

## Early Years Foundation Stage Policy 2022-2025 Stepney Primary School

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Monitoring:	<b>Trust Board</b>
Related Policies	
Where is this policy published?	<b>School Website</b>

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## 1 Thrive Charter

### Thrive Mission Statement

*Inspiring pupils to thrive in life*

### Thrive Values<sup>1</sup>

Thrive Co-operative Learning Trust **understands thriving to mean learning**, and *learning* to mean **growing in knowledge, self-reliance and in responsibility towards others**. Achieving this will allow pupils and staff to **develop a sense of agency and co-agency**, which is the awareness that we are powerful and can affect change, that life is something to be grasped rather than something that happens, and that we have maximum impact when **we work together for the common good**. This sense of agency plays out at three scales as it affects the future of **the individual, their community (local and national), and their planet**.

To thrive, pupils and staff need **environments that are safe**, for **equality to be promoted and diversity to be celebrated**, and for **wellbeing to be valued, nurtured and supported**.

- Because the service we provide is crucial to each pupil's future life chances, we ensure that **we give all pupils the opportunity to thrive**, whatever their background or perceived abilities.
- Because our task is challenging **we all strive to grow and develop**, and we support each other in this and in developing a good work-life balance.
- Because thriving happens best where adults provide pupils with a consistency of approach, **we need people who will play their part for the greater good of the team**.
- Because we serve our local communities **we act as partners in the process of assisting our children to thrive** and will work cooperatively to see this happen.
- Because leadership is a privilege **we exercise leadership in an ethical manner** and commit ourselves to upholding [The Seven Principles of Public Life](#).
- Because we are facing a climate crisis **we will work towards being an environmentally sustainable organisation** and will develop pupil and staff participation in achieving this.
- Because we are funded with public money we will ensure that **we focus our resources on pupils and enable them to thrive**.

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<sup>1</sup> Thrive's values are directly descended from the [Co-operative Values](#)

## 2 Introduction

Prior to final approval by the LGB, this policy has been the subject of review and suggested amendments have been taken into consideration and changes made where they can be agreed.

## 3 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

## 4 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](#). This document also complies with our funding agreement and articles of association.

## 5 Structure of the EYFS

Reception(4 /5 year old) - 30 places

Reception times

- Morning Session 8.55am - 11.45am
- Afternoon Session 12.45pm - 3.15pm

Nursery (3 /4 year old)-26 places - morning only

- Nursery times
- Morning Session 9.00am - 12.00pm

At Stepney; the children in the Foundation Stage will be identified as being part of the Nursery Class or the Reception Class on the register. We class both classes as one unit when we are timetabling free flow activities.

These classes are age-related and children will join the Nursery class in the term after they become three and will join the Reception class in the September of the school year they become five.

The Nursery class has 26 morning places only. The Reception class has 30 full time places. At the beginning of the school year to help our new FS2 children we have a staggered two week start. The FS2 children are divided into am or pm sessions depending on when their birthday is. This half day session is for 2 weeks then all the FS2 children are integrated into the full day. In week 3 FS2 children will undertake the national baseline.

## 6 Curriculum

6.1 Our Early Years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

6.2 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.

6.3 The prime areas are:

- Communication and language;
- Physical development;
- Personal, social and emotional development

6.4 The prime areas are strengthened and applied through 4 specific areas:

- Literacy;
- Mathematics;
- Understanding the world;
- Expressive arts and design

## 6.5 Planning

6.5.1 Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

6.5.2 We use a broad overview of events that may happen each term. It is not prescriptive and children’s interests will always lead the learning.

6.5.3 We then devise our planning into half termly and weekly sections. Our curriculum aims at developing the child's needs as well as linking parents as partners.

6.5.4 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 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.

6.5.5 In planning and guiding children’s activities, staff reflect on the different ways that children learn and include these in their practice.

## 6.6 Teaching

6.6.1 Our EYFS curriculum helps develop children who feel happy and safe in our setting, who are independent, curious and eager to learn. We support children’s learning through our continuous provision, adult-led and child-initiated activities. Staff respond to each child’s emerging needs and interests, guiding their development through warm, positive interaction.

6.6.2 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.

## 7 Assessment

7.1 At Stepney Primary, 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.

- 7.2 Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).
- 7.3 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')
- 7.4 The profile is moderated internally (referring to the Development Matters for guidance) and in partnership with other local schools within the trust and Local authority, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.
- 7.5 There are three assessment points throughout the year. These are snapshot points of the children's development. We use ongoing assessment to inform gaps and areas of support. We also use a focus child approach. Every child in the first 2 terms will have 2 weeks of focused learning and support. This is also supported with their parents and carers at the beginning, during and end of the week. This provides all parties information of the child's progress, attainment and moving forward targets.

## 8 Working with Parents

- 8.1 We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.
- 8.2 Our learning and achievements are shared with parents during the year in many ways. Each week, we have a focussed-child whose work and achievements are shared with their parents. While we have KS1 and KS2 consultation sessions at different points during the year, we operate a rota of weekly meetings with our EYFS parents. There is additional ongoing dialogue via 'Tapestry'.
- 8.3 All the adults contribute to the assessment and the learning journey of the focussed children. Parents are informed the Friday before the Monday that their child will be a focus child. Parents are given a home school support document. The following week the assessment and learning will feed back to the parent in the 'end of the week meeting'. This provides a quiet and confidential area where parents are able to discuss any concerns. If parents cannot make the meeting, time towards the end of the term will be provided.
- 8.4 We have set up an EYFS e-mail system where parents can celebrate their child's work.

## 9 Safeguarding and Welfare procedures

- 9.1 We promote good oral health, as well as good health in general, in the early years by taking the healthy pack lunch approach. All parents are advised to eat healthy in our induction pack. We also do termly healthy eating sessions. We promote healthy snack time and use this to support wellbeing discussions.
- 9.2 The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

## 10 Monitoring Arrangements

This policy will be reviewed and approved by the Head of School every three years.  
At every review, the policy will be shared with the local governing body

## 11 Public Sector Equality Duty

- 11.1 The Equality Act 2010 replaced and unified all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It aims to ensure that people have equality of opportunity in accessing and experiencing public services. Schools when carrying out their day to day work should have regard to the following:
- eliminating discrimination;
  - advancing equality of opportunity and
  - foster good relations across all characteristics
- 11.2 Schools cannot unlawfully discriminate against pupils because of their disability, gender, race, religion or belief, sex and sexual orientation. Protection is now extended to pupils who are pregnant or undergoing gender reassignment. This means it is now unlawful to discriminate against a transgender pupil or a pupil who is pregnant or recently had a baby.
- 11.3 This policy was reviewed and updated with reference to this duty. The author/s of this document considered this policy in the light of these requirements to ensure that Stepney Primary School adheres to these statutory regulations.

## 12 Person Responsible

Updated Autumn 1 2022

Head of School

To be reviewed Autumn 2025

## 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