



Early Years Foundation Stage (EYFS) Policy

Crayke Church of England Primary School

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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
- 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.

3. Structure of the EYFS

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Crayke Church of England Primary School, children join Reception in September of the school year that they turn five. In partnership with parents and carers we enable children to begin the process of becoming active learners for life.

“Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with adults caring for them.”

4. Curriculum

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

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 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
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The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

4.1 Planning

Play based learning is paramount and children direct their own learning using the carefully selected open ended resources which can be found in both the inside and outside environment.

Staff will enhance play and extend as needed to further individual learning. We aim to create an attractive, natural and stimulating learning environment where children feel happy, confident, secure and suitably challenged. The children have free flow access to the indoor and outdoor environments, both set up with discrete areas of learning as part of planned continuous provision

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

The children are taught daily phonics using 'Little Wandle', which is a complete systematic synthetic phonics programme. The sessions are fast paced and include the whole class. During the day we teach the lowest 20% in small groups to provide them with additional support. Additional story sessions are also planned into the day to ensure the children have extra exposure to a language rich environment.

We follow termly topics but also follow the children's interests. We feel that it is important for our children to be aware of the world around them, for example experiencing the changing seasons plays a big part in our learning environment.

The resources used within the EYFS reflect diversity and are free from discrimination and stereotyping

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.

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 Crayke CE 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 recorded on Tapestry. Staff also take into account observations shared by parents and/or carers. As a school we use 'Insight' to record the children's level of development so that we can track the children's progress as they progress through the school.

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 upon request.

6. Working with parents and carers

At Crayke Church of England Primary School we understand the importance of building a strong partnership with every child's parent/carer. Before children start at Crayke, the parents are invited to a 'New starter' meeting, parents are informed about school procedures and we address any concerns they may have, putting them at ease.

Children are invited to attend transition sessions during the summer term prior to starting school, this enables us to build relationships with both the children and parents before the children start school in September.

Parents are invited to curriculum events e.g. Open Afternoon to explain how we work with their child, particularly in relation to reading and phonics.

We open an 'open door' policy and encourage parents to talk to their child's teacher if there are any concerns.

We arrange a range of activities throughout the year that encourage collaboration between child, school and parents: stay and play sessions, school visits, enrichment weeks and the Nativity.

We invite all parents to attend formal parents' meetings twice a year at which the teacher and the parent discuss the child's progress.

Throughout the year we provide parents with opportunities to celebrate their child's learning and development and add their own comments to their Tapestry account.

Parents are encouraged to make appropriate and relevant comments in their child's Reading Diary, we respond promptly to comments made by parents.

Interim written reports are shared with parents in October and March and a formal written report details their child's attainment and progress are shared at the end of the school year

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

Due to being such a small class, each child's Key Person is the class teacher but strong relationships are built with the class Teaching Assistant, who also contributes to the assessing and recording of each child's progress.

The class teacher and the teaching assistant supports parents and/or carers in guiding their child's development at home. The teacher and SEN leader helps families to engage with more specialist support, if appropriate.

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:

- We comply with infant class size legislation and have at least 1 teacher per 30 pupils

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 for example by talking to children about:

- The effects of eating too many sweet things
- The importance of having water in their drinking bottles, rather than juice
- The importance of brushing your teeth

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 C Helfferich EYFS Lead at least every 3 years.

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

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 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