

St Alban's C.E Primary School



EYFS Policy July 2026

Renew date: July 2026
Review date: July 2027

Our school vision



Our vision is that all our pupils should grow in:

Faith in God, or be inspired by faith, and in their own ability to fulfil their potential,

Hope to be the best of examples, to work to change themselves and the world for the better, and

Love, reflecting God's love in unselfish love for others.

Our vision is based on the God given virtues of:

***FAITH, HOPE AND
LOVE***

1 Corinthians 13:13

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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 \(EYFS\) that applies from September 2021](#).

3. Structure of the EYFS

Entry procedures for EYFS



Admissions

Parents/carers should request an application form, which is then returned to the school office. All parents are given the opportunity to meet with the Headteacher or Deputy Headteacher to be shown around the school.

Home visits

Home visits are made before starting the Nursery (and Reception class if the child is new to the school). The aim of the visit is to meet the children and family in their own environment where children feel safe and secure, to gather background information and to share with families the aims of the Nursery and how the Nursery day runs. Parents are encouraged to ask questions.

Open morning

In the Summer term, all new children and their parents are invited to visit the EYFS for a short play session during which appointments are made for the home visit. Parents are also given a starter pack. A start date following the home visit will then be posted to each child. We aim for children who are joining our setting from another school will visit us with their key worker and if possible for a member of staff to visit the child in their setting to support their transition.

Example of a settling-in programme to Nursery

- Day 1: Parents are requested to stay with their child for an hour on the first day. 9.30-10.30am or 2-3pm
- Day 2: If the child has settled on day one, parents are then requested to leave Nursery but remain on the premises. The time arranged with the parent may be for longer than an hour- depending on how the previous day went.
- Day 3: Providing the child is settled, parents are free to leave the premises. Times are arranged individually by the nursery teacher depending on the child. The process of extending the day may be gradual to ensure the child remains happy and secure.

Nursery

The Nursery routine includes small group, whole class and individual Learning and Teaching sessions. The team is timetabled to lead specific teaching/observation sessions. Practitioners interact with children in child led activities to support develop and extend play.

Reception

The Reception routine includes small group, whole class and individual learning and teaching sessions. The team is timetabled to lead specific teaching/observation sessions. Practitioners interact with children in child led activities to support develop and extend play.

In the Reception class, the team are timetabled to teach English (or Literacy in EYFS), READ WRITE INC programme and Maths.

Strategies used to support and extend speaking and listening within the Early Years Foundation Stage.

Core Books

Core books to be chosen by EYFS teachers at the beginning of the academic year

The texts can be read out loud to a group/class and allow for frequent re-reading. They illustrate clearly patterns of written language. The books have clear structure which will support beginner readers.

Purpose of the core books

To promote a love of reading

To promote an interest in books
To give children confidence to behave like readers
To develop independence
To develop speaking skills, to talk about illustrations, to retell narratives
To learn how to hold books correctly, to turn pages, to point at print, to point left to right
To begin to recognise some words

How the core books are used

The books are introduced at group times and re-read frequently
The books are used as a basis on which to hang the curriculum
The books are made available for children to read and re-visit during child initiated activities.

In Reception, the books are used in guided reading sessions to begin to develop a range of reading strategies when reading aloud.

Pie Corbett techniques

The Early Years Foundation Stage classes are taught stories to retell using a story map. The purpose of the story telling is to familiarise children with language and introduce them to story structure, which later on supports their writing. There is a focus on specific actions to accompany connectives, adverbs and verbs. Children become very familiar and confident with the stories and extend them into their creative play.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 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

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.

Long term planning

- This is informed by our knowledge of children and how they learn. It includes
- The curriculum guidance from the EYFS
- The school development plans
- Key festival dates
- Key obligations – settling in/transition, profiles, reports

Medium term planning – termly and half termly

Medium term planning covers in more detail the concepts, skills and attitudes we aim to teach. It outlines the adult input, the specific language we wish to teach, identifies possible topic focuses, thereby ensuring that suitable resources are available for our work.

At the end of each half term, the objectives that have been taught are highlighted.

Short term planning –weekly and daily

This is a crucial part of planning in the Foundation Stage and should result from whole team discussion and evaluations as well as our observations of the children.

It should be:

- Clear and specific
- Be led by learning intentions and success criteria
- Include adult involvement/roles/vocabulary to be developed/observation and assessment opportunities.
- Identify specific learning for individuals and groups
- Include the whole learning environment
- Involve the whole team
- Remain flexible and responsive to the children's needs and interest.

Long, medium and short term planning proformas have been developed for both classes and copies are kept in the staff information files and EYFS folders.

4.2 Teaching and learning

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.

Effective practice within the Early Years Foundation stage is based upon the four principles identified within the EYFS:

- **A unique child**
- **Positive Relationships**
- **Enabling Environments**
- **Learning and Development**

These principles are interwoven into the curriculum to ensure that every child's right to grow up safe, healthy, able to enjoy and achieve, make a positive contribution and have economic wellbeing is met.

The curriculum is built around seven areas of learning.

Prime Areas of Learning:

Communication and Language (C&L)

Physical Development (PD)

Personal, Social and Emotional Development (PSED)

Specific Areas of learning:

Literacy – reading and writing

Mathematics

Understanding of the World

Expressive Arts and design

None of these are taught in isolation from each other. All are of equal importance and depend on each other to support a rounded approach to child development. It is for this reasons that we structure the learning using a cross curricular approach, taking into consideration the child's needs and desires and rooting the teaching and learning in play. Learning is often linked to a theme or core book, providing children with the opportunity to learn within a given context, to make connections with their learning and to stimulate and enrich their language.

"Play is a child's work and the means whereby s/he grows and develops."

Well planned play, both indoors and outdoors, is a key way in which young children learn with enjoyment and challenge. In playing, they behave in different ways. Sometimes their play will be boisterous, sometimes they will describe and discuss what they are doing, and sometimes they will be quiet and reflective as they play. It is essential therefore, that children are given the space and opportunities to engage in what is such a powerful means to learning.



The organisation of the day both in the Nursery and Reception allows the children to engage in long periods of uninterrupted play, alongside providing regular set routines such as story and music time. Children need to be given plenty of time to pursue their interest and revisit activities they find enjoyable as it is through such repetitive play that they will develop the appropriate attention skills required for later learning.

Adult directed tasks are provided and it is often in these tasks where skills of playing with others can be taught and developed.

It is in the Nursery where children first develop the skills to be able to choose their own activities to play with and explore. Adults work alongside children's play, offering direction and guidance as and when required. By allowing this approach to learning, children very early on develop responsibility for organising themselves and a sense of self-discipline. The choices continue into Reception but the play becomes more structured towards the end of Reception in preparation for Year 1.

Learning takes place both indoors and outdoors. A wide range of resources and stimuli can be found in both environments. The provision made available allows for opportunities for quiet, reflection and relaxation as well as more physical and energetic play. All areas of the learning are reflected in both environments allowing children to experience a wide variety of choice regardless of what environment they wish to explore.

The role of the practitioner is crucial in:

Planning and resourcing a challenging environment
Supporting children's learning through planned play activity
Extending and supporting children's spontaneous play
Extending and developing children's language and communication in their play.



The key principles of teaching and learning remain the same for Reception and the organisation of the day allows room for children to learn in the following ways:

Whole class
Small groups
Individual
Directed
Child initiated

Learning is topic based and cross curricular links are made throughout all areas of learning. Daily phonic and numeracy sessions take place and every child receives at least two guided sessions based around literacy and numeracy concepts within a week.

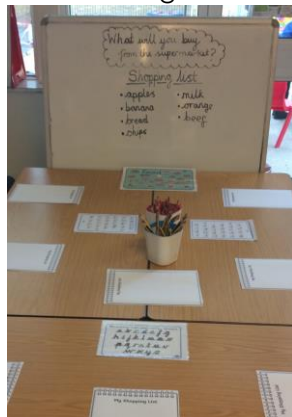


READ WRITE INC is used to support the learning of phonics and reading.

Children are grouped according to ability for adult led English and Maths sessions, towards the end of the first half term, to allow the teacher to address the needs of the individual.

The needs of EAL learners, more able children and special needs are always taken into account and planned for accordingly.

During the Summer term, a more structured learning approach is put in place for English and Maths in order to prepare children for the transition to Year one. However there is always an awareness of the development needs of the children in a particular year group and the provision is organised accordingly.



Learning environments

It is essential that the learning environment is stimulating and inviting to all children as this is often the first thing that will attract a child to engage in the learning process.

The Early Years Foundation Stage follow the school's display policy. In addition to this policy, the followings are to be adhered to.

Nursery

In Nursery, process is more important than product so it is important that displays are accompanied by photos of children in the process of creating.

In the Early Years Foundation Stage classrooms all seven areas of the curriculum should be on display and both an RE display and table-top Worship area.

The displays must be clearly labelled with the learning outcome or key question/topic title and have interactive questions. They should be accompanied by photographs showing the process of how the work was carried out.

Displays should be changed at a minimum every term and work should be always mounted to a high standard.

Displays that must be up in Nursery and Reception

Golden rules displayed with the appropriate photographs to support the words

Days of the week

Birthday chart

READ WRITE INC alphabet

Number line

Welcome sign in languages of the children in the class heritage map

Staff who work in the classes including students and cleaners.

Children's names

Reception (in addition)

Faith

Hope

Love

Star of the day
READ WRITE INC key sounds
Key vocabulary to support topic – on displays
High frequency words

Classrooms

Classrooms should be zoned with all areas clearly identifiable
All areas clearly labelled
All equipment in trays labelled with a picture to support the word
Book boxes labelled
Medical list (allergies and asthma photo list clearly on display)

Information boards should be set up displaying the following:

Newsletters
Curriculum letter
Curriculum overview across all seven areas of learning
Groups

5. Assessment

At St. Alban's CE Primary 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. Staff also take into account observations shared by parents and/or carers through Tapestry, an online learning journal for pupils in the EYFS.

When a child is **aged between 2 and 3**, staff review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

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.

6. Working with parents

We recognise that children learn and develop well when there is 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. 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. We update parents weekly through the newsletter, face to face conversations, and observations through Tapestry. Each term, we hold parent

teacher meeting to discuss children's well-being, attainment and progress and parents are also given an annual report alongside their child's profile book.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The class teacher is the named key worker for all the children in the EYFS. They are responsible for communicating with parents/carers at open evenings, writing annual reports and making written referrals to outside agencies if required with support from the SENCO.

In line with school policy our aim is to promote parents' rights and also their responsibility to be involved in the education of their child from the start. It is hoped that through forging strong links and collaborative working between home and school that the educational development of the child will be enhanced during the child's first year at school. Parents and Carers are invited and encouraged to remain in the classroom for the first fifteen minutes of the day to settle and explore activities with their child.

The school values the dialogue between parent and teacher and operates an open door policy at all times. Parents receive curriculum newsletters each term, informing them of the curriculum that is to be taught and every week a newsletter is sent home providing information about events in the school. Staff talk to parents informally on a daily basis and formally two times a year at open evenings. The children's profiles are available at all times for parents to look at in the classroom.

7. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years by discussing in PSHE:

The effects of eating too many sweet things

The importance of brushing your teeth

We follow statutory guidance for safety around supervised tooth brushing.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by Full Governing Board every annually.

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