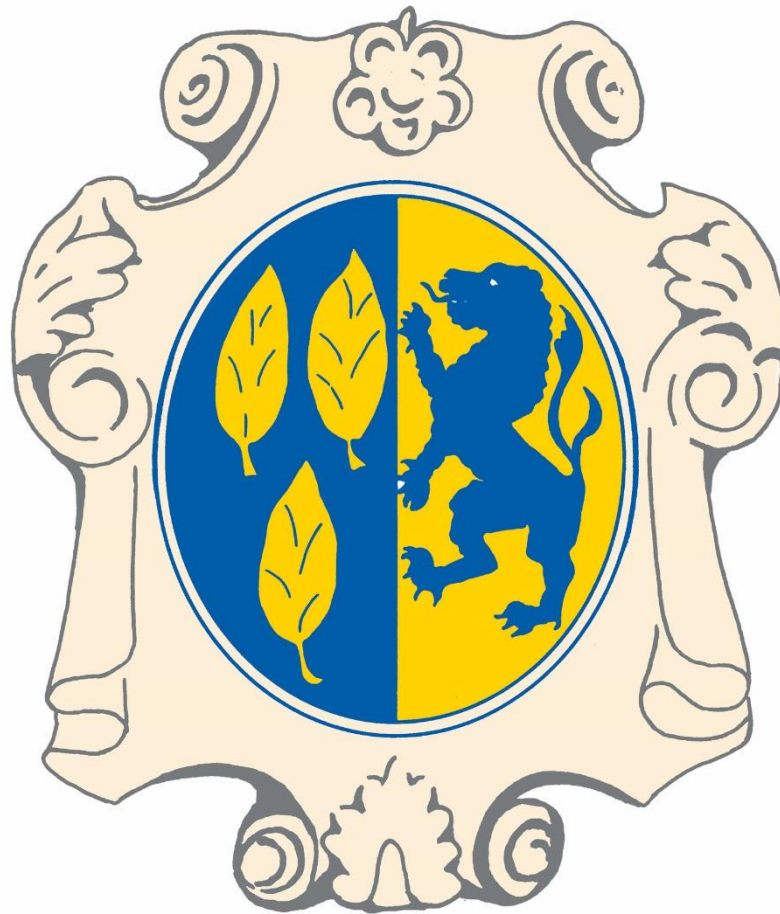




BDMAT
Birmingham Diocesan
Multi-Academy Trust



Lady Katherine Leveson CE Primary School

Early Years Foundation Stage (EYFS) Policy

Signed: _____ (Chair of Governors)

Date: Spring Term 2023

Date of Renewal: Spring Term 2026

Early Years Foundation Stage (EYFS) Policy 'Joy to the World'

Contents

1. Our Aim
2. School Values
3. Legislation
4. Structure of the EYFS
5. Curriculum
6. Self-regulation and Executive Function
7. Language is Key
8. Assessment
9. Working with Parents
10. Safeguarding and Welfare Procedures
11. EYFS Policy for the use of cameras and mobile phones
12. Monitoring Arrangements

1. Aims

This policy aims to ensure:

- That children access a broad, rich and balanced curriculum that gives them the essential knowledge and skills needed for to make 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
- Close partnership working between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

2. School Values and sharing BDMAT's vision

Children access a rich curriculum that encompasses the school Christian values of: compassion, reconciliation, friendship, joy, community, stewardship and respect. Through our curriculum we help develop confident, joyful and global learners who have mutual respect for each other supporting each other to live life to its fullest.

3. Legislation

This policy is based on requirements set out in the 2021 Statutory framework for the Early Years Foundation Stage (EYFS). This document also complies with the 'flexible funding' that we offer for 2- and 3-year-old provision and care.

4. Structure of the EYFS

At Lady Katherine, the Early Years Foundation Stage is made up of one Reception class and a Nursery for children older than 2.

5. Curriculum

Our early years setting follows the curriculum as outlined in the 2021 statutory framework of the EYFS and Development Matters (2021). The EYFS framework includes 7 areas of learning and development that are

equally important and inter-connected. However, the Prime areas are essential for igniting curiosity and enthusiasm for learning, building children's capacity to learn and to form strong relationships. 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

These areas of learning are connected together by the characteristics of learning weaving within them. We strive to support our children in becoming successful learners and thinkers who acquire new skills, develop socially and emotionally and become strong communicators within a stimulating and nurturing environment.

Staff plan activities and experiences that enable children to develop and learn effectively with a strong focus on the Prime areas of learning. Staff also take into account the Characteristics of Effective Teaching and Learning, individual needs, interests, and the stages of development of each child when planning challenging and enjoyable activities and experiences. 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.

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 interaction. As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to in readiness for Year 1.

6. Self-Regulation and Executive Function

Our school values promote the development of self-regulation to enable children to focus their attention, regulate their behaviour and plan their next action. This then contributes to their growing ability to focus their thinking, adapt in their play, regulate strong feelings and bounce back when things get difficult.

7. Language is Key

Our language curriculum provides continual opportunities to focus their thinking, persist in activities and plan ahead in their own learning.

8. Assessment

At Lady Katherine, 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. Observations shared by parents and carers are a key aspect of the assessment process.

Staff review development and progress at 'observation checkpoints' and ensure that children have depth in their learning before progressing to the next stage.

A progress check is carried out between the ages of 2 and 3 where practitioners review progress and provide parents and/or carers with a written summary of the child's development in all areas. This progress check highlights the areas in which a child is progressing well and the areas in which additional support is needed.

When children enter Reception they will complete a baseline assessment which provides a snapshot of where pupils are in their learning when they start school. This assessment be play based, so the children are not aware they are being assessed. This will then inform planning and measure progress as they move through the school years. 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 'on track' for learning in the next stage.

9. Working with Parents

We recognise that children learn and develop well when there is a strong partnership between practitioners 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. Each child is assigned a key person, the class teacher, who helps to ensure that the learning and care is tailored to meet the child's 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.

10. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in the school's safeguarding policy.

11. EYFS Policy for the use of cameras and mobile phones

To ensure the safety and welfare of the children in our care this policy outlines the protocols for the use of personal mobile phones and cameras in the setting.

- Personal mobile phones, cameras and video recorders cannot be used when in the presence of children either on school premises or when on outings.
- All mobile phones must be stored securely within the setting during contact time with children. (This includes staff, visitors, parents, volunteers and students).
- No parent is permitted to use their mobile phone or use its camera facility whilst inside school buildings. School policy regarding this matter should be explained clearly to Parents by the EYFS manager. to be uploaded to social media.
- Mobile phones must not be used in any teaching area within the setting or within the bathroom area.
- In the case of a personal emergency, staff should use the school telephone. It is the responsibility of all staff to make families aware of the school telephone numbers.
- Personal calls may be made in non-contact time but not within the teaching areas.
- Personal mobiles, cameras or video recorders should not be used to record classroom activities. ONLY school equipment should be used.
- Photographs and recordings can only be transferred to and stored on a school computer before printing.
- All telephone contact with Parents/Carers must be made on the school telephone and should be recorded.
- During group outings nominated staff will have access to a mobile which can be used in an emergency or for contact purposes.
- In the case of school productions, Parents/carers are permitted to take photographs of their own child in accordance with school protocols which strongly advise against the publication of any such photographs on Social networking sites.

12. Monitoring arrangements

This policy will be reviewed by the EYFS Lead and approved by the Head teacher every year. At every review, the policy will be shared with the Local Academy Board.