St Alfege with St Peter's
Church of England Primary School

EARLY YEARS FOUNDATION STAGE POLICY

Reviewed: October 2026
Next Review Date: October 2027
Custodian: Governing Body/Personnel Committee

Signed by the Chair of Governors:	

INTRODUCTION

This document outlines the aims and principles of early years learning and teaching in St Alfege with St Peter's Church of England Primary School. The Early Years Foundation Stage (EYFS) policy applies to all children attending Nursery from the age of three years to the end of Reception when they are five years of age.

At St Alfege with St Peter's School we are committed to providing the children with a broad, rich and ambitious EYFS curriculum. We believe that the experiences and teaching the children have during their early childhood are important in laying secure foundations for future learning and development.

Our EYFS provision is based on the following four principles

A Unique Child	Every child is a unique child, who is constantly learning and 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 enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time.
Learning and Development	Children develop and learn at different rates and we will support all children to make progress by taking into account their strengths, needs and developmental stage.

CURRICULUM

Our EYFS curriculum covers the seven Areas of Learning. This includes the three prime areas and the four specific areas as listed in the Early Years Foundation Stage Profile 2023 Handbook. The seven areas of learning are then further divided into seventeen aspects which are used to assess children at the end of the Reception year.

Areas of Learning and Development	
Prime Areas	
Communication and Language	1. Listening, Attention and Understanding.

	2. Speaking
Personal, Social and Emotional Development	3. Self-Regulation 4. Managing Self 5. Building Relationships
Physical Development	6. Gross Motor Skills 7. Fine Motor Skills
Specific Areas	
Literacy	8. Comprehension 9. Word reading 10. Writing
Mathematics	11. Number 12. Numerical Patterns
Understanding the World	13. Past and Present 14. People, Culture and Communities 15. The Natural World
Expressive Arts and Design	16. Creating with Materials 17. Being Imaginative and Expressive

The EYFS curriculum is planned and delivered through topics. These topics are chosen by the phase leader and class teachers. They are based around the children's own interests, experiences and the world around them. We ensure children have a firm foundation of knowledge and skills with which to build on in Key Stage 1 and beyond. We ensure our curriculum and delivery of the curriculum teaches about and celebrates diversity and inclusivity through all areas of learning. All staff have accessed training to support their understanding of the importance of a curriculum and resources which teach about diversity and inclusion.

LEARNING AND DEVELOPMENT

We ensure our teaching is based on the characteristics of effective learning- as taken from Birth to Five matters- which are

- **playing and exploring** - children investigate and experience things, and 'have a go';
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Play is considered a central part in ensuring children make progress in all areas of their development. Staff ensure children have daily access to an environment which promotes high-quality, play based learning both inside the classroom and in the outdoor area.

Adults ensure the children have access to opportunities to explore and develop their own play in a safe and secure environment. Teachers also plan for whole class sessions and focus groups, which are planned in line with the EYFS curriculum and in response to the children's developmental and learning needs.

All staff work with children to develop their knowledge base and their language skills. They also support children to develop a range of learning behaviours such as resilience, self-regulation, questioning and independence. Staff work with children to stretch and challenge their own thinking, ideas and skills.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan challenging and enjoyable experiences. Where a child may have a special educational need or disability, staff will discuss needs with the parents or carers and our School SENDCo and then liaise with relevant services from other agencies, where appropriate. See SEND Policy for further information.

ASSESSMENT

All adults are responsible for observing the children in their class, listening to information gathered through pupil voice and using the information gathered to feed into the assessment process. The information gathered from these observations is used to inform planning, for setting up the activities inside and outside and organise focus groups.

The class teacher Change to: uses formative assessment to make statements about a child's development against the Birth to Five Matters age related bench marks for characteristics of effective learning, at three points in the year. This is information is shared with the Assessment Lead (Deputy Head) and Phase If relevant, information will also be shared with the SENCO and or Inclusion Lead.

Baseline assessment is completed for each child during the first six weeks of joining Reception class unless it is deemed inappropriate for a child's stage of development. If a child has transferred from a Reception class in another school and Baseline Assessment has already been completed, we will ensure that the data is transferred at the time of joining our school. In the final term of Reception, each child's level of development is assessed against the early learning goals. The teacher will determine whether the child is meeting the expected levels or emerging towards the expected levels of development against each of the 17 early learning goals. This information will be shared with parents.

At the end of the summer term, all information including assessment data will be passed on to the new class teacher as part of our transition processes.

STAFFING OF THE EYFS

Nursery and Reception Class are each led by a qualified teacher The phase is supported by a full-time, qualified Early Years Practitioner (EYP) and a TA.

Parental Involvement
We believe that an effective working relationship with parents/carers has a positive impact on children's development and learning.

We value parents/carers by:

- Showing respect and understanding for the role of parents/carers as children's first and most
- important educator
- Home visits with parents before their child starts in Nursery or Reception
- Providing a welcoming environment by being approachable and friendly
- Being available at the end of the day to talk to parents/carers
- Informing parents regularly about what their child is learning in school and how they can support this learning at home through newsletters, emails and Stay and Play sessions
- Sharing information about the curriculum through meetings and workshops
- Meeting individually with parents to discuss their child's achievements and progress
- Giving invitations to relevant class and whole school events
- Termly stay and play events
- Writing an end of year report to inform parents/carers about their child's achievements, progress and targets

SETTLING IN PROCEDURES

All children and parents/carers starting in Nursery or Reception for the first time, will meet with the class teacher before the child starts. This helps to begin forming the relationships between parents, staff and children; and starts the process of sharing information between home and school.

When children start in Nursery or Reception class for the first time, the start times and days will be staggered. This will support children to settle and help the adults get to know the children in their class. For children who may need to have individual settling in arrangements, this will be discussed and agreed with parents as soon as possible.

If children are joining Reception from outside nurseries, current nurseries will be contacted asking for key information on the child. Information about children moving internally from Nursery to Reception, will be passed on during a meeting between the Nursery and Reception teachers. The term before their child starts in Reception class, all parents/carers are invited to a meeting in which parents/carers are informed about the curriculum, daily routines, uniform, school dinners and other key information. Children will also have the opportunity to visit their new classroom during this time.

TRANSITION TO YEAR 1

Children in Reception will spend time during the summer term getting used to some of the changes that will occur when they move to year 1. For example, they will spend time in the Year 1 classroom and they will experience playtime in the main playground. The Reception teacher will meet with the Year 1 teacher to discuss each child, passing on relevant information and assessment data. During the children's first term in Year 1 the children will continue to enjoy opportunities to learn through play before gradually moving to a more formal curriculum as the year progresses. In the final term of Reception class, parents will be invited to a meeting to share information about the transition arrangements and to help parents understand the changes that will happen when a child enters year 1 e.g. dropping off and picking up children at the end of the day.

SAFEGUARDING
Please refer to the Safeguarding and Child Protection Policy.

Parents are asked not to use mobile phones anywhere in the Foundation Stage outside area.

ALLOCATION OF PLACES
Please see the admissions policy

SESSION TIMES

Reception:
Reception class follows the school timings of: 9:50am – 3:20pm.

Nursery:

- 15- hour morning session: 8:50am – 11:50am
- 30 hour: 8:50am – 3:20pm

Once all of the Nursery morning session places are filled- 26 places- we will open up the afternoon sessions from 12:20pm – 3:20 pm.

30 hours free entitlement is available for parents who qualify (www.childcarechoices.gov.uk). Once they have received an eligibility code, parents must bring the code and their National Insurance number to the school, so that the code can be verified. Children can take up the extended entitlement starting from the term after the code has been received and all the relevant paperwork has been completed. Parents will need to reconfirm their eligibility every 3 months and provide the school with the code. Parents must also inform the school if your status changes.

If parents are not entitled to the 30 hours free childcare, if places are available, there is an option to top up a 15-hour session on a weekly basis at a cost of £23 per day for the extra 3 hours care. This must be paid for in advance. For children staying for the whole day (6.5 hours) there is a voluntary donation of £3 for the extra half hour of provision per day. The cost of a school lunch is £2.75.

Parents must choose which option they would like for your child at the beginning of each half term, and this must stay the this must stay the same unless exceptional circumstances deem otherwise.

Exceptional circumstances will be based on individual circumstance. Nursery fees are non-refundable unless we are unable to provide the scheduled service due to school closure.

PUNCTUALITY AND ATTENDANCE

Please see Attendance policy for further information

UNIFORM

Uniform is not compulsory in the Nursery. If parents would like their child to wear school uniform it can be purchased from the School's Official Supplier Khalsa www.khalsaschoolwear.co.uk

Children should wear footwear and clothing appropriate to the weather so they are can access the outside provision throughout the year.

Children must also have in school a spare set of clothes which have their names written in them.

INTIMATE CARE

"Intimate" care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child's age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet and changing underwear following an accident. A record is kept of all intimate care procedures.

Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child.

If a child needs regular intimate care, staff will meet with the parent and discuss arrangements for this care. This discussion will be recorded, signed and shared with parents and relevant staff.