

# Sir Henry Fermor C of E Primary School

## Early Years Foundation Stage (EYFS) Policy

### **Adoption Arrangements and Date**

All statutory policies in the Trust are ultimately the responsibility of the Trust Board. To enable it to discharge this responsibility appropriately and in collaboration with the constituent schools, the Trust Board will

1. set a full Trust wide policy,
2. set a 'policy principles' document (a framework within which Headteachers develop a full and appropriately customised policy),
3. or delegate to Headteachers or LGBs the power to develop their own policy.

**Review Body:** LGB/EYFS Lead

**Adopted:** October 2024

**Date of next review:** September 2027

**Policy Type:** Statutory

**Review period:** 3 years

**This is a Level 2 Policy against the Trust Governance Plan.**

## 1 Introduction

Sir Henry Fermor Church of England Primary School believes that Early Years provision plays a vital role in enabling and supporting our pupils to reach their full potential. In line with the founding values of the Tenax Schools Trust we are committed to high standards of achievement in our Early Years provision providing a rich curriculum so that our pupils are prepared for future learning and grow in knowledge and confidence.

*Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five 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 together provide the foundation children need to make the most of their abilities and talents as they grow up. (DfE 2021)*

Our Early Years Foundation Stage (EYFS) policy is built on the following principles:

- That each child is unique and that we believe in their individual value and potential
- That the children and adults flourish through positive relationships
- That these principles, alongside an enabling environment, enable learning and development (these principles themselves are drawn from the Statutory Framework for Early Years)
- That *"Children develop and learn at different rates... The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND)."* (DfE 2021).
- We are committed to giving our children the best possible start to their school life, teaching them skills in which ensure their well-being, now and for success in the future. Sir Henry Fermor enables everyone to succeed; as Jesus teaches through the parable of The Lost Sheep: no one is left behind. **Inspiring** children and adults, **believing** in God at the heart of all we do, through Christ's love and guidance; all in the Sir Henry Fermor family flourish, **achieving** fullness. At SHF we believe that every child is unique and should be treated so, allowing them the opportunity to develop and learn in a safe and nurturing environment where play and learning is combined.

## 2 Scope

This policy is for staff, governors, parents and other professionals. All employees involved in the Early Years Foundation Stage (EYFS) should be aware of and adhere to the contents of this policy.

## 3 Curriculum Intent

At Sir Henry Fermor Church of England Primary School, we believe, as stated in Development Matters (2021) that *"All children deserve to have an equal chance of success"* and our curriculum is an ambitious, progressive and sequenced framework that provides children with the knowledge and understanding to flourish and to prepare them for the next stage in their learning journey in our school in Key Stages 1 and 2.

At Sir Henry Fermor Church of England Primary School, we offer a compelling, play based child centred curriculum with a balance of child-initiated, adult-led and adult-directed learning opportunities. Our EYFS Curriculum Overview demonstrates how our curriculum is planned and sequenced and builds on learning, offering a wealth of opportunities to consolidate and deepen children's knowledge and understanding. The curriculum follows the Statutory Framework yet is tailored to our children and our setting and is flexible to their individual stages of learning and development. Our curriculum provides ways to fully immerse children and to contextualise their learning. We understand that the children at our school have different strengths and areas of development and our

curriculum allows us to embrace them and to build on them ensuring that the children are well prepared to succeed in their next stage of their learning.

Our detailed baseline assessments during Term 1 ensures that we tailor our planning to meet the specific needs of each child, building on what they already know and can do. This is essential in order to ensure that rapid progress is made and high expectations are maintained.

Developing children's speech and language skills are at the heart of all we do. Our curriculum focuses on immersing children in a language rich environment, enabling children to extend and develop their vocabulary. Our curriculum is highly responsive to pupils needs and will result in a wide variety of activities which stimulate interest and curiosity in all areas of learning, which will be supported by a well-resourced and highly engaging environment. This will enable the children to quickly develop learning behaviours which are collaborative and sustain high levels of engagement and concentration.

#### 4 Curriculum implementation

At Sir Henry Fermor Church of England Primary School, our early years classes follow the curriculum outlined in the statutory framework for the Early Years Foundation Stage (EYFS). The framework covers seven areas of learning and development all of which are equally important and inter-connected. Three, prime areas, are *"particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving"* DfE (2021).

| Areas of Learning and Development | Aspect                                 |
|-----------------------------------|----------------------------------------|
| <b>PRIME AREAS</b>                |                                        |
| Personal, Social and Emotional    | Self-Regulation                        |
|                                   | Managing Self                          |
|                                   | Building Relationships                 |
| Physical Development              | Gross Motor Skills                     |
|                                   | Fine Motor Skills                      |
| Communication and Language        | Listening, Attention and Understanding |
|                                   | Speaking                               |
| <b>SPECIFIC AREAS</b>             |                                        |
| Literacy                          | Comprehension                          |
|                                   | Word Reading                           |
|                                   | Writing                                |
| Mathematics                       | Number                                 |
|                                   | Numerical Patterns                     |
| Understanding the World           | Past and Present                       |
|                                   | People, Culture and Communities        |
|                                   | The Natural World                      |
| Expressive Arts and Design        | Creating with materials                |
|                                   | Being Imaginative and Expressive.      |

#### Characteristics of Effective Learning

The aim of the EYFS is to ensure the whole child develops through fostering and supporting children's learning, development and welfare. This is done through the Characteristics of Effective Learning:

- Playing and Exploring
- Active Learning
- Creative and Thinking Critically

### Playing and Exploring

The children use their senses to explore the world around them. They show curiosity and enjoy playing with what they know. Children are willing to 'have a go' and take risks in their learning and play.

### Active Learning

The children maintain focus on activities for periods of time, they are motivated and show high levels of energy and fascination. Children persist when challenged and bounce back after difficulties. They have a sense of satisfaction in meeting their own goals.

### Creating and Thinking Critically

The children have their own ideas, finding ways to solve problems. They make predictions and test their ideas, reviewing activities and changing strategies as required. Children are able to make links and notice patterns in their experiences.

At Sir Henry Fermor Church of England Primary School, we know the importance of an enabling environment in helping secure engagement in learning. The statutory framework reminds us *"Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers."* (DfE 2021).

At Sir Henry Fermor Church of England Primary School, the following principles underpin our provision:

- A calm, secure environment
- Opportunity to engage in structured one-to-one, small group activity and whole class teaching
- Opportunity for children to lead their own learning in free play (Discovery Time)
- Planned activities for children to consolidate their skills and knowledge (Challenge Time)
- Opportunity to take risk and "have a go"
- Regular adult modelling leading to skill and knowledge development
- An outdoor environment supporting physical development and risk taking
- A curriculum that develops pupils' Spiritual, Moral, Social and Cultural development
- High quality opportunity to develop communication and language skills
- High quality phonics teaching and a rich home/school reading programme enabling children to build the essential foundations for early reading
- Staff who understand the diversity of need in their class
- Equality of opportunity, regardless of attainment, race, gender, social or economic background or religion
- In planning and guiding what children learn, practitioners reflect on the different rates at which children are developing and adjust their practice appropriately.
- A smooth transition from home and pre-school to Reception and from the Early Years Foundation Stage into Key Stage 1.
- Three characteristics of effective teaching and learning are:
  - **playing and exploring** - children investigate and experience things, and 'have a go'
  - **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
  - **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things DfE (2021)

## 5 Curriculum impact – assessment

*“Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process” (DfE, 2021).*

At Sir Henry Fermor Church of England Primary School our staff team engage in both formative and summative assessment, recognising the things children do well and informing future planning and areas to develop in order that children are ready for the next stage of learning.

At Sir Henry Fermor Church of England Primary School the following assessment processes are undertaken:

- The statutory Reception Baseline Assessment (RBA) within six weeks of entry into the school
- Baseline reading and phonics assessment
- Baseline maths assessment
- Pre-writing skills assessment
- Baseline Long observations to assess children’s early interactions
- Leuven well-being and involvement assessment
- Early Years Speech and Language assessment
- The Early Years Foundation Stage Profile (EYFSP) is completed at the end of the Foundation Stage reflecting progress towards the Early Learning Goals.
- Assessment in the EYFS is predominantly observational through spending time with and having quality interactions with the children.

## 6 Relationships with Parents and Carers

At Sir Henry Fermor Church of England Primary School, we know that positive relationships with our parents and carers help children settle quickly to school and are ready to be nurtured and challenged. We are committed to developing positive relationships with our families and develop a working partnership by:

- Talking to parents about their child before their child starts our school and visiting them both at home and in their preschool environment.
- Giving the children the opportunity to spend time with their teachers before starting school during our transition sessions.
- Supporting children through the transition from pre-school to Reception, all children are invited to start full time, however, we offer the opportunity to have a gradual start where needed.
- Inviting all parents to a new parents' meeting during the term before their child starts school.
- Delivering a series of parent workshops during the first term to help parents support their children in relation to phonics, maths, reading and writing.
- Using the school website as a place to share mini videos from staff to support parents and carers with understanding how their child is learning at school.
- Having two formal parent consultations during the academic year and providing parents with a report on their child’s attainment at the end of the school year. We encourage parents to talk to their class teacher if they have any concerns.

- Arranging a variety of activities throughout the year that encourage collaboration between the child, school and parents e.g., school visits and special events.
- Sending out a parent questionnaire during the first term, in which parents can contribute ideas and have the opportunity to express their views on the transition to school.
- Using the contact book to share messages between home and school.

## 7 Structure of the EYFS

Sir Henry Fermor Church of England Primary School, there are two Reception (EYFS) classes of up to thirty children aged 4-5 years. There is a full-time teacher and one teaching assistant in each class.

## 8 Legislation

This policy is rooted in the requirements set out in the Statutory Framework for the Early Years Foundation Stage (DfE, 2021).

## 9 Safeguarding

Sir Henry Fermor Church of England Primary School, recognise our statutory responsibility to safeguard and promote the welfare of all children. Safeguarding is everybody's responsibility and all those directly connected (staff, volunteers, governors, leaders, parents, families, and learners) are an important part of the wider safeguarding system for children and have an essential role to play in making this community safe and secure.

Sir Henry Fermor Church of England Primary School, believe that the best interests of children always come first. All children (defined as those up to the age of 18) have a right to be heard and to have their wishes and feelings considered and all children regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection. Staff working with children will maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff will always act in the best interests of the child and if any member of our community has a safeguarding concern about any child or adult, they should act and act immediately.

Our school's safeguarding and child protection procedures are outlined in the Safeguarding and Child Protection Policy <https://www.fermorschool.org.uk/policies/>

Staff adhere to the school's intimate care policy and Health and Safety and Administration of Medicines Policy <https://www.fermorschool.org.uk/policies/>

## Appendix 1

A list of statutory policy or procedure for the EYFS

| Statutory policy or procedure for EYFS                                    | Where can it be found?<br><a href="https://www.fermorschool.org.uk/policies/">https://www.fermorschool.org.uk/policies/</a> |
|---------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| Safeguarding Policy and Procedures                                        | Safeguarding and Child Protection Policy                                                                                    |
| Procedure for responding to illness                                       | Health and Safety Policy                                                                                                    |
| Procedures for administering medicines                                    | Administration of medicine policy                                                                                           |
| Emergency evacuation procedure                                            | Health and Safety Policy                                                                                                    |
| Procedure for identification checking of visitors                         | Safeguarding and Child Protection Policy                                                                                    |
| Procedure for a parent failing to collect a child and or missing children | Safeguarding and Child Protection Policy                                                                                    |
| Procedure for dealing with concerns and complaints                        | Complaints Policy                                                                                                           |

## References

DfE 2021 - Statutory Framework for the Early Years Foundation Stage, Department for Education, 2021:  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/974907/EYFS\\_framework\\_-\\_March\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf)

Development Matters 2021 - Development Matters, Non-statutory curriculum guidance for the early years foundation stage, Department for Education, 2021:  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1004234/Development\\_Matters\\_Non-statutory\\_Curriculum\\_Guidance\\_Revised\\_July\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1004234/Development_Matters_Non-statutory_Curriculum_Guidance_Revised_July_2021.pdf)