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EYFS Policy

St Aubyn's (Woodford Green) School Trust

This is an overarching EYFS Policy in accordance with the Statutory Framework for Early Years, November 2024, giving a holistic view of the School's Early Years Foundation Stage provision.

The Statutory Framework for Early Years, November 2024 states, "Every child deserves the care and support to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time of their lives, so their experiences have a major impact on future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential."

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At St. Aubyn's, the majority of Nursery children join us full time from the start of the Christmas term, although there is the option to attend for mornings only during the Christmas term. All children attend full time from the beginning of the Lent term in their Nursery year. In accordance with the Statutory Framework for Early Years, November 2024, the following four guiding principles shape our practice:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured.
- Children learn to be strong and independent through positive relationships.
- 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.
- Importance of learning and development. Children develop and learn at different rates. The framework covers the education and care of all children, including children with special educational needs and disabilities (SEND).

In line with EYFS principles, at St. Aubyn's we:

- Provide quality and consistency across both Nursery and Reception classes
- Provide a secure and safe learning environment, indoors and out
- Provide a balanced curriculum
- Plan challenging and enjoyable learning experiences, based on the individual child, informed by observation, assessment, and the child's interest
- Provide opportunities for children to engage in activities that are both adult-initiated and child-initiated
- Work in partnership with parents
- Provide equality of opportunity and anti-discriminatory practice, ensuring that every pupil is included and supported.

The Early Years Curriculum

Using the Prime and Specific Areas of learning from the Statutory Framework for Early Years November 2024, we plan an exciting and challenging curriculum based on our observation of the children's needs, interests and stages of development.

In planning and guiding pupil activities, we reflect on the different ways that pupils learn and ensure we are enabling them to explore, create and think critically and be active. Learning opportunities are based on a series of topics, offering experiences across the Prime and Specific Areas of learning, using both the inside and outside learning areas. We continually draw on our links with the

community to enrich their experiences by taking them on visits and inviting engaging speakers and workshop providers into the School.

The Prime Areas are crucial in igniting the pupils’ curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive. The four Specific Areas enable the Prime Areas to be strengthened and applied.

Prime Areas of Learning		
Personal, Social and Emotional Development	Physical Development	Communication and Language
<ul style="list-style-type: none"> • Self-regulation • Managing Self • Building Relationships 	<ul style="list-style-type: none"> • Gross Motor • Fine Motor 	<ul style="list-style-type: none"> • Listening, Attention and Understanding • Speaking

Specific Areas of Learning			
Literacy	Mathematics	Understanding the world	Expressive Arts and Design
<ul style="list-style-type: none"> • Comprehension • Word Reading • Writing 	<ul style="list-style-type: none"> • Number • Numerical Patterns 	<ul style="list-style-type: none"> • Past and Present • People, Culture and Communities • The Natural World 	<ul style="list-style-type: none"> • Creating with Materials • Being Imaginative and Expressive

Each Area encompasses a balance of adult-led and child-initiated learning. Pupils have whole group and small group teaching, the former increasing as the pupils move through their Reception year, thus preparing them for the more formal environment of Year 1.

We strive to ensure our St. Aubyn’s Promises are embedded in our daily practice which provides strong values for our pupils.

Inclusion

We value all of our pupils as individuals, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We believe all our pupils matter and we give each and every one of them the opportunity to achieve their best.

We continually monitor pupils' progress and strongly believe that early identification of additional needs is crucial in enabling us to give the pupil the support that they need. We provide additional support for those needing extra time to consolidate learning and work closely with parents and outside agencies.

We plan challenging activities for pupils whose ability and understanding are more advanced.

We use resources which reflect diversity and are free from discrimination and stereotyping.

The Learning Environment

Nursery and Reception classrooms are organised to allow pupils to explore and learn independently and collaboratively, securely, and safely. The rooms are set up to support the Prime and Specific Areas.

Observation and Assessment

We recognise assessment plays an essential role in helping parents/carers and School staff to recognise pupils' progress, understand their needs, and to plan activities and offer appropriate, targeted support.

Ongoing assessment is an integral part of our learning and development process. Staff observe the pupils to understand their level of achievement, interests and learning styles, and to shape learning experiences for them reflecting those observations.

We ensure assessment opportunities do not entail prolonged breaks from interaction with pupils, nor require excessive paperwork. Observations (formative assessment) are recorded on the platform Tapestry. All parents/carers have a login to Tapestry, thus having the opportunity to access and view the digital learning journey as well as contribute their observations of learning and achievements captured at home.

Pupils are assessed (summative assessment) in October as a baseline and then at the end of each term. The progress of the pupils is continually monitored, with termly meetings scheduled to discuss judgements, set targets, and implement support where appropriate.

In the autumn term we administer on a one-to-one basis, the 'on entry' CEM BASE assessment (summative) for all Reception pupils, giving standardised baseline data in literacy and mathematics. In May, the Reception pupils complete the CEM 'on exit' BASE assessment, again giving standardised data and allowing for an analysis of progress across the year to be made. Similarly, in Nursery we administer on a one-to-one basis, the 'on entry' and 'on exit' CEM Aspects assessments, each October and May respectively.

Reports and Parents' Evenings

Formal reports for all Nursery and Reception pupils are provided twice over the course of the year. In Reception, the autumn term report comments on each of the Prime Areas and Specific Areas of Learning and identifies strengths and next steps. It also includes a social commentary from the class teacher. The summer term report indicates attainment against each of the 17 Early Learning Goals, provides an overview of progress in the Prime and Specific Areas including strengths and next steps, and a social commentary, incorporating pupils' development alongside the Characteristics of Effective Learning. The summer report is issued prior to the end of term to allow parents/carers time to discuss these judgements with the Reception teacher in preparation for Year 1.

In Nursery, the autumn report focuses on the three Prime Areas of Learning and includes a social commentary, incorporating pupils' development alongside the Characteristics of Effective Learning. In the summer term the report comments on each of the Prime Areas and Specific Areas of Learning and identifies strengths and next steps. It also includes a social commentary from the class teacher.

Parent evenings are held in the autumn, spring and summer terms, and give the opportunity to discuss a child's social, emotional, and academic progress and areas for ongoing development.

Transitions

Transitions are carefully planned for, and time is given to ensure continuity of learning. At any transition, we acknowledge the pupil's needs and establish effective partnerships with those involved; with the pupil and other settings, including nurseries and carers. Pupils entering both Nursery and Reception attend a classroom activity morning (induction), developing familiarity with the setting and staff.

In the final term of Reception, the Year 1 teachers meet with the Reception teachers and discuss each pupil's development against the Early Learning Goals and the Characteristics of Effective Learning. This supports a smooth transition into Year 1 and helps the Year 1 teachers to plan an effective, responsive, and appropriate curriculum that will meet the needs of each individual pupil.

Partnership

We recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the pupils and their families. Parents are children's first and most enduring educators and we value the contribution they make and encourage them to play an active part in their child's education both at home and at School.

Working with other services and organisations is integral to our practice, in order to meet the needs of our pupils. At times, we may need to share information with other professionals, providing the best support possible.

Safeguarding and Welfare

Children's safeguarding and welfare is paramount. We have a secure environment and stringent policies and procedures and in place. We teach pupils how to be safe, make choices and assess risks.

We comply with the Statutory Framework for the Early Years Foundation Stage (November 2024) and meet the associated regulatory requirements for Safeguarding and Welfare to:

- Promote the welfare of children
- Promote good health, including oral health
- Prevent the spread of infection and taking appropriate action when children are ill
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs
- Ensure all adults who look after the children, or who have unsupervised access to them, are suitable to do so
- Ensure that we maintain the correct pupil to adult ratios and that all staff are suitably qualified
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Maintain records, policies and procedures required for safe, efficient management of the School and to meet the needs of the children
- Protect the physical and psychological wellbeing of all children. Please refer to our Child Protection and Safeguarding Policy and Procedures and Staff Code of Conduct Policy.

EAL

St. Aubyn's is enriched by a diverse community, which reflects the cosmopolitan nature of the wide region that we draw from and serve. This diversity of cultural heritage, both valued and celebrated, empowers our pupils to be educated as global citizens. We celebrate that a significant number of families have, and use, languages other than English at home and do so in widely differing degrees.

An EAL pupil is a one whose first language is not English. This encompasses pupils who are fully bilingual and all those at different stages of learning English. Parents and teachers work together in the best interests of pupils with EAL.

St. Aubyn's seeks to be well informed, so that our provision for each pupil benefits from such understanding and appreciation. Our EAL policy acknowledges the rich variety of languages used at home. Please refer to our EAL policy for further information.

Twins

When transitioning twins into the school we take into consideration guidance provided by the Twins Trust ([Should my multiples be kept together or apart at primary school?](#)). We prioritise collaboration with parents to ensure that decisions regarding the placement of twins focus on their academic and pastoral development. As per the guidance, if there is any uncertainty regarding the separation of twins between classes, they will remain together. This decision, alongside an evaluation of the twins' development, is revisited at the end of Nursery and Reception to inform class lists for the upcoming year.

Oral Health

Healthy eating habits and good oral health are continually promoted and supported by visits from a local dental practitioner.

Behaviour

The Head of EYFS is the named person responsible for behaviour management issues regarding Early Years pupils. The School has a Behaviour Management Policy, an Anti-Bullying Policy and a Physical Contact with Pupils Policy. All of which apply to the Early Years Foundation Stage.

Ratios

We ensure that pupils are adequately supervised and that children are always within sight and hearing of staff. We meet the requirements of the Statutory Framework for the Early Years Foundation Stage (November 2024) with the following adult to child ratios:

	Reception	Nursery
Teacher	1:30	1:13
Instructor	1:30	1:13
Level 3-5	1:8 1:13 in the presence of a Level 6	1:8 1:13 in the presence of a Level 6
Level 2	1:8 in the presence of a Level 3 or above	1:8 in the presence of a Level 3 or above

Full Paediatric First Aid

All EYFS staff hold a recognised Full Paediatric First Aid certificate, as noted in Annex A of Statutory Framework for the Early Years Foundation Stage (November 2024). The School therefore meets the regulation that new staff qualifying post 30 June 2016 and working with EYFS children are trained in Paediatric First Aid.

The School ensures at least one person with the aforementioned certificate is on the premises and is available at all times. Paediatric First Aid training is renewed every three years. Lists of staff holding a valid Full Paediatric First Aid certificate are displayed in the EYFS and Pre-Prep classrooms, Pre-Prep foyer, Reception conservatory and Nursery conservatory.

Disqualification from Childcare

All staff working with children aged 8 and under in out of School care, and all those working with pupils in the EYFS complete the declaration on disqualification from childcare.

Premises

Indoor space meets the Statutory Framework for the Early Years Foundation Stage (November 2024) requirements, of 2.3 m² for pupils aged 3-5 years.

Risk Assessments

We ensure that all reasonable steps are taken to ensure staff and pupils are not exposed to risks. Rigorous daily checks and enhanced cleaning procedures are in place.

Staff Supervision

EYFS staff receive termly supervision which provides support, coaching and training and promotes the interests of pupils. Supervision fosters a culture of mutual support, teamwork, and continuous improvement, which encourages the confidential discussion of sensitive issues. It also provides further opportunities for staff to discuss any issues particularly concerning pupil development or well-being.

Monitoring and Review

- Priorities relating to the EYFS are identified in the School development plan.
- Relevant staff training and development needs are outlined in the development plan.
- The Head of EYFS carries out monitoring of the EYFS as part of the whole School monitoring.
- The Head of EYFS is a member of the Senior Management Team and reports to the Head Teacher.
- Whole School policies equally apply to the EYFS, as they incorporate the mandatory requirements.