



CHRIST'S COLLEGE, SUNDERLAND
Emmanuel Schools Foundation

Early Years Foundation Stage (EYFS) Policy

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Early Years Foundation Stage (EYFS) Policy

The Early Years Foundation Stage (EYFS) applies to children from birth to five years at the end of the Reception year. At Christ's College, we believe that this stage lays the foundations for every child's future learning. The EYFS sets the standards that all early years providers must meet to ensure that children learn and develop and are kept healthy and safe. We want children to be well prepared for their next phase of education. Therefore we provide children with a broad range of knowledge and skills that will prepare them for good future progress through school and life.

"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 provides the foundation children need to make the most of their abilities and talents as they grow up."

Early Years Statutory Framework 1st September 2021

1. Aims

At Christ's College we aim to:

- provide a safe, challenging, stimulating and caring environment which is sensitive to the needs of the child including children with additional needs;
- provide a broad, balanced, relevant, and creative curriculum that will inspire and foster independence and self confidence;
- use and value what each child can do, assessing their individual needs and helping each child to achieve;
- develop and work in close partnership with parents and carers; and
- provide opportunities whereby children experience a challenging and enjoyable programme of learning and development, following their own interests.

2. Legislation

We adhere to the Early Years foundation Stage Statutory Framework and the four guiding principles that shape practice within Early Years settings.

- 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 with teaching and support from adults** who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between school and home.
- Staff know and understand the importance of **Learning and development**. We understand children develop and learn at different rates, and we use the Characteristics of Effective Learning to highlight the language of learning and styles of learning. We provide education and care for all children including those with special educational needs and disabilities (SEND)

A child is of official school age at the beginning of the term following their fifth birthday. However, children are admitted to Christ's College during the autumn term of the school year in which they have their fifth birthday. Parents have a right to request for their child to attend reception part-time until they reach compulsory school age, or that the date that their child is admitted to school is

deferred until later in the same academic year. Their child must, however, start school full time in the term after their fifth birthday. All requests for deferred entry and part-time admission should be made in writing to the Principal.

3. Structure of the EYFS

At Christ's College we have a two-form entry, comprising of two reception classes. There are two teachers and a part-time Higher-Level Teaching Assistant (HLTA). The children benefit from a large open plan classroom, that allows for two separate classes. The outdoor area is shared, and we are able to access it throughout the day. We offer a broad and balanced curriculum with a mixture of teacher and child led activities. Direct teaching consists of phonic and literacy- based activities and mastering number. Children are encouraged to explore the indoor and outdoor environments accessing the basic areas of provision that are enhanced to meet their interests and learning needs.

All staff are responsible for resourcing the unit so that children have access to a variety of activities that meet the seven areas of learning that make up the Foundation Stage Curriculum and that will give opportunity to support learning in reading, writing and mathematics.

The resources throughout the unit will support children's speaking and listening skills, be age/stage appropriate, and develop children's use of vocabulary. The best resource we have is the adult, and they will be supporting children's play and learning throughout the day, both indoors and out. We conform to the Ofsted definition of teaching, not a top down or formal approach and therefore offer a variety of approaches that support young children to learn. We interact positively with children during planned and child-initiated play and activities, communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating, and setting challenges.

Our daily routine supports high expectations of behaviour, and we use visual timetables to help children cope with the different transitions throughout the day. Integral to our teaching is how we assess what children know, understand and can do, as well as taking account of their interests and dispositions to learn (characteristics of effective learning), and how we use this information to plan children's next steps in learning and to monitor their progress.

The physical environment is designed to support learning with the appropriate space, facilities and equipment available with all due regard given to health and safety issues. A balance between whole class groups and individual activities takes place with direct teaching, independent choice and group work being carried out, and a mixture of structured/spontaneous play.

4. Curriculum

The EYFS learning and development requirements comprise:

Educational Programmes for the seven areas of learning and development

Early Learning Goals, which summarise the knowledge skills and understanding that all young children should have gained by the end of the reception year.

Areas of Learning

The seven areas of learning are all important and interconnected. There are three prime areas, and these 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
- Personal, Social and Emotional development
- Physical development

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

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

Staff (led by the Early years Lead) plan activities and experiences for children that enable them to develop and learn effectively so that they are well prepared for Year 1. To do this, teachers are expected to focus strongly on Literacy, mathematics and Communication and Language.

Staff also consider 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.

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

Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is used as an essential part children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and also by taking part in play which is guided by adults. There is an on-going judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Practitioners must respond to each child's emerging needs and interests, guiding their development through warm, positive interactions. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.

Experiences and activities planned will reflect the different ways that children learn. At Christ's College we support children to develop the three characteristics of effective teaching and learning. These are:

- **playing and exploring** - children investigate and experience things, and "have a go" approach.
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Trips to local areas and places of interest are planned for children throughout the school year, so that children can have firsthand experiences and visit places they wouldn't normally attend. This builds on their cultural capital and broadens their horizons. Extra-curricular clubs such as cookery and mindfulness are available for children in reception as well as clubs which are targeted to further develop their skills in the prime areas, literacy and mathematics.

5. Assessment

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs and to plan activities and support. Ongoing assessment

(formative assessment) is an integral part of the learning and development process, and it highlights the need for all staff to know and understand children's level of achievement and interests. This knowledge helps us to shape teaching and learning opportunities and experiences that we can offer to children to deepen their knowledge.

Assessment does not take us away from the children for long periods of time, and it no longer requires excessive paperwork as evidence. We use floor books for the children to reflect on the activities and learning that has taken place, and for those children who require additional support, we keep more detailed notes on the progress they are making. We use the non-statutory document Development Matters to shape our curriculum and inform us of the knowledge and skills that most Reception children are expected to achieve. There is no need for physical evidence of assessment, the knowledge of the child and the expert professional judgement of the teacher is sufficient.

Within the first 6 weeks of starting school, the children complete a statutory Reception Baseline Assessment. Schools are provided with a brief summary of attainment which we share with parents. We also keep our own baseline assessment report, highlighting the starting points of the where the children are when they first come to Christ's College.

In the final term of the academic year in which the child reaches age 5 (and no later than 30th June of that term) the EYFS Profile must be completed for each child. Children are assessed against the Early Learning goals, indicating whether they are on track and meeting expected levels of attainment. This profile is shared with parents, and teachers in Year 1 as it provides a well-rounded picture of a child's knowledge, understanding and abilities. Their attainment is measured against expected levels, and a judgment is made on their readiness for year 1. A report is given to the year 1 staff, and this helps to form the planning of the environment and activities in year 1 so there is a smooth transition into school.

There are parents evenings in the autumn, spring and summer term. In the summer term the Profile is shared with parents. All children, including those with SEND, will complete the Profile, although reasonable adjustments to the assessment process will be made if necessary for children who need it.

The EYFS profile results must be reported to the Local Authority upon request.

6. Working with parents

It is important as Early Years carers and educators to give high priority to developing effective partnerships with parents as the help that parents give their children at home has a significant impact on their learning. Staff in EYFS build relationships with families and staff model the best ways to support children at home, providing extra support to those that need it most. We encourage parents to chat, play and read with their children, and we offer this information through parental workshops all about Early Years, Early Reading, Phonics and Mathematics. We provide an open-door policy and encourage parents to share both positives and areas of concern with us about their child, so we can address issues immediately and respond to the child and family need.

Transition into Reception is an important part of starting school life. Before children begin Reception, we identify the settings that they attend and arrange for them to be visited by their class teacher from Christ's College. This allows staff to meet all children prior to starting school in a setting which they are familiar with and allows for staff to discuss any relevant information or additional needs of children with the nursery staff. There is a new parents' meeting held in June/July where the aims and objectives of the Early Years Curriculum and admission procedure is discussed. Parents are invited to complete an "All About Me" booklet so we can discover the interests, needs and family dynamic. This

makes the transition from home to school seem less daunting and gives the children something to talk about when they start school. It is also a way for the teachers to get to know the children as individuals and to assess their strengths and curriculum needs so that a broad and balanced curriculum is achieved for the child's early education and development.

Parents are kept informed about their child's progress by means of a parents' meeting in their first term, discussing how they have settled into school life. Through a more formal parents' meeting in the spring term progress is discussed and any concerns are highlighted and actioned upon. In the summer term, a written report is given covering all the areas of the curriculum, how the children have developed in relation to the Early Years Foundation Stage Profile/Early Learning Goals and the targets to be met if their child is to continue to make the required progress in the next year and beyond. We also liaise with parents closely on any areas of concern behavioural or otherwise throughout the year. In this way by showing the children that school and their parents have shared goals for their future development they are left in no doubt as to how we expect them to behave both in and out of school.

Parents are invited to share in developing their child's potential in the following ways:

- by writing comments in the child's home reading diary;
- Parents are strongly encouraged to support their child with the half termly homework grid which is topic based and links to the curriculum;
- by observing the homework policy and spending time with their children for the required time each day;
- by sharing their skills and expertise with the school. Seeing skills demonstrated is far more valuable to children than being told about it or reading about it. It also shows the parents how much their skills are valued;

Parents are encouraged to offer their help to teachers throughout the school however, it is a legal requirement that all parents wishing to help anywhere in the school are DBS checked for the safety and well-being of all who work in the school. Their help is much appreciated in whatever capacity they feel they can. However, it is essential that the parents are made fully aware of the confidentiality that must exist with what they see in the classroom. They need to be made aware that it is inappropriate to discuss the progress of other children within the class with other parents. They are asked to wear badges and to sign in and out of the school to maintain the safety and well-being of all the children in our care. Working with other services and organisations is integral to our practice to meet the needs of our children. At times we may need to share information with other professionals to provide the best support possible.

7. Special Educational Needs and Disabilities (SEND)

'A pupil has SEN where their learning difficulty or disability calls for special or educational provision, that is provision different from or additional to that normally available to pupils of the same age.'

Code of Practice 2014.

In identifying a child as needing SEN support, the early years team, working with the school SENCO and the child's parents, will carry out an analysis of the child's needs. This initial assessment is reviewed regularly to ensure that the support is matched to need.

Where it is decided to provide SEN support, and having formally notified the parents, the teachers and the SENCO agree, in consultation with the parent, the outcomes they are seeking, the

interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review.

Plans take into account the views of the child and the family. The support and intervention provided is selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness. The impact and quality of the support is evaluated by the teacher and the SENCO working with the child's parents and taking into account the child's views.

We will assess children on the four broad areas of need. These are:

Communication and interaction

Cognition and learning

Social emotional and mental health

Sensory and physical

And we use the Together For Children SEND ranges to inform our judgements.

8. Safeguarding and welfare procedures

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

9. Fire alarm and lockdown procedures

In the event of a fire alarm children will line up at the fire exit and teachers will check the toilets for pupils. Once a head count has been carried out, children in EYFS will leave the classroom via the fire exit with their class teacher and will form a line on the school field to the front of the school grounds. A register will be taken to ensure all children are present. Staff and pupils will remain on the field until advised by a fire marshal of the next steps. Practice fire drills are carried out termly.

In the event of a partial lockdown staff in EYFS will close all blinds in the classroom and lock all doors. Children will continue to access classroom provision as normal, and staff will remain vigilant. In the event of a full lockdown, staff in EYFS will close all the blinds in the classroom, lock all doors and will gather all pupils and staff in the EYFS toilets. Staff will then proceed to lock the doors in the toilets and wait until they are told it is safe to return to the classroom. Practice lockdown drills are carried out yearly.

10. Monitoring arrangements

This policy will be reviewed and approved by the Head of Primary/EYFS 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	Where can it be found?
EYFS statutory framework	Statutory framework for the early years foundation stage for group and school providers (publishing.service.gov.uk)
Development Matters Non Statutory guidance	Development Matters - Non-statutory curriculum guidance for the early years foundation stage (publishing.service.gov.uk)
Safeguarding policy and procedures	See child protection and safeguarding policy https://www.christscollege.org.uk/wp-content/uploads/2020/10/Child_Protection_and_Safeguarding_Policy.pdf
Procedure for responding to illness	See health and safety policy https://esf-web.org.uk/site/assets/files/ESF%20Health%20and%20Safety%20Policy.pdf
Administering medicines policy	See supporting pupils with medical conditions policy Q:\1. WHOLE SCHOOL\POLICIES\Christ's College Policies\Supporting Childs with Medical Conditions Policy and Procedures
Emergency evacuation procedure	See health and safety policy https://esf-web.org.uk/site/assets/files/ESF%20Health%20and%20Safety%20Policy.pdf
Procedure for checking the identity of visitors	See child protection and safeguarding policy https://www.christscollege.org.uk/wp-content/uploads/2020/10/Child_Protection_and_Safeguarding_Policy.pdf
Procedures for a parent failing to collect a child and for missing children	See https://www.christscollege.org.uk/wp-content/uploads/2020/10/Child_Protection_and_Safeguarding_Policy.pdf child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy https://esf-web.org.uk/site/assets/files/ESF%20Complaints%20Policy.pdf
Together for children SEND information	https://sunderlandpcf.co.uk/wp-content/uploads/2019/11/Ranges-Final-Consultation-Sept-2019pdf.pdf

