



## **SLS EYFS Policy 2022**

Date of approval: January 2022

Review date: January 2025



*secure foundations — excellent practice — faith, hope and love*

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## **1. Aims:**

At St Luke's CE School, we aim to:

- Provide a rich and stimulating learning environment that is a fun, happy, loving, warm, and safe.
- Stimulate and nurture our children to become competent, confident, independent and co-operative learners, who feel supported to take risks and explore their own learning.
- Value all children's cultural inheritance, diversity of language and beliefs and we aim to develop the whole child, socially, emotionally, creatively, physically, academically and spiritually in an environment that is safe, calm and challenging.
- Develop close working partnerships between staff and parents and/or carers

## **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. This document also complies with our funding agreement and articles of association.

## **3. Structure of the EYFS**

The EYFS applies to children from birth to five years. At St Luke's CE School children join our reception class in one intake of 15 children in the September after their fourth birthday.

## **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

More information about these areas of learning can be found by downloading the EYFS Framework available at:

#### **4.1 Planning**

Staff plan activities and experiences for children that enable them to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the three prime areas. Planning is based on each child's ongoing formative assessment. Planning ensures coverage is equitable and staff will adapt these plans to take into account the individual needs, interests, and stage of development of each child in their care.

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.

#### **4.2 The Learning Environment**

At St Luke's CE School, we recognise that a well-planned and well-organised indoor and outdoor environment plays a key role in supporting and extending the children's development by enthusing children to explore and learn securely and safely.

The Early Years indoor classroom is arranged into learning areas, where children are able to find and locate equipment and resources independently. Our outdoor area is set up in a way to offer learning opportunities which mirror the indoor environment.

Children have the opportunity to free flow between the two environments. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. We plan activities and resources for the children to access indoors and outdoors that help the children to develop in all seven areas of learning and development.

#### **4.3 Teaching**

At St Luke's CE School, each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. The EYFS team understand the pedagogy around children's development, growth and learning. We recognise that children learn at varying rates and in different ways our aims include supporting each child's learning journey by combining themed or topic- based learning alongside their personal interests.

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.

### **5. Assessment**

At St Luke's CE School, 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, which form the basis of children's individual Child

Portfolios (Tapestry), are matched to the Development Matters document which in turn informs each child's EYFS Profile.

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
- Not yet reaching expected levels ('emerging')

The profile is moderated internally (referring to the Development Matters guidance), in partnership with other local schools and by the local authority, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority and DfE.

We provide a written summary of these judgements for parents. We also give parents an opportunity to discuss these judgements with the class teacher at the end of the year.

## **6. Working with parent and carers**

Children learn best when there are strong links between home and school, and the importance of parental partnership in their children's learning is recognised, valued and developed. We recognise that parents and carers are children's first educators and we value contributions they make. Through ongoing partnerships with parents and carers we aim to develop the role they play and draw upon their expertise through discussions and engagement through their child's time in Reception class. At our school the class teacher acts as the 'Key Person' to all children.

- We invite parents and carers to an induction meeting during the term before their child starts school
- Early years staff visit all children in their home setting prior to starting reception
- We may visit nursery settings to support the children's transition into a new environment and class
- We give children an opportunity to spend time with their teacher before starting school
- We offer parents regular formal and informal opportunities to talk about their child's development (appointments can be made by contacting the school office)
- Child portfolios are always available online for parents to access at home
- We have termly parent consultations to discuss individual children's progress
- We provide parents with an annual written report detailing their child's progress

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

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. We know that children learn best when they are healthy and safe, when their individual needs are met and when they have the chance to build positive relationships with the adults around them and their peers.

We promote good physical and mental health in the early years by talking about the importance of a balanced diet, physical exercise and looking after our teeth. We encourage children to talk about how they are feeling and how this might affect how they feel about themselves and their learning. Our approach to helping children develop their relationships with others is strongly guided by our core Christian values of faith, hope and love and our golden rule, 'Treat other people as you would want to be treated' (Matthew 7:12; Luke 6:31).

For further details of how we keep children safe in education, please see the St Luke's CE School Safeguarding policy which is available on the school website.

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

Statutory policy or procedure for the EYFS	Copies of policies are available on the school website or from the school office
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 and fire safety procedures
Procedure for checking the identity of visitors	See child protection and safeguarding policy and KCSiE
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy and home/school agreement
Procedure for dealing with concerns and complaints	See complaints policy

**Complaints Procedure**

If anyone in the school community feels that this policy is not being followed then they should raise the matter first with the Headteacher and, if concerns persists, with the Chair of Governors who will facilitate the appropriate action, which may include an investigation.

If there is a formal complaint, then the school's complaints procedure will be followed. Copies of this policy will be available in the staff handbook, from the school office and on the school website.

This policy has been agreed by the Headteacher and the Governing Body.

Headteacher signature:

Print name:

Date:

Chair of Governors' signature:

Print name:

Date: