



## St Saviour's EYFS Policy

1<sup>st</sup> February 2022

Next review date Spring 2024



**St. Saviour's vision is of a collaborative learning community, rooted in the principles of the Church of England, striving for every child to flourish as a child of God. Jesus said: 'The thief comes only to steal and kill and destroy; I have come that you may have life in all its fullness' (John 10:10).**

He calls us to a full life in mind, body, heart and spirit. We believe the purpose of education is to nurture and enable every child to flourish and shine as a unique child of God. We want every child to have an excellent educational experience and outcomes so that they are confident learners equipped to be responsible, compassionate citizens, leading happy, healthy and productive lives.

Our Christian values of Care, Respect, Inspire, linked to the Trinity, wholeheartedly underpin our moral purpose of educating the whole child so that their light shines brightly.

### **Care** like Jesus

- ❖ For each other and the school
- ❖ For our local community
- ❖ For God's creation

### **Respect** for God

- ❖ Aiming at the best from ourselves and for others
- ❖ Honouring our Christian values
- ❖ Respecting the difference in others

### **Inspire** the Spirit

- ❖ Being open to new challenges and experiences
- ❖ Fostering creativity in everything we do
- ❖ Deepening our sense of the spirit

### **The Foundations of the Vision based Deeply Christian Serving the Common Good**

- ❖ **Educating for knowledge and skills, wisdom and forgiveness:** enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.
- ❖ **Educating for hope and aspiration and responsibility:** enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.
- ❖ **Educating for koinonia, friendship and compassion:** a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.
- ❖ **Educating for dignity and respect:** the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.

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### 1. 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 guardians
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

### 2. Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies from September 2021](#).

### 3. Structure of the EYFS

The EYFS at St. Saviour's is defined by children who are of Nursery and Reception age. St Saviour's is a one-form entry Primary school in the heart of Poplar, East London. As a school and an EYFS we are a diverse and welcoming setting.

Children in our Nursery are either part-time (15 hours per week) or full-time (30 hours per week). Parents/carers are automatically granted part-time places and parents are encouraged to check whether they are entitled to a full-time place through government childcare funded places. Parents who would like a full-time place but are not eligible for the government's 30 hour funded places can also pay the additional top-up fees which are currently £50 per week and include a hot lunch.

The EYFS at St. Saviour's is not an EYFS unit, with Nursery and Reception being in separate parts of the building. Staff however work closely across both classes sharing resources, adults for cover

purposes and attend weekly phase meetings to discuss the learning of the children and any other important changes to teaching and learning in the EYFS.

#### **4. Curriculum**

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

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

##### **4.1 Planning**

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners 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, practitioners reflect on the different ways that children learn and include these in their practice.

We are a Storytelling EYFS and use different core texts each half term to inform formal and informal learning opportunities for the children. Staff plan activities around their core text each half term.

Staff plan for the half-term and make adjustments to this on a weekly or daily basis depending on the children's interests and engagement with a particular activity or area of learning.

Staff are also encouraged to engage with other schools in the borough and through the Poplar and M3 partnerships to share excellent planning and practice which can also be used in our setting.

##### **4.2 Teaching**

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interactions.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led learning to help children prepare for more formal learning and to be ready for Year 1.

Children are taught using the Storytelling approach to learning to inform formal and informal learning. We also use Letters and Sounds to teach phonics which starts with Phase 1 in Nursery and Phases 2 and 3 in Reception. Maths is planned and taught using White Rose Maths and this is followed in both Nursery and Reception. Maths planning is adapted for the children in Nursery. Children are taught weekly R.E. sessions using both Discover R.E. and Understanding Christianity. Each year the children in Nursery and Reception also perform a nativity in front of an audience.

Outdoor learning opportunities are also planned and the children in our Nursery and Reception classes also have access to the school's Secret Garden where they can learn more about the world around them.

## **5. Assessment**

At St. Saviour'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. Practitioners also take into account observations shared by parents and/or guardians.

Regular formal and informal meetings with parents allow staff to do this for example each day when welcoming the children or at the end of the day; or through termly parent consultations and report writing.

Staff use their own observations of the children to inform their assessment as well more formal observations using the Evidence Me recording app and writing from their Writing Books (Reception children only).

Staff also monitor children's progress through regular discussions about what the children/child can do and use these discussions to plan next steps.

At the beginning of Reception, children will complete the Reception Baseline. This is a statutory requirement for children in Reception to complete and will be completed in the first 6 weeks of a child joining a Reception class. The baseline is a child-friendly assessment focussing on what the children/child can do and is completed 1:1 with an adult in the Reception class. We handle the Baseline sensitively and only complete an assessment when a child demonstrates that they are ready and willing to complete it. The child/children's results are uploaded to the Department for Education and parents/guardians can request more information on how this is used.

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 guardians. The results of the profile are then shared with parents and/or guardians and the local authority.

## **6. Working with parents**

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or guardians.

Parents and/or guardians are kept up to date with their child's progress and development. The EYFS profile helps to provide parents and/or guardians 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.

Parent consultations are termly and a written report is written each year to inform parents/ or guardians on their child's progress and areas for development.

Parents are also welcome to request meetings with EYFS staff at any time and this can be booked through the school office.

## **7. Safeguarding and welfare procedures**

We promote good oral health, as well as good health in general, in the early years by talking to children about:

- The importance of brushing your teeth
- The effects of an unhealthy diet
- The importance of exercise

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

## **8. Monitoring arrangements**

This policy will be reviewed and approved by **Tom Dunford-Crozier (EYFS Leader)** every year.

At every review, the policy will be shared with the governing board.

## Appendix 1. List of statutory policies and procedures for the EYFS

<b>Statutory policy or procedure for the EYFS</b>	<b>Where can it be found?</b>
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy