

St John's Church of England VA Primary School



EYFS Policy

Agreed: July 2026

Review: July 2027

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EYFS Policy

Sharing joy and hope in the community

When considering matters of the EYFS it is important for all the school community to reflect, considering our vision statement, 'Sharing joy and hope in the community'; along with the school values Respect, Compassion, Friendship, Service and Endurance. Through this we will ensure we are guided into good decisions to support all those in the St John's community.

Introduction

The Early Years Foundation Stage (EYFS) refers to children from birth to five years of age. At St John's C of E VA Primary School, children are admitted from the age of 4 and remain until they are 11.

At St John's we aim to provide the highest quality care and education for all our children therefore giving them the strong foundation for their future. We aim to ensure that all our children develop into independent and lifelong learners.

"When we succeed in giving every child the best start in their early years, we give them what they need today. We also set them up with every chance of success tomorrow." Development Matters Sept 2020.

Our high expectations will enable children to develop socially, physically, intellectually and emotionally and to achieve their full potential. We will ensure that all our children are kept healthy and safe and that they achieve the knowledge and skills they need to start in Key Stage 1.

Curriculum

Reception follow the curriculum as outlined in the EYFS document. The EYFS is based on seven key features of effective practice as set out in Development Matters 2020

1. The best for every child
2. High-quality care
3. The curriculum: what we want children to learn
4. Pedagogy: helping children to learn
5. Assessment: checking what children have learnt
6. Self-regulation and executive function
7. Partnership with parent

As part of our practise at St John's we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning
- Promote equality of opportunity and anti-discriminatory practice
- Provide early intervention for those who need additional support
- Work in partnership with parents and where needed outside agencies
- Plan challenging learning experiences for all our children, based on the individual needs of the child
- Provide opportunities for our children to engage in adult led learning and self-initiated learning
- Provide a secure and safe learning environment indoors and outdoors
- Plan an exciting and challenging curriculum based on our observations of children's needs, interests and stages of development across the seven areas of learning

The EYFS Areas of Learning

There are seven areas of learning. All areas of learning are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the **Prime Areas**, are:

- Communication and language
- Physical development
- Personal, social and emotional development

Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied. **The Specific Areas are:**

- Literacy
- Mathematics
- Understanding of the world
- Expressive Art and Design

Learning through Play

At St John's C of E VA Primary School, we recognise that play is fundamental to young children's learning and development. It provides the foundation for developing the knowledge, skills and attitudes needed for lifelong learning. While most children engage in spontaneous play, some may benefit from sensitive adult support and guidance to extend their thinking and participation.

Through play, children develop intellectually, creatively, physically, socially and emotionally. By providing well planned, purposeful experiences based on children's interests and spontaneous play, both indoors and outdoors, we enable children to learn with enjoyment, curiosity and appropriate challenge. Our stimulating learning environment encourages children to explore, investigate, take risks, solve problems and develop resilience.

High quality interactions between adults and children are central to effective learning. Skilled adults carefully observe, listen and respond to children's ideas, using questioning, modelling and sustained shared thinking to extend language, deepen understanding and promote critical thinking. Children are encouraged to communicate, collaborate and think creatively alongside their peers and adults, as well as independently, developing confidence and independence as active learners.

Characteristics of Effective Learning

We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

1. Playing and exploring

Children will have opportunities to investigate and experience things, and 'have a go'. Through Play, our children explore and develop learning experiences, which help them make sense of the world. They practice and build up ideas, learn how to control themselves and understand the needs for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

2. Active Learning

Children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements. Active learning occurs when children are motivated and interested. Children need some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

3. Creating and thinking critically

We encourage and support children to have and develop their ideas, make links between their ideas, and develop strategies for doing things. Children should be given the opportunity to be creative through all areas of learning. Adults can support children's thinking and help them make connections by showing interest, offering encouragement, clarifying ideas and asking open ended questions. Children can access resources and move around the classroom freely and purposefully to extend their learning.

Transition

In the summer term prior to joining St John 's C of E VA Primary School, staff visit the pre-school settings to get to know the children and discuss their progress and needs with their keyworkers. Transition records are sent to us at the end of the term. Sometimes it is necessary to arrange home visits instead. The children are offered two play and stay sessions in the summer term. This enables the children to meet with the EYFS staff and familiarise themselves with the school

setting. There is a welcome evening for parents, where they can meet the EYFS team, Headteacher and Special Education Needs Coordinator. They are given important information and dates about their child starting school.

The children enter school on a part-time basis, from a variety of nursery and pre-school settings. A small percentage arrive at school with no formal pre-school experiences. The children gradually increase their time at school over a two week period.

Roles and Responsibilities

It is the roles of the class teachers to plan appropriate activities for the children to progress across the EYFS curriculum. These activities should be implemented and then assessed using all members of the EYFS to monitor progress and use assessments to plan for the individual needs of the class. Inside and outside provision should be offered to the children on a daily basis. It is the role of the class teachers to feedback assessment to the Headteacher and families to monitor progress.

The EYFS team are responsible for meeting with pre-schools, families and individual pupils before they start ST John's to establish any needs and support transition to the school.

Continuing Professional Development

In order to keep up to date, broaden our understanding and learn new skills, all practitioners at St John's C of E VA Primary School receive regular training. The identification of training needs of all adults is part of an on-going process.

Monitoring and Review (Schools)

It is the responsibility of the EYFS teacher to understand and adhere to the principles stated in this policy. The Headteacher, SLT and EYFS Leader will monitor implementation of this policy as part of the whole school monitoring schedule.

There is a named Governor responsible for the EYFS. This Governor will meet with the EYFS teacher on a regular basis to discuss practice in the EYFS and feedback to the Governing Body.