



Policy:	Early Years Foundation Stage
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The term Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. In this policy it is used to describe children who are in our Year R classes.

Aim

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. (The Statutory Framework for the Early Years Foundation Stage, DfE March 2017).

The EYFS is based upon four principles:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through positive relationships;
- children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers;
- children develop and learn in different ways and at different rates.

At St John's Church of England (Aided) Primary School we aim to provide the highest quality care and education for all of our children, thereby giving them a strong foundation for their future learning and well-being.

A Unique Child

At St John's Church of England (Aided) Primary School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We know that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by their school and home environments and we begin to build links with the families. We observe how each child learns to gain an understanding of the characteristics they develop to become effective learners. We use questioning, praise and encouragement to develop a positive attitude to learning and high self-esteem.

During their first year at school, the children are introduced to the learning habits. They are taught to be observant, investigative, curious, determined, imaginative, adventurous, co-operative and to use reasoning. Children begin to understand the concept of the growth mindset. They develop an understanding that everyone can learn with practice and effort. The children are taught how to learn and how to become successful learners.

Inclusion

All children and their families are valued within our school. We value the diversity of individuals within the school and do not discriminate because of differences. All children at St Johns Church of England (Aided) Primary School are treated fairly regardless of race, religion or stage of learning. We do not group children based on notions of fixed ability. We teach the children that practice and effort lead to learning and improvement. Teachers plan activities that enable all children to access the learning and to achieve as highly as possible.

In the early years the children begin to learn to take responsibility for their learning and begin to understand the concept of challenge. We give our children every opportunity to achieve their best by taking account of our children's range of life experiences when planning for their learning.

Planning for children with additional needs is completed in liaison with the school's Special Educational Needs Coordinator.

In the EYFS we have realistic and challenging expectations and meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests and develop their self-esteem and confidence through a creative curriculum and learning environment
- using a wide range of teaching strategies based on children's learning needs
- providing a wide range of opportunities and environments to motivate and support children and to help them to learn effectively
- providing a safe and supportive learning environment in which each child's contribution is valued
- monitoring children's progress and taking action to provide support as necessary

It is vital that all children in the school are safe. Within our nurturing environment, we provide children with opportunities to help them develop the skills they need to keep themselves safe. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards both in the real and virtual world.

Positive Relationships

At St John's Church of England (Aided) Primary School, we recognise that children learn to be confident and independent through the development of secure relationships. We develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise the important role parents play in educating the children. We do this by:

- talking to parents about their child before their child starts our school;
- inviting the children to spend time with their teacher in the classroom before starting at school
- inviting all parents to an induction meeting during the term before their child starts school

- encouraging parents to attend parent's evenings in the first two terms to discuss their child's progress
- providing parents with a written report on their child's attainment and progress at the end of each school year
- inviting parents to attend open afternoons
- encouraging parents to share their children's home achievements by completing Wow cards or contributing to Tapestry in the Reception year
- sharing our approach to reading
- inviting parents to a curriculum meeting where the topic is explained Staff develop good relationships with all children, interacting positively with them and taking time to listen to them.

We have good links with the local feeder nursery and pre-schools. The EYFS teachers, and where appropriate the Special needs co-ordinator, liaise with staff to discuss the new intake of children.

Enabling Environments

At St John's Church of England (Aided) Primary School, we recognise that the environment plays a key role in supporting and extending the children's development. The role of both the indoor and outdoor environment in learning/organisation of learning provides opportunities for child initiated activities reflecting the topic where they can develop gross motor skills, social skills etc. We provide stimulating resources which are accessible and open-ended so they can be used, moved and combined in a variety of ways.

Observation, Assessment and Planning

Planning within the EYFS starts with the Long-Term Plan which is part of the whole school curriculum plan. Medium Term Plans are written half termly and used by the EYFS teachers as a guide for weekly planning. We base our planning around topics and children's interests are incorporated throughout our free flow activities. We plan first hand experiences and provide opportunities for challenges appropriate to the development of the children.

In the EYFS assessment of attainment and progress is based on observation, discussion, questioning and evidence of children's independent learning. Valuable evidence of children's learning is obtained through observation of independent and targeted learning. These observations are undertaken by teachers and teaching assistants and are recorded in in the child's on-line learning journal on Tapestry. There is also an opportunity for parents and carers to contribute information.

Each child's progress is recorded throughout the year and forms the basis if the Early Years profile that is completed at the end of the year.

Reception Baseline Assessment (RBA)

The RBA is an age-appropriate assessment of early mathematics and literacy, communication and language. It is delivered in English and is administered within the first six weeks of a pupil starting reception. The assessment has two components, each

consisting of practical tasks using physical resources. The RBA will be used to create school-level progress measures for primary schools which will show the progress pupils make from reception until the end of key stage 2. The children will complete the RBA with their class teacher once it is deemed the appropriate time to do so. The results of the assessment will not be used by the class teacher to assess children's ability upon entry to school. The school's own baseline assessment will be based on observation and the principles outlined in the assessment section above.

Learning and Development.

At St John's Church of England (Aided) School we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are interconnected. The children have time and freedom to become deeply involved in the activities and their learning.

Areas of learning

The EYFS is made up of seven areas of learning:

Prime areas

- Personal, Social and Emotional Development
- Physical Development
- Communication & Language

Specific areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

These areas are delivered throughout the topic and linked closely together. They are equally important and depend on each other, initially we focus on the prime areas and build on these when introducing the specific areas. All areas are delivered through a balance of adult led and child initiated activities.

The EYFS classes have their own outdoor area used all year round in all weathers. Being outdoors encourages learning in different ways. It offers the children more opportunities to be creative and explore on a larger scale as well as to be physically active linking the indoors and outdoors together. Children will have opportunity to experience all seven areas of learning whether they decide to learn indoors or outdoors.

Play

Children's play reflects their wide ranging and varied interests and preoccupations. In their play, children can be inquisitive, creative, questioning and experimental and will learn at

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their highest level. Playing with their peers is important for children's development. Through play our children explore and develop learning experiences, which help them make sense of the world. The adults model play and play sensitively with the children fitting in with their plans and ideas. The children are encouraged to try new activities and judge risks for themselves. We talk to them about how we get better at things through effort and practice and that we can all learn when things go wrong. They practice and build up ideas learning how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own.

Tapestry Policy

Aims

St John's Church of England (Aided) Primary School ensures that all children in the Reception year have an online personal journal which records photos, observations, comments and assessments, in line with the Early Years Foundation Stage, to build up a record of each child's achievements during their time with us. This evidence is used alongside their Learning Journals which track each child's individual progress throughout our EYFS.

Procedures

- St John's Church of England (Aided) School use an online Learning Journal system (Tapestry), allowing staff and parents to access the information from any computer via a personal, password-protected login.
- Staff access allows input of new observations, photos and assessments or amendment of existing observations and photos.
- Parent access allows input of new observations and photos or the addition of comments on existing observations and photos – parent logins do not have the necessary permission to edit existing material.
- Observations input into the Tapestry system may be validated by a manager before being added to the child's Learning Journal.
- Parents logging into the system are only able to see their own child's journal.
- Where an observation is taken as part of a group, we do not share the photos of the group with parents.
- The journal is started once the child starts Reception. During the first term, entries will be made more frequently as staff get to know the children.
- New observational entries to a child's journal will usually be uploaded within two weeks of the observation being made. Observations and updates to the journal may not occur every day that the child attends.
- In all written observations, children are referred to by their first name and the names of other children they interacted with are not used.
- Parents can request a hard copy of their child's tapestry journal at the end of the academic year.
- St John's Church of England (Aided) Primary School will try wherever possible to allocate "Tapestry time" per week to each member of staff to enable them to upload observations (e.g. during PPA time for teachers or during story time for LSA's). Any overflow will have to be completed in staff's own time.

- Tapestry is not used as a general communication tool between school and home. A child's journal is a document recording their learning and development and parents may add comments on observations or contribute photos, videos or information about activities they have been doing at home.
- Parents must contact the school through the usual channels for any other day-to-day matters, e.g. absence, lost property, etc.

Security

The Tapestry online Learning Journal system is hosted on secure dedicated servers based in the UK. The server host takes security very seriously, both online and physically. You will notice that the 'https' prefix in the website address denotes that it is a 'secure' site. Any photos taken on the school camera will be uploaded into Tapestry periodically by the school staff, and then deleted from any hardware. Media taken using the setting's iPad camera will be uploaded into Tapestry and then deleted from the iPad periodically. Access to information stored on Tapestry can only be gained by unique user I.D. and password. Parents can only see their own child's information and are unable to login to view other children's journals.

Once a child leaves St John's Church of England (Aided) Primary School, a request will be made for their data to be deleted. After 30 days (to allow for mistakes), the data will be irreversibly deleted. Parent access to Tapestry will be revoked immediately the child leaves and will only be reinstated if the child returns to the setting.

The profile of children who remain at St John's and move into Key stage 1 will remain on the system for two years following the end of their time in EYFS.

If a member of staff leaves St John's Church of England (Aided) Primary School, their access to Tapestry will be revoked immediately and their details deleted from the system. Parents must NOT upload any media from Tapestry onto social media sites.

Staff access

- Staff (only those with full access - Managers and Teachers) may access Tapestry at home through the use of their secure log-in.
- Staff must ensure they do not save photographs from Tapestry onto their own personal laptop/tablets.
- Staff must ensure they log out once they have finished.
- Staff must not allow anyone in their family or home to access Tapestry.