



**ST. PETER AT GOWTS**  
**CofE PRIMARY SCHOOL**

Unlocking the potential in all,  
empowering a community of hope.

## St Peter at Gowts Church of England Primary School

<b>Policy</b>	<b>Early Years' Foundation Stage Policy</b>
<b>Date adopted</b>	<b>July 2023</b>
<b>Date reviewed</b>	<b>July 2025</b>

### Vision

Our vision underpins this policy. St. Peter at Gowts CE Primary School is a place where all are valued, potential is unlocked, and hope is a core principle guiding this Early Years' Foundation Stage Policy and the strategies that underpin this.

**“Unlocking potential in all, empowering a community of hope.”**

As an inclusive Christian community, we work towards **unlocking the potential in all** and empowering a **community** of hope. We seek to achieve this by providing a safe, **inspiring** and creative learning environment where all can flourish. Our successes are built on the foundation of our shared **values** and our consistently high expectations. Through challenge and support, we strive for **excellence** in all we do.

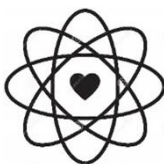
### Aims

This policy aims to:

- 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- **unlocking potential in all.**
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind- **unlocking potential in all.**
- Close partnership working between practitioners and with parents and/or carers- **empowering a community of hope.**
- Every child is included and supported through equality of opportunity and anti-discriminatory practice- **unlocking potential in all and empowering a community of hope.**

### Golden Threads

Our Golden Threads (Values, Inspiration, Community and Excellence) underpin the school vision and are used to drive the school forward.



## Inclusion Statement



At St Peter at Gowts Church of England Primary School we believe every child should have the opportunity to experience success in learning at the highest possible standard- ***unlocking potential in all***. We do this, within the context of Christian belief and practice, by taking account of pupils' varied life experiences and needs. We offer a broad and balanced ***inspiring*** curriculum and have high expectations for all children- ***excellence***. The achievement, attitude and well-being of every child matters, and inclusion is the responsibility of every person within our school ***community-empowering a community of hope***. We encourage an understanding of the meaning and significance of faith, and promote Christian ***values*** through the experience we offer to all our pupils.

All children and young people are entitled to an education that enables them to make progress so that they:

- ❖ achieve their best (***excellence***)
- ❖ become confident individuals living fulfilling lives (***inspiration***), and
- ❖ make a successful transition into adulthood, whether into employment, further or higher education or training. (***Values and Community***)

## 2. Legislation

This policy is based on requirements set out in the Statutory Framework for the Early Years Foundation Stage.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/974907/EYFS\\_framework\\_-\\_March\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf)

## 3. Structure of the EYFS

At St Peter at Gowts C of E Primary School we have a Nursery, Little Learners, taking children from 2-4 years old and a single form Reception class. Nursery is a 26 place Nursery (26 places in the morning and 26 places in the afternoon) which is open from 8.45-11.45am and 12.30pm-3.30pm 5 days a week. Children can attend full days (2 year olds mornings or afternoons), all mornings/ afternoons or a combination as requested by parents/carers, subject to availability. Parents can use funded places (3 year olds and 2 year olds) and can pay to attend (£13.50 per session). If children are staying for lunch there is an additional charge of £3.50 for lunchtime care. Parents can choose to buy a hot dinner for their child in addition to this. There are 4 spaces in each session for 2 year olds.

## 4. Curriculum

We follow the curriculum we have designed as a school using the Development Matters as a guide and ensuring the curriculum caters for our cultural capital and backgrounds of our learners. (See Curriculum document,)

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**

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

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. Provision in EYFS is key to planning and staff use continuous provision (Common Play Behaviours) and enhancements to provision to engage, inspire and challenge 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 and follow the plan, do, review cycle of support.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice. Staff use the school's EYFS curriculum documentation and children's interests to create a meaningful learning experience for the children.

#### **4.2 Teaching**

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Learning is both indoor and outdoor and we operate a free flow system for children. We use Read, Write, Inc to support phonics when children are ready and pre-RWI activities to begin in Nursery. We use Little Big Maths and Big Maths to support our children in developing maths skills and White Rose Maths with Reception. We use Talk for Write to support our children's writing and oral story telling skills.

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 experiences, ready for year 1.

## **5. Assessment**

At St Peter at Gowts C of E Primary School, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their achievements, interests and learning styles. These observations are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers. We use our assessment milestones document to monitor progress. We record key moments in written format and using Tapestry and we encourage parents to share their observations too.

When a child is aged between 2 and 3, practitioners review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

At the beginning of Reception, the children are assessed using the Reception Baseline Assessment (RBA).

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

- Meeting expected levels of development or
- Not yet reaching expected levels

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

## **6. Working with parents**

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

Parents and/or carers are kept up to date with their child's progress and development. Every parent has access to their children's online Tapestry journal which has pictures and information about their children's learning in school each week.

The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. We have parents' evenings twice a year and we operate an 'open door' policy with parents who can talk to a member of staff daily, if needed. We seek opportunities to share our children's learning with parents through a newsletter and opportunities to invite parents/ carers into the setting ie for tea parties, stay and play sessions and shared learning etc.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person can also help families to engage with more specialist support, if appropriate.

## **7. Safeguarding and welfare procedures**

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

## **8. Monitoring arrangements**

This policy will be reviewed and by The EYFS Lead every 2 years.

At every review, the policy will be shared and approved by the governing board.

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

This checklist lists the policies and procedures that we must have according the EYFS statutory framework.

<b>Statutory policy or procedure for the EYFS</b>	<b>Where can it be found?</b>
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See medicines policy
Emergency evacuation procedure	See health and safety policy/ fire 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
SEN Policy	School SEN policy