

St John's Church of England School

'I can do everything through Christ, who gives me strength'

Philippians 4:13



EYFS Policy

Reviewed: Autumn 2023
Due for Review: Spring 2026

School Vision

‘.....I can do everything through Christ who gives me strength’. Phil 4:13.

Our ethos is deeply rooted in the Bible, underpinned by **faith** and committed to educational excellence. In our community we respect that everyone is uniquely made in the image of God. We grow together in **wisdom, compassion, strength** and instil a sense of **hope** for all to flourish. ‘We make a difference’

Supported By our School Vision

Through our school’s vision’s bible reference: *‘...I can do everything through Christ who gives me strength’. Phil 4:13.* We encourage our pupils to know that they can achieve educational excellence through Christ’s strength and their own faith. To know that God’s love will give them the strength required to grow and achieve. Our school ethos contributes to this as it is deeply rooted in the bible helping to support pupils’ understanding of God and others within our community.

In our community we respect that everyone is uniquely made in the image of God. Through this respect we encourage our pupils to understand and accept diversity and difference within each other.

We encourage our pupils to grow together in **wisdom, compassion, strength** and instil a sense of **hope** for all to flourish. By sharing and working together our pupils gain wisdom and strengths from one another. They learn compassion for one another and understand that by supporting each other they too can grow and flourish.

EYFS Vision

- To create an enabling environment that will allow each child to independently grow and flourish in their own unique way.
- To develop clear and secure foundations for learning, presenting all pupils (including our lowest 20%) with an opportunity to individually develop their knowledge, skills and understanding.
- To present our pupils with a progressive curriculum that will allow them to build upon prior knowledge and skills.
- For pupils to be proud of their daily achievements no matter how big or small.
- To prepare all pupils for the next step in their learning journey
- To know that each day both staff and pupils have **‘Made a Difference’**.

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

St John’s: This policy is based on requirements set out in the 2023 [Statutory framework for the early years foundation stage](#)

Entry to Reception

In accordance with agreed Admissions Policy and Criteria, entry into school for all allocated children is at the beginning of the school year (September) in which the children are five. Children join our school from different preschools across Harrow and the neighbouring boroughs. We believe to ensure a smooth transition it is vital to work in partnership with parents and to foster good relationships between our school and other educational settings in which the children have been learning. We have in place induction procedures to make the transition to school as smooth as possible for both children and their parents.

These include:

- Reception Welcome Evening (June) – an informative and social evening for new parents to familiarise them with the EYFS curriculum, with talks from key members of the school community, an opportunity to sample the types of food on offer for lunch and to look at examples of children's learning.
- Information Meetings (June) – Parents and children are invited to meet with the phase leader in school. The visit lasts approximately 15 minutes. During this time staff collect key information about the child.
- Nursery calls (June/July) – EYFS staff contact the nurseries as early as possible so that staff have a good understanding of the needs of the children before they start. The school also requests and receives formal transition documentation for nursery settings for each child that has attended a nursery leading up to school.
- Reception Welcome Visit sessions (July) – opportunity for children and parents to visit their classroom and meet the EYFS staff, this is for approximately 1 hour.
- Reception 'Stay and Play' sessions (September). This is an opportunity for children to play in their classrooms with their peers and interact with staff. During this time parents are given the opportunity to have 'Tea and Chat' with other parents in the hall.
- Staggered intake (September) – the children start school in small groups over a two week period of mornings only, progressing to staying for lunch. This ensures children and staff get to know each other in a safe and nurturing environment. The school is able to be flexible should a parent or the teacher feel a child needs a prolonged period of mornings only.

Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework September 2023.

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.

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 John'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.

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 ('Expected')
- 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.

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.

Safeguarding and welfare procedures

We promote good oral health, as well as good health in general. This is delivered through our topic based teaching where pupils are taught the importance of a healthy diet and exercise as part of our topic based learning as well as;

- The effects of eating too many sweet things

- The importance of brushing your teeth

We have introduced the supervised tooth brushing programme and follow [statutory guidance](#) for safety around supervised tooth brushing.

We follow the NSPCC PANTS programme. This promotes and supports keeping pupils safe from sexual abuse. The PANTS programme is delivered in a manner that young pupils can understand and articulate.

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