



Knights Templar Community Church School and Nursery

Work at it with all your heart

Head Teacher: Mrs Laura Weaver, BA Hons QTS

Early Years Foundation Stage (EYFS) Policy

<i>Date Approved by the Governing Board</i>	<i>Review Period</i>	<i>Date to be reviewed</i>
<i>March 2025</i>	<i>Bi-Annual</i>	<i>March 2027</i>

Contents

1. Aims.....	2
2. Legislation.....	2
3. Structure of the EYFS	2
4. Curriculum	2
5. Assessment	5
6. Working with parents.....	6
7. Safeguarding and welfare procedures.....	6
Appendix 1. List of statutory policies and procedures for the EYFS	7

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.
- A well organised and structured learning environment that allows children to become independent and life-long learners.
- Children are provided with clear structures and routines in a safe learning environment.
- 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.

Legislation

This policy is based on requirements set out in the 2024 statutory framework for the Early Years Foundation Stage (EYFS).

Structure of the Early Years Foundation Stage (EYFS)

Knights Templar Community Church School is a 42 place for children aged 4 and 5. Ratios are 1:15. Children will all attend on a full-time basis from the start of the year. There will be a two-week settling in period as the children transition from preschools and nurseries to the classroom. There will

be visits to feeder settings from the EYFS teacher if the children have not attended Knights Templar Nursery.

In partnership with parents and carers, we support the children in their learning journey through a rich variety of skills and experiences that provide the right foundations for progress through school and in life. The EYFS is based upon these principles:

- **A unique child** – developing resilient, capable, confident, self-assured and excited learners.
- **Positive relationships** – supporting the children in becoming curious and independent
- **Enabling environments** – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- **Learning and developing** – an acknowledgement that the children learn in different ways and at different rates by understanding the Characteristics of Effective Teaching and Learning (CoETL) i.e. Playing and Exploring, Active Learning and Creating and Critical Thinking.

Curriculum

Our Early Years setting follows the curriculum as outlined in the 2024 EYFS statutory framework.

The EYFS framework includes seven areas of learning and development that are equally important and inter-connected. However, three 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 four **Specific Areas**:

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

Planning

At Knights Templar, staff work together to plan a broad range of learning and experiences for children that enable them to develop and learn effectively. Activities and experiences are planned around local celebrations and the variety and rich history of the locality in which the school is based. Planning is adapted and responds to the needs and interests of the children making our curriculum individual to the needs of cohorts and specific children. 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.

Planning is based around progression documents for each of the seven areas of learning and development which map out key learning to ensure rapid progress and provides clear progression and sequential links to Key Stage One. A strong emphasis is placed upon phonics and the Read, Write Inc scheme ensures that assessment is timely and gaps in learning are identified quickly and addressed through the use of one-to-one tutoring.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice. Observations, relationships between adults and children and assessment information from adult directed activities provide staff with the information needed to ensure that planning is responsive to the needs and interests of children. The learning environment and continuous provision is planned to ensure that learning is open-ended and responsive to the interests and learning needs of the children and in turn ensures that the environment is stimulating, inviting and allows all individuals to make progress. Children have daily access throughout the day to an outdoor learning environment which is well planned, structured and organised. In addition, children have weekly 'Explorer' sessions which provide outdoor learning opportunities in the school's Wildlife area.

Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. At Knights Templar, the importance of play-based learning is paramount and during child-initiated learning sessions children direct their own learning from an enabling environment and resource bank provided by staff. Staff enhance play and extend as needed to influence individual learning steps. This learning is underpinned by the CoETL. Adult interactions must be meaningful and supportive and not "interfering".

Practitioners are aware of individual and group next steps and support in play-based opportunities to scaffold children's learning

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.

Assessment

At Knights Templar, ongoing assessment is an integral part of the learning and development processes. Staff observe learners 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.

Within the first six weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA). In addition to this, the Early Years staff complete an on-entry baseline which

assesses individual children and their readiness for school. Staff then respond to the results of the data analysis to ensure that provision responds to the identified needs of children.

In addition to the baseline, staff reflect upon whether children are on-track to reach a Good Level of Development (GLD) at three key points throughout the year (in line with school data drops) and adapt provision, planning and teaching to support those not on track.

At the end of the EYFS, staff complete the EYFS profile for each child. Learners are assessed against the seventeen early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters guidance) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

Working with Parents/Carers

At Knights Templar, we recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. Parents and carers are children's most enduring educators and it is important that they are involved in the assessment, learning and development of their child in order to support future learning.

In order to support parents/carers with their child's learning journey we,

- Talk to parents/carers about their child before they start school as well as visit children in their pre-school/ nursery settings.
- Hold induction meetings for parents/carers in the term before their child starts school.
- Share learning throughout the year with parents/carers through inviting them to 'celebration' events during the Reception year to share the learning the children have taken part in.
- Hold information events for parents/carers particularly in relation to Phonics and Maths in order to detail how we work with their child and how they can support them at home.
- Meet twice yearly through Parent/ Carer's Evenings to report on progress and share next steps in children's learning with parents.
- Provide parents/ carers with a written report on their children's attainment and progress at the end of each school year.
- Provide weekly updates to parents/ carers through 'Tapestry' that provide an insight to the learning that has taken place in school that week, empowering parents/ carers to continue the learning journey at home.
- Arranging a range of activity afternoons throughout the year that encourages collaboration between children, school and parents/ carers.

- Share overviews of learning each term with parents/ carers via Weduc and on the school website.

Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth
- What it means to be healthy and how they can keep themselves healthy.

The rest of our safeguarding and welfare procedures are outlined in our Child Protection and Safeguarding policy.

Appendix 1. List of statutory policies and procedures for the EYFS

<i>Statutory policy or procedure for the EYFS</i>	<i>Where can it be found?</i>
<i>Safeguarding policy and procedures</i>	<i>See Child Protection and Safeguarding Policy</i>
<i>Procedure for responding to illness</i>	<i>See: Health and Safety policy, First Aid Protocol</i>
<i>Administering medicines policy</i>	<i>See Supporting Learners with Medical Conditions policy</i>
<i>Emergency evacuation procedure</i>	<i>See Health and Safety Policy in addition to individual PEEPs.</i>
<i>Procedure for checking the identity of visitors</i>	<i>See Child Protection and Safeguarding Policy</i>
<i>Procedures for a parent failing to collect a child and for missing children</i>	<i>See Child Protection and Safeguarding Policy</i>
<i>Procedure for dealing with concerns and complaints</i>	<i>See Complaints Policy</i>

All policies can be found on the school website: <https://www.knightstemplarfirst.co.uk/policies/>

