



St Martin's School EYFS Policy

Aim:

- Access a broad and balanced curriculum that gives the child a range of knowledge and skills needed for good progress through school and life.
- Quality and consistency in teaching and learning so every child makes progress and no child gets left behind.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice
- Each child has a happy, positive and fun start to their school life in which they are provided with opportunities to explore and test out their own experiences.
- Children have the opportunity to develop socially, physically, intellectually and emotionally through high expectations, support and encouragement.
- A range of learning opportunities to provide for unlimited personal development and success.
- Encourage all children to develop their own independence within a loving, caring, secure, fair and friendly environment.
- Support all children in developing and building relationships through social skills ensuring all children are able to co-operate and share within the school environment.
- Develop confident children who recognise their own strengths and achievements through experience of regular success allowing them the confidence to develop and work towards their own personalised goals.

Statutory and regulatory framework

This policy is in accordance with the following:

- [Early years foundation stage \(EYFS\) statutory framework 2024](#)
- [Keeping Children Safe in Education 2024](#)

Structure of EYFS:

Ours early years is a mixed age range of children aged 3-5. It has an EYFS lead with teaching assistants that assist in all areas of learning and development. We provide an enriched learning environment through continuous provision and small focus sessions in phonics and maths.



Curriculum:

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

Characteristics of Effective Learning:

The teachers plan activities within the classrooms with these seven learning areas in mind. They highlight the importance of a child's attitude to learning and their ability to play, explore and to think critically about the world around them. Learning is implemented through planned and spontaneous teaching seen in large groups, small groups and one to one; through a balance of structured and provision activities. Play is seen as an important element of how children learn best, providing tactile and stimulating learning opportunities where children can engage and explore their environment, grasping new knowledge to develop their understanding. A balance of child initiated and adult led activities provide the children with new knowledge which they can use within the provision. These experiences respond to their individual needs and there is a strong partnership between staff and parents and/or carers.

Planning:

Staff plan weekly activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the children are expected to focus 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. In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

Inclusion:

(See [SEND policy](#))

In EYFS, the School sets realistic and challenging expectations so that most achieve the Early Learning Goals by the end of the stage. Some pupils progress beyond this point. The School helps them do this by planning to meet the needs of all pupils, including those with special educational needs, who are more able, have disabilities, from all social and cultural backgrounds, from different ethnic groups, and from diverse linguistic backgrounds.



English as a Second Language:

(See [EAL Policy](#))

The School recognises the importance of ensuring children communicate in their home language whilst at school. Themed activities in the creative shared area provide opportunities for children to play in their home language. Small group learning ensures that children have opportunities to learn and reach a good standard in English.

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 interactions. We include direct, carefully planned, adult led experiences for children in the form of structured teaching and adult led group activities. These are particularly important in helping children to learn specific skills within various topics and to develop children's knowledge and it is often through children's play that we see how much of this learning children have understood and taken on. In addition to adult led learning, we also provide the opportunity for child-initiated learning where they are able to use their own experiences beyond school to engage in their own play as structured by them, creating further learning opportunities within the school day. Each day a timetable with set routines and activities is in place. We set aside times each day when the children come together to be taught in the more traditional format, gathered together on the carpet as a class with the opportunity to listen, turn take and share opinions. In these slots we focus on our topic work, maths, literacy, phonics, and stories as well as taking the opportunities to have discussions and debates on a range of topics. These sessions help to develop the children's skills in communication and language as well as listening and attention.

Assessment:

Continuous 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. Within the first 6 weeks that a child starts in EYFS, staff will observe and carry out a baseline assessment according to the goals set out in the developmental matters document and we use these as a starting point and track child's progress accordingly. As the year progresses a wider range of ongoing assessments take place. This includes collections of children's work, photos, observations and through parental engagement. At the end of the EYFS, staff hand over this information to the Year 1 staff.



Working with parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. We believe that parents and carers are a child's first educator and therefore we work very closely to ensure they are involved in what we do with their children at school. We want parents to feel they can speak to us about their child at any time and feel comfortable within our setting. As well as the EYFS visit day prior to the children starting, we also host 2 parents evenings, workshops and 'come learn with me' sessions so that we are able to support and provide the best for each child. Parents and/or carers are kept up to date with their child's progress and development. Parents are encouraged to actively communicate with staff through the use of conversation, Tapestry observations and emails. All adults within the Early Years setting actively seek to form positive, respectful relationships with the children in their care. The formation of healthy relationships between adults and children is essential in enabling children's well-being now and in the future. Parents receive a report on their child's attainment and progress at the end of each school year.

Safeguarding and welfare procedures:

Our safeguarding and welfare procedures are outlined in our safeguarding policy. Staff working within the early years adhere to the school's safeguarding policy. The EYFS team ensure all safeguarding and welfare requirements are being met. We are a healthy school and our children are encouraged to eat a healthy fruit during morning snack. We offer milk during snack time for those that choose this as an option. Children are given the opportunity throughout their curriculum to sample and taste a range of different food types within their EYFS journey. Our EYFS team model good eating habits by eating alongside the children and modelling use of eating equipment and manners. All children are given the opportunity to have a packed lunch or the choice of a healthy cooked school dinner as catered for by the school kitchen. We promote good oral health, as well as good health in general, for example ensuring children are aware of the effects of eating too many sweet things as well as the importance of brushing your teeth (oral hygiene). We take all accidents seriously and each accident is logged. We have named Safeguarding Leads and all concerns are discussed and logged with them. We have separate policies for [medicine in school](#) and off-site visits.

Mobile Phone use:

Personal mobile phones should be either turned off or on silent and not accessed during working hours. Mobile phones can only be used on a designated break, and this must be away from the children. Mobile phones should be stored in a designated area during working hours. A school mobile phone should be used on trips. Photographs must not be taken of the children on any personal phones or any other personal information storage device. Only school-owned devices can be used to take photographs or videos. Staff must not use personal mobile phones to communicate with parents/carers or give out their personal mobile numbers or email addresses. All members of staff should remain vigilant and report any concerns to the setting's Designated Safeguarding Lead (DSL), Mr Gideon Zucker. If a member of staff is thought to have illegal content on a mobile phone or have committed a criminal offence using a personal device or mobile phone, the police will be contacted and the LADO (Local Authority Designated Officer) will be informed.



Monitoring and review:

The Head and Senior Team will regularly monitor and evaluate the effectiveness of this policy. This policy will be subject to review at least annually by the Head, or more frequently if changes to legislation, regulation or statutory guidance so require. This policy will be subject to review at least annually by the Governing Body, or more frequently if changes to legislation, regulation or statutory guidance so require.

Written by: Paula Norval (EYFS Lead)

Ratified by: Governors

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To be reviewed: Sep 2025