James Oglethorpe Primary School

Early Years Foundation Stage (EYFS) policy

September 2025

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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) that applies from September 2021.

3. Structure of the EYFS

At JOPS our Early Years provision comprises of 2 classes of 30 reception age children.

Our Reception classes each have their own large classroom and a shared outdoor area.

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

4.1 Planning and teaching

The EYFS at James Oglethorpe provides a happy, safe, caring, stimulating and well-organised environment in which children learn by building upon what they already know and can do.

The children learn in an enabling environment that is designed to provide a range of open ended opportunities for children to explore and learn both inside and outside. Children are free to move between both classrooms and the outdoors, choosing where they wish to learn. Staff respond to children "in the moment," looking for teachable moments where they can move children's learning and understanding on. This "in the moment planning' is recorded for up to 6 children per week, with all staff contributing to the "focus week" for each child. In planning and guiding children's activities, staff reflect on the different ways that children learn and their interests and include these in their practice. 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.

Alongside 'in the moment' teaching, children also have daily phonics (RWI) and maths lessons and a weekly PSHE lesson following the Kapow scheme of work. Weekly PE lessons are taught by specialist teachers. Daily story time sessions are planned for with texts chosen specifically to target certain areas of the curriculum.

Daily routines are planned to include learning opportunities and show progression throughout the year.

5. Assessment

At James Oglethorpe, 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 are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

Alongside ongoing daily assessment, staff record data for each ELG termly. This data is analysed and children causing concern are identified and planned for.

Within the first 6 weeks that a child **starts Reception**, staff will administer the Statutory Reception Baseline Assessment (RBA, May 2021).

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

Assessments are made based on the knowledge of the all staff, focus week planning, RWI assessments and observations. Year 1 staff are also involved in the process to ensure a smooth transition.

The profile is moderated internally using exemplification materials and in partnership with other local schools, to ensure consistent assessment judgements. Teaching staff attend regular training sessions. EYFS profile data is submitted to the local authority.

6. Working with parents

Key to ensuring high quality early years experience is to ensure continuity between all settings and to ensure that the children's social, emotional and educational needs are addressed appropriately. Staff contact children's previous settings and visit them there if appropriate. More formal transition meetings take place with previous settings, parents and school staff where a specific need has been identified.

At James Oglethorpe we also recognise that parents are the children's first and most enduring educators and that when parents and practitioners work together the results have a positive impact on children's development and learning.

We encourage parent partnership through:

- Showing respect and understanding for the role of the parent in the child's education
- Listening to accounts of their child's development and any concerns they may have
- Conducting home visits before children start school
- Making parents feel welcome by being friendly, approachable and having an open door policy
- Meeting with parents of Reception children twice a year to discuss progress
- Sharing Tapestry observations with parents

- Inviting parents to participate in workshops and meetings to explain the EYFS curriculum

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

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.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy. **8.**

Monitoring arrangements

This policy will be reviewed and approved by the Early Years Lead 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
Safeguarding policy and procedures
Procedure for responding to illness
Administering medicines policy
Emergency evacuation procedure
Procedure for checking the identity of visitors
Procedures for a parent failing to collect a child and for missing children
Procedure for dealing with concerns and complaints