise and clear boundaries contribute to the confidence and resilience of our children.

We endeavour to ensure that all the children within our care learn and develop to the absolute best of their potential in a happy, healthy and safe environment, and within a curriculum that is exciting, rich and stimulating.

We make it a priority to form a close partnership with parents and the wider community to ensure that every individual child enjoys learning and reaches their full potential. We strive to involve parents at all levels, recognising the huge benefits that a shared partnership brings to each child's Foundation Stage experience.

Implementation:

In the Early Years Foundation stage at St. Luke's Primary School, the teachers and teaching assistants provide a curriculum that spark the children's fascinations and curiosities; is stimulating, exciting, meaningful, and one that uses Early Years Statutory Framework provided by the Department of Education as a scaffolding block.

There are seven areas of learning and development, of which three are "prime areas," and four "specific areas."

The prime areas are:-

Communication and language
Physical development
Personal, social and emotional development.

The specific areas are:-

Literacy
Mathematics
Understanding of the world
Expressive arts and design

RE in the EYFS at St. Luke's will prepare children for the multidisciplinary approach. Pupils begin to understand religion and worldviews in terms of special people, times, places and objects, as well as visiting places of worship. Pupils listen to, and talk about stories which may raise puzzling and interesting questions. They are introduced to specialist words and use their senses in exploring religious beliefs, and practices and forms of expression associated with religion and worldviews.

Our curriculum is based upon 'Wow!' experiences and topics which engage the children and encourage active learning to ensure that the children are motivated and excited. It is designed to be flexible and reactive so that the children's unique needs and interests are met, and any barriers to learning are removed.

The teaching of our curriculum is practical and playful with support and challenge from adults in class sessions, small group sessions and when working with individuals. There is a combination of adult-led, teacher taught sessions as well as a wealth of stimulating continuous provision opportunities encouraging children to develop their learning independently through discovery, exploration, curiosity and challenge. Adults scaffold learning through skilful interactions and effective questioning.

Areas of need and next steps are identified for all children to ensure good progress is made. In planning and guiding children's activities, we acknowledge the different ways that children learn and reflect these in our practice.

Children in our EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outdoors. The outdoor environment and local community are considered as great learning opportunities for our children.

Outdoor learning is actively promoted and planned for, and our outdoor area is used all year round and in all weather conditions. We ensure that all these activities support the Characteristics of Effective Learning and we value the variety of different ways that children approach and develop each learning opportunity. These are:

Playing and exploring – children investigate and experience things and are willing to 'have a go.'

Active learning – children are involved and concentrate, they keep on trying if they have difficulties, and they enjoy their achievements.

Creating and thinking critically – children have and develop their own ideas, make links with previous learning and choose how to complete these ideas.

EYFS coverage sheets have been written to link with the National Curriculum and the EYFS areas of learning, including relevant vocabulary. At the end of each 'topic' the skills and knowledge and vocabulary that have been covered are highlighted either in green, (where the majority of children have 'got it and understand it) or yellow (where the majority of children are not yet confident with it).

This then informs future planning in the EYFS and also informs KS1 when planning the following year. We also complete PE assessment sheets highlighting what has gone well, what needs more work, what has not been covered and the children that are emerging (and why) or exceeding the standards (and why).

On-going formative assessment is at the heart of our practice and is made through a combination of observations, discussions, photographs and individual/peer group review. We record evidence through Tapestry, with photographs, videos and commentary. Target tracker steps are completed half termly assessing whether the children are 'on track' or 'not on track.'

Impact:

On-going formative assessment is at the heart of our practice and is made through a combination of observations, discussions, photographs and individual/peer group review. We record evidence through Tapestry, with photographs, videos and commentary. Target tracker steps are completed half termly assessing whether the children are 'on track' or 'not on track.' Through assessment and monitoring of data the number of children reaching age related expectations and those that are working towards are recorded. Any areas of concern are addressed and support will be offered as appropriate.

The judgements between staff and of our school are moderated both internally and with other schools both locally and through the consortium. Weekly meetings with KS1

staff also support, evaluate and review best practice, progress, teaching and pedagogy.

At St. Luke's Primary School, the impact of the EYFS policy, the curriculum and the provision provided will be evidenced by creating:

Children who are equipped with the skills sets necessary for their next stage of learning in year 1.

Children who are inspired and excited about learning and new challenges.

Children who are confident, positive and independent learners.

Children who have made good progress across all areas of learning.

Children who demonstrate self-regulation, emotional resilience and the ability to persevere when they encounter difficulties.

Children who are kind, respectful and honest, demonstrating inclusive attitudes and have a sense of the wider world and their role within it.

Children who take pride in all that they do and who always strive to do their very best.

Children who have strong communication skills and who are able to talk fluently, listen respectfully and embrace the views of others.

Inclusion/Special Educational Needs and Disability (SEND):

All children and their families are valued at St. Luke's Primary School. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments consider contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the schools SEND Co-ordinator is called upon for further information and advice once high-quality teaching (HQT) has taken place. Appropriate steps are then taken in accordance with the school's SEND Policy.

Welfare:

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. (See Whole School Safeguarding Children Policy.

At St. Luke's Primary School, we understand that we are legally required to comply with certain welfare requirements. We understand that we are required to:

Promote the welfare and safeguarding of children.

Promote good health, preventing the spread of infection and taking appropriate action when children are ill.

Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.

Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.

Ensure that the premises, furniture and equipment is safe and suitable for purpose

Ensure that every child receives enjoyable and challenging learning experiences tailored to meet their needs.

Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

Parents as Partners:

We recognise that parents are children's first and most enduring educators and we value the contribution they make. All of the EYFS team work hard to build up open and productive relationships with parents and carers.

We recognise the role that parents have played, and their future role, in educating the children. We do this through:

Talking to parents about their child before their child starts in our school;

The children have the opportunity to spend time with their teacher before starting school during a series of drop-in sessions;

Support children through the transition from pre-school to Reception with the children attending part time at first. This is also to support staff and parents in getting to know each other as well as the children;

Inviting all parents to an induction meeting during the term before their child starts school.

Encouraging parents to talk to the child's teacher if there are any concerns.

Arranging a range of activities throughout the year that encourage collaboration between child, school and parents, i.e. celebration assemblies and class workshops.

Providing parents an opportunity to celebrate their child's learning and development through Tapestry; our online learning journey;

Parents can ring, or e-mail school to contact staff;

Opportunities for parents to chat informally with practitioners at the end of each day;

Parents receive whole school newsletters, as well as weekly information put on the website including descriptions of learning that has taken place, photographs, homework activities, useful websites etc;

The Good Level of Development (GLD) measure:

Children are defined as having reached a 'good level of development' at the end of the EYFS if they have achieved at least the expected level in:

the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language)

and

the early learning goals in the specific areas of mathematics and literacy.

Health and Safety:

At St Luke's Primary School, there are clear procedures for assessing risk which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment. In addition to this, regular and annual risk assessments are conducted by the EYFS team to check both the environment and equipment within the Foundation Stage. Safeguarding and child protection policies are in place; these give information and outline procedures to ensure the safety of the children.

Medicine requires medical or technical knowledge. Prescribed medicines are only administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer. At St. Luke's Primary School a written record is kept each time a medicine is administered to a child.

Fresh drinking water is available at all times.

Children's' dietary needs are recorded and acted upon when required

A first aid box is located in the FS and is accessible at all times. A record of accidents and injuries are kept (see accident and injury policy). Parents will receive a copy of

this incident report and will also be informed verbally if necessary of any first aid treatment that was given. Currently, all staff are First Aid trained and one teacher is paediatric first aid trained.

A whole school health and safety policy and procedures which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.

A fire and emergency evacuation procedure and policy.

A safeguarding policy stating how mobile phones and cameras are to be used and stored securely whilst children are in the setting. I-pads that are used in school must not be used for staff's own personal use. All photos taken of children in the Foundation setting are downloaded onto the server and deleted from the I-pad. Only school I-pads are used on visits. In an emergency situation, staff use personal mobile phones on school visits. They are not used in the classroom.

Appropriate clothing, in particular in relation to the wearing of heels (stilettos or a heel that comes to a point). Staff are expected to wear clothing that allows them to engage with children at floor level.

Transition from Pre-school /Feeder settings:

During the summer term prior to a child's entry into the Reception year, the following procedures have been put into place to ensure successful transition

Children are invited to 4 drop-in sessions during the second half of the summer term. During these times parents are invited to either stay and play with their child or leave them to explore independently.

Members of staff from St. Luke's Primary School make visits to feeder settings. The number of visits will depend on the child's needs and how much information gathering is required in order to support the child's transition.

Before the child starts school, parents are invited to meet with their child's class teacher and answer and ask questions pertinent to their child.

During the first few days of the autumn term the EYFS children have a short-phased induction. This allows the children to become familiar with the staff, the EYFS environment and the daily routines.

Transition from EYFS to Key Stage 1:

At the end of the summer term parents will receive a copy of their child's individual EYFS profile, where each child's level of development is assessed against the 'Early Learning Goals'. The final report indicates whether children are meeting expected levels of development or not yet reaching expected levels ('emerging'). In the summer term, a dialogue takes place between the Foundation Stage and Year 1 teachers about each child's stage of development and learning needs, as well as their skills and abilities in relation to the three key characteristics of effective learning. This will all help the Year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of all pupils. The Year 1 teachers also spend time getting to know the Foundation stage children in the summer term through a number of transition sessions.

Date approved: June 2025

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