

Lincoln Bishop King CE Primary School

Dream big. Love God. Live well.

Early Years Foundation Stage (EYFS) Policy

Reviewed: March 2025

Next Review: March 2026

Introduction

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.”

(Source: YFS (2023) Statutory framework for the Early Years Foundation Stage).

At Bishop King CE Primary School, we provide highly effective teaching and learning within a culture of challenge, nurture and support. We support all children to progress to be the best they can be. Our curriculum enables as many children as possible to achieve a Good Level of Development by the end of their time in the Early Years Foundation Stage (EYFS) and we build on this in subsequent years.

Our Aims and Principles

The overarching aim of the EYFS is to help young children achieve the five *Every Child Matters* outcomes of staying safe, being healthy, enjoying and achieving, making a positive contribution, and achieving economic well-being by:

- setting the standards for the learning, development and care young children should experience when they are attending a setting outside their family home, ensuring that every child makes progress, and that no child gets left behind.
- providing for equality of opportunity and anti-discriminatory practice and ensuring that every child is included and not disadvantaged because of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability.
- creating the framework for partnership working between parents and professionals.
- laying a secure foundation for future learning through learning and development that is planned around the individual needs and interests of the child and informed by the use of ongoing observational assessment.

The principles which guide the work of all early years practitioners are grouped into four themes:
A Unique Child – every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

Positive Relationships – children learn to be strong and independent through positive relationships.

Enabling Environments – children learn and develop well in environments which respond to their individual needs and there is a strong partnership between practitioners and parents/carers.

Learning and Development – children develop and learn in different ways and at different rates.

Legislation

At Bishop King Church of England Primary School, we believe that children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with caring adults. We comply with all the legal requirements set out and have regard to the Early Years Foundation Stage Statutory Guidance.

Structure of the EYFS at Bishop King

At Bishop King CE Primary School, we have a 26-place nursery offering full time childcare. Children may start in the nursery in the term after they turn three (dependent on availability) and are entitled to fifteen hours funded childcare. Funding for full-time children can be obtained through the 30 Hours Funding Scheme.

We have two Reception classes for all children who join us at the beginning of the school year in which they are five. They attend school full time from September.

Before Admission:

Nursery

Before starting nursery, we invite children with their parents/carers into school to meet a member of our Nursery team. During this visit the children, with their parents/carers, will visit our nursery and have the opportunity to discuss their child's development.

Following the visit, a planned date will be set for the children to attend the nursery. Nursery children always have a very short, staggered start to entry before attending their allocated session.

Reception

During the summer term, we invite children with their parents/carers into school to attend up to four 'Stay and Play' sessions in school. This is an opportunity for children and parents/carers to visit the EYFS setting, visit the Reception classrooms, meet the Foundation Stage Lead and class teachers. There will also be a planned information meeting for parents/carers to attend.

After Admission:

We adopt an open-door policy and encourage parents/carers to be actively involved in their child's learning and development. We communicate via Tapestry, school newsletters, Facebook and Twitter. We encourage parents to be involved in their child's learning and stress the importance of their involvement, especially in Reading. Phonics links to lessons are sent home weekly and parents are encouraged to watch these with their child.

Throughout the Year:

Workshops for parents are held by staff at different points of the year to help parents support their child in their learning, eg Reading, Phonics, Maths, transition to Year 1.

Welfare

At Bishop King C of E Primary School, we believe that children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with caring adults. We comply with all the legal requirements set out and have regard to the Early Years Foundation Stage Statutory Guidance.

At Bishop King School we:

- Take necessary steps to safeguard and promote the welfare of children.
- Promote the good health of the children, take necessary steps to prevent the spread of infection, and take appropriate action when they are ill.
- Manage behaviour effectively in a manner appropriate for their stage of development and particular needs.
- Ensure that adults working with the children are suitable to do so, have appropriate qualifications, training, skill and knowledge.

- Organise staff to ensure safety and to meet the needs of the children.
- Ensure outdoor and indoor spaces, furniture, equipment and toys are suitable for their purpose.
- Plan and organise systems to ensure that every child receives an enjoyable and challenging experience that is tailored to meet their needs.

Safeguarding

The Child Protection and Safeguarding Policy is reviewed annually (see this policy for more information).

Some key points that relate to EYFS include: the use of cameras for recording evidence in EYFS is acknowledged, images will be frequently deleted from devices and never used for personal purposes.

Any safeguarding concerns will be recorded and taken to the Designated Safeguarding Lead and safeguarding concerns may be shared with specialist services.

Safety

Children's safety and welfare is paramount to us. We create a safe, secure and welcoming environment where children can enjoy learning and grow in confidence. We provide a curriculum that teaches children how to be safe, make choices and assess risks. We have stringent policies in place to safeguard children and daily procedures in place to encourage children to operate in safe ways and to keep them safe. We promote the good health of the children in our care in numerous ways, including the provision of nutritious food, following set procedures when children become ill or have an accident.

Line manager Supervision

EYFS staff meet regularly and discuss any issues, particularly concerning children's development and well-being and actions which will then be taken. These meetings happen informally and formally, as needed. Staff are encouraged to share any concerns with class teachers daily.

Admission, Induction, Entry Arrangements and Appeals

See Admissions Policy which is available on our website <https://www.bishopking.org.uk>

EYFS Session Times

Nursery:

Morning session: 8.40am - 11.40pm

Afternoon Session: 12.20pm -3.20pm

If places are available, children with a 30-hour code may stay all day.

Reception:

Weekdays: 8.40am – 3.15pm

Term dates can be found on the school website.

The Curriculum

The EYFS forms the first stage of our whole school curriculum, in which the seven areas of learning and development form a significant part. We offer a 'fluid and responsive' curriculum – the structure of the day changing to meet the needs of the children.

The early learning goals are the end of year expectations for Reception children. There are seven areas of learning and development.

There are three prime areas. These areas are fundamental, work together, and move through to support development in all other areas:

Personal, social and emotional development

- Self-regulation
- Managing Self
- Building Relationship

Communication and Language

KG 24/3/25 (layout only)

- Listening, Attention and Understanding
- Speaking

Physical Development

- Gross Motor Skills
- Fine Motor Skills

There are four specific areas. Specific areas include essential skills and knowledge for children to participate successfully in society:

Literacy

- Comprehension
- Word Reading
- Writing

Mathematics

- Number
- Numerical Patterns

Understanding of the World

- Past and Present
- People, Culture and Communities
- The Natural World

Expressive Arts and Design

- Creating with Materials
- Being Imaginative and Expressive

Early language, Reading and Mathematics

We provide a language-rich environment in which high quality talk is valued. All staff model good communication skills in their interactions with pupils and each other. Phonics is taught daily using the 'Read, Write, Inc' scheme and children are tracked and grouped according to their individual needs. Home reading materials ensure that the children are given reading books that reflect their phonic knowledge, so phonics is the only strategy used for decoding. Children, from a very young age, are taught to comprehend what they read and listen to. Adults also strive to promote a love of reading, though daily story time and carefully chosen books within the learning environment.

Maths is taught through a range of experiences including counting as part of the daily routine; discreet teaching with follow up group activities and play based opportunities and experiences through the learning environment. We recognise that Maths can take place in any environment, and we promote the use of learning Maths skills through play-based opportunities. Teachers target specific questions at individuals in whole class teaching, extending the children's understanding, allowing key mathematical concepts to be revisited and developed across the year. We adopt the White Rose Maths approach to our teaching, which ensures progression and coverage throughout the year.

Play

We believe that it is vitally important for adults to support children's learning through play. We believe that play, both indoors and outdoors, is the fundamental way in which children learn. Through play, children will be developing skills across all the Prime and Specific areas of learning, working towards achieving the Early Learning Goals, the desired outcomes at the end of the EYFS.

Planning

We plan and guide children's activities through the three characteristics of effective learning, which underpin learning and development across all areas and support the children to remain an effective and motivated learner.

There are times of the day when structure is needed for our children to learn and opportunities for children to engage in activities planned by adults. Time is also provided for children to plan or initiate learning themselves within the provision. We understand children do not make a distinction between 'play' and 'work' and neither do practitioners. Children need time to become engrossed, work in depth and complete activities. We adopt a 'no ceiling' approach to the children's learning. Our expectations are high, and the children rise to meet them.

Our timetables change frequently to cater for the needs of the current cohort. This may differ also between classes depending on where the needs lie.

Assessment

On-going 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. We use a range of assessments, both formative and summative, with all pupils at various times in the school year to closely monitor children's progress and attainment. This ensures that interventions are implemented promptly to address any gaps in learning. Staff also consider observations shared by parents and carers

Tapestry

We use the online Tapestry programme as a communication tool between school and home. In line with GDPR, all pupil Tapestry accounts are deleted when a child leaves Reception or moves to another school.

Nursery

Children's attainment is base lined on entry and then their learning is assessed at the end of Autumn 2, Spring 2 and Summer 2.

Reception

The Reception Baseline Assessment is carried out within the first four weeks of a child starting in Reception. At the end of Reception, teachers 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 or
- not yet reaching expected levels ('emerging').

The profile reflects on-going observations and discussions among teachers working with the children. The results of the profile are shared with parents and carers. EYFS profile data is submitted to the Local Authority (LA) in the summer term, when these are requested. The LA is under a duty to return this data to the relevant government department.

A written report containing information about how each child learns and an assessment against each area of learning is provided to parents and carers at the end of the summer term.

Transition to Year 1

During the summer term, the Year 1 teachers will observe the children in the EYFS setting. The Reception teachers also meet with the Year 1 teachers to discuss the end of year data and pupil progress. To ensure a smooth transition, the children will spend time with their new teacher in the Year 1 setting.

Linked policies:

- Curriculum Policy
- Intimate Care Policy