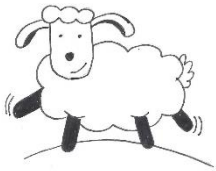


Early Years Foundation Stage Policy – Maranatha Christian School – Little Lambs

Staff Responsible / Author	Alice Shepherd and Heather Buss
Head Approved	Tom Price
Trustee Approved	Lara Morava

Version	Date	Head Review	Trustee Review	Status	Next Review
V1.0	Apr 2018	Apr 2018	Apr 2018	Approved	Apr 2019
V2.0	Sept 2019	Sept 2019	Sept 2019	Approved	Sept 2020
V3.0	August 2020	August 2020	August 2020	Approved	August 2021
V4.0	September 2021	September 2021	September 2021	Approved	September 2022
V5.0	September 2022	September 2022	September 2022	Approved	September 2023
V6.0	September 2023	September 2023	September 2023	Approved	September 2024
V7.0	February 2024	February 2024	February 2024	Approved	September 2024



Contents

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

1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the wide 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
- Close partnership working between practitioners and parents/carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

This policy is based on requirements set out in the [Early years foundation stage \(EYFS\) statutory framework - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

3. Structure of the EYFS

Little Lambs is available to pre-school children aged 3 and 4 years old. We also share the setting with our Maranatha Christian School Reception children.

Pre-school sessions are available every day, subject to availability. The morning sessions starts at 8.20am and finishes at 12pm, a full day finishes at 3.00pm.

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2021 statutory framework of the EYFS.

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.

At Little Lambs, Christian values underpin all teaching, learning and conduct, providing a context in which children's spiritual, moral and social development (SMSC) may take place. SMSC will be integrated naturally within the planned learning outcomes throughout the EYFS.

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. To do this, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas. 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, practitioners reflect on the different ways that children learn and include these in their practice.

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. The EYFS class have their own outdoor area used all year round in all weathers.

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.

5. Assessment

At Little Lambs, 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 recorded using Tapestry and are used to shape future planning. Parents are encouraged to use Tapestry to observe how their child is progressing. Each term, we will provide parents with a written report. At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the early learning goals which cover the 7 areas of the curriculum, indicating whether they are:

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

Teachers draw on their own knowledge of the child and their professional judgement when forming an assessment on whether the child is at the expected level of development.

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

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents/carers. Parents/carers are kept up to date with their child's progress and development. Termly

reports, Tapestry and EYFS profile helps to provide parents/carers with a well-rounded picture of their child's knowledge, understanding and abilities.

We encourage parents to share their children's home achievements by contributing to Tapestry.

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

A key person is:

- A named member of staff who has more contact than others with the child;
- Someone who builds relationships with the child and parents;
- Someone who helps the child become familiar with the provision;
- Someone who meets children's individual and care needs;
- Someone who responds sensitively to children's feelings, ideas and behaviour;
- The person who acts as a point of contact with parents

7. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our Child Protection and Safeguarding Policy. The DSL for Little Lambs is Heather Buss.

8. Admissions criteria

Little Lambs at Maranatha Christian School offers a 3 term intake, Autumn (September), Spring (January) and Summer (April)

Places are allocated in the following priority:

1. 'Looked After Child'. A Looked After Child is:

- (a) in the care of a local authority, or
- (b) being provided with accommodation by a local authority in the exercise of their social services function defined by Section 22 (1) of the Children Act 1989.

2. Any child who has a sibling attending Maranatha Christian School at the same time as he or she is due to be admitted.

A place in the Little Lambs at Maranatha Christian School will not guarantee a place in the Main School. Parents will be required to make a separate application for the Main School and the main school Admissions criteria will apply.

9. Monitoring arrangements

This policy will be reviewed and approved by the Head Teacher, Tom Price every year. At every review, the policy will be shared with the trustee board.

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

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

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 and accidents	See health and safety policy and first aid policy
Administering medicines policy	See medication policy
Emergency evacuation procedure	See health and safety policy, fire safety policy and fire emergency evacuation policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for missing children	See child protection and safeguarding policy and child missing from school policy
Procedures for a parent failing to collect a child	Procedure to be followed in the event of a parent/carer failing to collect a child document
Procedure for dealing with concerns and complaints	See complaints policy