Oxford Diocesan Schools Trust
St Mary's Convent
Denchworth Road, Wantage
Oxford, OX12 9AU
odst.governance@oxford.anglican.org
www.odst.org.uk

Statutory:	Policy provided centrally for adoption by schools with minimal amendment to the core text. Changes are allowed to the text where indicated

Early Years Foundation Stage (EYFS) Policy

St Nicholas CE Primary School

Approved by:	**EQSI**
Date:	**September 2024**
Next review date:	**September 2025**

Adopted by school:	**St Nicholas CE Primary School**
Date:	**July 2026**

Contents

1. Aims 2
2. Legislation 2
3. Structure of the EYFS 2
4. Curriculum 3
4.1 Planning 4
Inclusion and SEND Provision 4
4.2 Teaching 4
5. Assessment 5
6. Working with parents and carers 5
7. Safeguarding and welfare procedures 5
8. Monitoring arrangements 6
Appendix 1. List of statutory policies and procedures for the EYFS 7

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 carers
- 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) for 2023.

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

3. Structure of the EYFS

This policy describes how all ODST schools with children in the EYFS provision implement the requirements of the Early Years Foundation Stage Statutory Framework (Updated Jan 24). It sets out ODST's approach to children's well-being, education and health to ensure that our youngest children have the best possible start to their time in school and can flourish. The EYFS refers to children from birth to five years of age. This policy is to be read in conjunction with the full range of policies for ODST and statutory guidance on the EYFS.

4. Curriculum

At ODST we work closely with all schools to ensure they deliver the standards for the learning, development and care of young children as set out in the Statutory Framework for the Early Years Foundation Stage (updated January 2024) by ensuring schools:

- Support the development of active and inquisitive learners encouraging children to be imaginative, creative, curious and critical thinkers.
- Ensure that teaching nurtures, engages and motivates children
- Ensuring that the provision offers rich, varied and imaginative learning experiences
- Ensuring that learning and development is planned around the needs and interests of the children and informed using on-going observational assessment.
- Ensuring that every child makes good progress, and no child is left behind
- Ensuring schools creating the framework for partnership by working with parents, professionals and other settings that the child attends.
- Ensuring that schools are familiar with and use the Statutory Framework and Development Matters - Updated 4th September 2023 Development Matters - GOV.UK
- Ensuring that the provision and practice reflects the Seven Key Features of Effective Practice outlined in the Framework:
    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 – approaches
    5. Assessment
    6. Self – regulation and executive function
    7. Partnership with parents/carers

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 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

At ODST we ensure that all stakeholders are familiar with the seven areas of learning and plan effectively for the delivery of both the Prime and Specific Areas of learning.

'The three prime areas reflect the key skills and capacities all children need to develop and learn effectively and become ready for school.' (Statutory Framework for the Early years Foundation Stage)

In planning and guiding children's activities, practitioners must also ensure that the environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning and consider the different ways in which children learn and reflect these in their practice.

At ODST, we ensure that that requirements of the EYFS are met through the prime and specific areas, underpinned by the characteristics of effective learning in order that all children make progress towards the early learning goals, which are the expected outcome for most children to reach by the end of the EYFS. We also recognize that play is essential for children's development, building their confidence as they learn to explore, think about problems and relate to others. Children are given the opportunities to learn by leading their exploration, and by taking part in learning activities which are guided by trained teachers and practitioners.

Inclusion and SEND Provision

Our Trust values the individuality of all children. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by considering the pupils' varied life experiences and needs. The achievements, attitudes and wellbeing of all our children matter. This policy helps to ensure that the school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. Staff teaching in the EYFS consider 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 adapt the practice and provision to meet the needs of all children, striving to create an inclusive environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

The school's SENCO and School Leaders work together closely with the Central Team to ensure that we meet the statutory requirements as laid out in the 'SEND Code of Practice' and relevant legislation. Our ODST SEN Policy and School's SEN Information Report contains more detail on how we achieve this, in relation to pupils with Special Educational Needs.

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. 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.

5. Assessment

ODST recognises that assessment, both on-going formative assessment and summative assessment at key points, plays an important part in helping parents/carers and practitioners to recognise children's progress, understand their needs and plan appropriate learning activities. Schools make individual decisions about how they capture and record ongoing assessments, monitor development and learning, and how this is shared to record, track and celebrate children's progress throughout the EYFS. 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 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 upon request.

6. Working with parents and carers

We recognise that children learn and develop well when there's 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.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their 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.

7. Safeguarding and welfare procedures

We recognise that children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children can enjoy learning and grow in confidence. ODST has a robust and effective Safeguarding Strategy, and its scope and policies apply to the Early Years Foundation Stage in all our schools. We are committed to safeguarding and work together to ensure that our pupils thrive in a safe and supportive environment, whatever their age, ethnicity, religion, disability, sexual identity or gender. All staff in the school are trained in Safeguarding and Child Protection issues and are kept up to date with changes in legislation and practice. We take any disclosure, allegation or concern seriously and will respond to them promptly.

Our Trust follows all relevant statutory guidelines including 'Keeping Children Safe in Education' and the 'ODST Safeguarding and Child Protection Policy' to keep pupils safe.

We make sure that the appropriate statutory staff:child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

For children aged three and over in registered early years provision, at any time where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status is working directly with children:
• There must be at least one member of staff for every 13 children.
• At least one other member of staff must hold an approved level 3 qualification, or have received approval to be included in the ratios at level 3 after attaining experience-based route status.

Statutory framework for the early years foundation stage for group and school providers (publishing.service.gov.uk)

Where there is a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification, an instructor or another suitably qualified overseas trained teacher:

- For classes where the majority of children will reach the age of 5 or older within the school year, we have at least 1 member of staff for every 30 children
- For all other classes, we have at least 1 member of staff for every 13 children
    - Where a person with the above qualifications is not working directly with the children, we have at least 1 member of staff for every 8 children

For reception classes in maintained schools and academies:

- We comply with infant class size legislation and have at least 1 teacher per 30 pupils

For mixed classes in maintained schools and academies:

- We determine ratios guided by all relevant ratio requirements and by the needs of the children within the group

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

We promote good oral health, as well as good health in general, in the early years by ensuring that all our schools talk to children and parents about issues such as:

- The effects of eating too many sweet things
- The importance of brushing your teeth

The rest of our safeguarding and welfare procedures are outlined in our school's Child Protection and Safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by the Headteacher 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

Statutory policy or procedure for the EYFS	Where can it be found?
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