

This policy should be taken as part of the overall strategy of the school and implemented within the context of our vision, aims and values as a Church of England School.



EYFS Policy

2025-2026

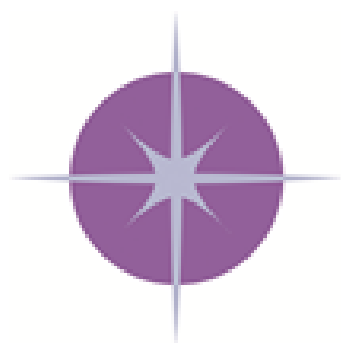
Reviewed by: Lee Butt (EYFS leader/ Assistant Headteacher)

Member of the school Senior Leadership Team

Date: For June 2025

Review Date: June 2026

This policy was created with the St John & St Francis Church School and governors. The views of parents were considered when writing this Policy.



BATH & WELLS
Multi Academy Trust

"That they may have life, life in all its fullness" John 10:10

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"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."
(Statutory Framework for the Early Years Foundation Stage 2017)

Introduction

The Early Years Foundation Stage (EYFS) refers to children from birth to five years of age. At St John and St Francis Church School this policy refers to children between the ages of 4 and 5 years. The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare. The **learning and development requirements** cover:

- the **areas of learning and development** which must shape activities and experiences (**educational programmes**) for children in all early years settings
- the **early learning goals** that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five)
- **assessment arrangements** for measuring progress (and requirements for reporting to parents and/or carers)

Safeguarding

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. The safeguarding and welfare requirements, specified in this section, are designed to help providers create high quality settings which are welcoming, safe and stimulating, and where children are able to enjoy learning and grow in confidence.

EYFS staff take all necessary steps to keep children safe and well – Please see Whole School Safeguarding Policy.

EYFS Team

Education has a core focus on relationships and commitments, participation in communities and institutions, and the qualities of character which enable people to flourish together – recognising that in life as in education, we are always 'stronger together'. Members of the EYFS team are:

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EYFS Lead and EYFS Teacher

- Mr Lee Butt (KS1/EYFS Lead, Member of the safeguarding team)

EYFS Teachers / Deputy EYFS Lead

- Mrs Rebekah Legg

EYFS Support Staff

- Miss Emma Wetherby (Teaching Assistant/Higher-Level Teaching Assistant)
- Mrs Helen Aston (Teaching Assistant/ Higher – Level Teaching Assistant)
- Miss Ellie Davis (Teaching Assistant)

EYFS Link Governor

- Mrs Yvonne Rouffet

Safeguarding Team

- Mrs Tamar Warner – Head of School/ DSL
- Mr Tom Parrington– SENDco/Deputy DSL
- Mr Lee Butt – EYFS/KS1 Phase Lead/Assistant Headteacher -member of the safeguarding team
- Mrs Kim Shanahan – Year 5/6 Phase Lead/member of the safeguarding team
- Mrs Emily Wells – Year 3/4 Phase Lead/member of the safeguarding team
- Mrs Jo Halley- administration/member of the safeguarding team
- Mrs Kirsty Hughes – PFSA/member of the safeguarding team

Special Educational Needs Coordinator (SENDco)

Mr Tom Parrington SENDco

Please see whole school SEND policy

Nursery Visits

St John and St Francis Church School believes that the Nursery Visit makes the transition from Nursery to School a smoother one for the child as they will have a familiar face to recognise on their first day.

Additionally, one-to-one meetings will be available at the setting for families/parents for any children with additional needs through a 'School Entry Plan' meeting .

Parent Partnership

At St John and St Francis School, we recognise the importance of building good relationships with parents and carers. Parents will be invited to an induction meeting in the Summer Term before their child starts school. There is an open door policy so that parents are able to raise any concerns with their class teacher promptly. We also offer parent consultation meetings to regularly review and discuss their child's learning and development. We use an online

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program called Tapestry to involve them in their child's learning. We also run various workshops to involve the parents into their child's learning.

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Aims of the Early Years Foundation Stage:

In Early Years our aim is to provide our children with the best opportunities to be able to learn and reach their full potential. Our approach ensures that we can engage children in their learning through quality play experiences in a stimulating environment. At St John and St Francis, we achieve this by:

- delivering the standards for the learning, development and care of young children as set out in the Statutory Framework for the Early Years Foundation Stage
- supporting the development of active and inquisitive learners encouraging children to be imaginative, creative, curious, and critical thinkers
- ensuring teaching nurtures, engages, and motivates children
- ensuring the provision offers rich, varied, and imaginative learning experiences

ensuring that learning and development is planned around the individual needs and interests of each child and informed using on-going observational assessment.

- ensuring that every child makes good progress, and no child gets left behind
- creating the framework for partnership by working with parents, professionals, and all settings that the child attends
- being fully inclusive and provide for equality of opportunity and anti-discriminatory practice

The early year's experiences we offer our children are based on the following four guiding principles:

- Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

Unique Child

"Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured" – (Statutory Framework for the Early Years Foundation Stage 2023)

At St John and St Francis Church School we encourage a positive attitude to learning by ensuring our planning begins by observing the children to consider their current interests, developmental stage and learning style. We plan to build on what the children know, understand, and can do.

We meet the needs of all our children by:

- providing a safe, secure, and supportive learning environment in which the contribution of all children is respected and valued
- ensure all staff have the necessary skills and understanding of child development using observational assessment to plan opportunities that build upon and extend children's

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knowledge, skills, experience, and interests

- planning opportunities to develop their well-being, self-esteem, and confidence to develop a positive sense of their own identity and culture
- providing a welcoming environment where all children and their families feel valued and respected • using resources which reflect diversity and are free from discrimination or stereotyping
- using age-appropriate ways to seek the views of all children through observing, listening and sensitive discussion
- Providing an intimate care program for children needing further support with toileting and self-care.
- monitoring children's progress and providing additional support when identified
- seeking advice from external agencies where appropriate.

Positive Relationships

"Children learn to be strong and independent through positive relationships" (Statutory Framework for the Early Years Foundation Stage 2023)

At St John and St Francis Church School we believe that warm and positive relationships are the key to effective partnerships between all practitioners, parents/carers, and families.

We meet the needs of all our children by:

- visiting families at home prior to them starting school to find about their child's needs, feelings, and interests
- ensuring effective induction and transition processes to support the child and their family
- developing effective partnerships with families by offering regular opportunities for them to talk about their child's learning and development and the progress they make both at school and at home
- providing an environment that is supportive, sensitive, and responsive to each child
- setting clear processes for age-appropriate behavior management

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Enabling Environment

"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. (Statutory Framework for the Early Years Foundation Stage 2023)

At St John and St Francis Church School our environment is carefully planned to provide stimulating experiences both indoors and outdoors. Children are provided with opportunities which challenge, respond to their interests, and meet their needs. We meet the needs of all our children by:

- providing an environment that is underpinned by the characteristics of effective learning
- developing children's independence and decision making by providing an environment where children can freely access resources and select from the experiences on offer
- using the outdoor environment daily to enhance learning and development.
- using materials and equipment that reflects both the community that the children come from and the wider world
- analysing children's responses to different situations and identifying their future learning needs
- including experiences that provide risk and challenge
- encouraging children to communicate and talk about their experiences



The result of these three guiding principles interacting together is the child's learning and development.

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Learning and Development!

"Importance of learning and development. Children develop and learn at different rates. (See "the characteristics of effective teaching and learning" at paragraph 1.15). The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND). (Statutory Framework for the Early Years Foundation Stage 2023)

The seven areas of learning and development are made up of three Prime areas and four Specific areas:

Prime areas

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Specific areas

- English
- Mathematics
- Understanding the World
- Expressive Arts and Design

In planning and guiding children's activities, practitioners must also consider the different ways that children learn and reflect these in their practice.

These 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'.

At St John and St Francis Church School we ensure that the requirements of the EYFS are met through the Prime and Specific areas, underpinned by the characteristics of effective learning in order for children to make progress towards the early learning goals, which are the expected outcome for most children to reach by the end of the EYFS. We also recognise that play is essential for children's development, building their confidence as they learn to explore, think about problems, and relate to others. Children are given opportunities to learn by leading their own play, and by taking part in play which is guided by practitioners.

Assessment and recording

Assessment is an integral part of all learning. Evidence is used to underpin a flexible and

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dynamic curriculum that raised outcomes for all children.

Key Principles:

1. Assessment informs feedback that should be rapid, immediate, and reciprocal that secures next steps in learning.
2. A variety of assessment are used to provide a picture of the whole child that informs a teacher's professional judgment.
3. Clear and accurate evidence of children's outcomes.

At St John and St Francis Church School the EYFS Profile is completed at the end of each academic year. Practitioners' complete judgements for each child, judgements are based on culminative observational evidence recorded over the year and teachers own knowledge of the child. Observations are predominantly gathered from children's independent play.

Observations of children's learning

According to and inline with the new Early Years Foundation Stage Profile formal observations are no longer recorded. However, staff will be using ongoing observations to form part of their assessment for learning.

Summative Data

Teachers are required to review children's progress and attainment and share outcomes at 4 data drops during the year.

Baseline data drop (September)
Autumn data drop (December)
Spring data drop (March/April)
Final data drop (June)

The final data drop is submitted to the Local Authority.

Development matters are used a guide to make best fit judgments about where a child is showing typical development for their age at each assessment point.

The data completed after each data drop forms the basis of the gaps and strengths analysis that is completed after each data drop. The gaps and strengths analysis carefully examines the data into significant groups and the areas of learning. Teachers use this assessment to inform planning, adapt the environment and establish interventions for children to meet their next steps of learning. The analysis supports information sharing with parents, colleagues, other settings and the BWMAT Trust.

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Quality Assurance

Moderation of judgements within EYFS at St John and St Francis is completed in a variety of formats:

- Internally between EYFS teachers/Practitioners
- Between teachers within the BWMAT Trust
- During Local Authority Moderation

Pupil Progress Meetings

Teachers and phase leads review and reflect on data regularly to identify key trends, share the gaps and strengths analysis and support children's next steps of learning.

Reporting to parents

Parents are kept informed of their children's learning:

- Through the online learning journal
- Parents evenings
- End of year report which outlines each child's end of year assessment.

Continuing Professional Development

In order to keep up to date, broaden our understanding and learn new skills, all practitioners at St John and St Francis Church School receive regular training. The identification of training needs of all adults is part of an on-going process.

Monitoring and Review

It is the responsibility of the EYFS teachers and staff to understand and adhere to the principles stated in this policy. There is a named Governor responsible for the EYFS. This Governor will meet with the EYFS teachers / leader on a regular basis to discuss practice in the EYFS and feedback to the Governing Body.

Emergency Evacuation Procedures

In case of a fire alarm children will be lined up and led to their designated space and with an adult at the front and end of each line. Children will have the opportunity to practice this regularly.

In case of a lockdown scenario the children will be led to a quiet, safe space away from windows and external doors.