



St Faith's

Church of England
Infant and Nursery School

Early Years Foundation Stage Policy

“Our inclusive St Faith’s family strives to enable all to achieve their full potential and inspire a community of hope and friendship. We seek excellence by ensuring a safe, respectful and flourishing learning community, where differences are celebrated and our genuine love and high expectations make a difference to all.”

Oscar Romero “Aspire not to have more, but to be more.”

As a Church School, the distinctive Christian values of respect, compassion, trust, justice, friendship and community are promoted through the experiences we offer to all our pupils, to give pupils the knowledge, skills and understanding that they require to lead confident, healthy and independent lives. We promote the teaching and understanding of fundamental British values in order to prepare pupils for life in modern Britain. We positively teach the values of democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Teaching the fundamental British values helps the children to become informed, active and responsible citizens.

This policy outlines the purpose, nature and management of the **Early Years Foundation Stage** in our school. It reflects the consensus of opinion of all members of staff. It is based on current practice and has the full agreement of the governing body. The implementation of this policy is the responsibility of the Head teacher, teaching staff and support staff. It is our collective responsibility to raise awareness and that all policies are known, understood and used in an appropriate way. Our families have been consulted and our policy reflects their comments and opinions.

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

Legislation

This policy is based on requirements set out in the [EYFS statutory framework for group and school-based providers](#).

Structure of the EYFS

At St Faith’s CE Infant and Nursery School we have a 39 place Nursery. We offer flexibility for accessing the children’s entitled hours. A whole day session is 6 hours and a half day session is 3 hours. We offer 30 hour places, 15 hour places and a mix of whole days. 15 hours can be accessed as morning or afternoons, or beginning or end of the week. Children can also access a mix of whole days, for example two whole days, or three or four whole days if they are entitled to 30 hours. We also offer paid sessions for those only entitled to 15 hours.

We have three Reception classes and have a pupil admission number of ninety.

Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from November 2024.

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

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. As a school we use the following programs;

- Drawing Club in Reception,
- Penpals handwriting in Nursery and Reception,
- Little Wandle phonics in Nursery and Reception,
- Real PE in Reception
- Charanga music in Reception,
- Mastering Number in Reception,
- Mastering the Curriculum for Maths in Nursery.

Reception and Nursery each have a long term plan, which documents topics and objectives to be covered and the objectives are taken from Development Matters. Each subject leader has a progression document for their subject which shows objectives from Nursery to Year 2.

Each area of outside provision is given to a member or group of staff to plan for.

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 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.

Assessment

At St Faith's, 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.

Internal assessments for Reception and Nursery take place at baseline and February and end of year assessments. These are recorded onto Scholarpack.

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.

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.

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 through observations on Tapestry and termly Parent's Evenings. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, for example by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

We teach about internet safety and children's mental health each year.

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

Monitoring arrangements

This policy will be reviewed and approved by Hazel Talbot, Early Year's Leader every year. At every review, the policy will be shared with the governing board.

Safeguarding procedures

At St Faith's we have a positive culture of safeguarding, with effective policies and procedures in place. Our safeguarding procedures are outlined in our Child Protection and Safeguarding Policy, which can be found on our website <https://stfaithscofe.secure-primariesite.net/safeguarding-information-and-policies/>.

Approved by the governing body on:-	March 2025
Signed (Governor)	<i>Dave Vincent and Laura Rigby</i>
Signed (EYFS Leader)	<i>Hazel Talbot</i>
Review Date	March 2026