



REIGATE ST MARY'S
PREPARATORY AND CHOIR SCHOOL

Early Years Foundation Stage Policy

Policy Author:	Beth Rayner, Lead EYFS Teacher
Date Reviewed by Author:	28 August 2025
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Next Review by Governor Body:	December 2026

1. Aim

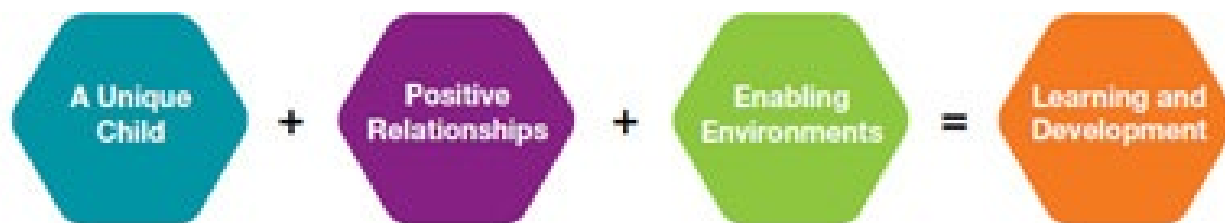
At Reigate St Mary's we believe that children bring a variety of experiences, knowledge and skills to the setting and that they are able to take responsibility for their learning. We aim to build on the positive aspects of this ensuring that all children achieve their full potential, according to their individual needs.

2. Legislation

This policy is based on requirements set out in the [Early years foundation stage \(EYFS\) statutory framework - GOV.UK](#) 2025

We aim to provide an inclusive educational setting which values the whole child. We positively embrace the belief that all aspects of a child's development and individuality must be encouraged to flourish. This includes the child's gender, culture, race, religious belief and disability.

Overarching Principles:



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**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers;

Children develop and learn in different ways and at different rates.

We want to provide an enabling environment that:

- Is inclusive, secure, safe, inviting and stimulating
- Is accessible to all children
- Enables children to be active learners
- Builds upon what the children already know and takes account of their interests
- Offers a range of well-planned play opportunities that are monitored and adapted according to differentiated needs
- Has a broad balance of provision both in and outside, to support all seven areas of learning and development
- Has good quality resources which are clearly labelled and accessible to the children themselves

We want our children to:

- Feel happy, secure, and valued, therefore, able to develop as confident learners: Happy Children Learn.
- Be actively engaged and concentrate in activities planned by adults as well as those they initiate for themselves
- Learn through enactive, first-hand experiences, discovery, and exploration
- Have time to explore ideas in depth and make links with their learning
- To take risks without fear of failure and 'have a go'
- Encounter difficulties and enjoy achievements

- Communicate with others as they investigate or solve problems
- Can access a wide range of differentiated play activities, indoors and outdoors
- Make choices for themselves and develop independence
- Have and develop their own ideas, make links between ideas, and develop strategies for doing things.

We want our staff to:

- Provide a safe, happy, supportive, and enabling learning environment, building upon what the children already know
- Plan the indoor and outdoor environment carefully, in line with curriculum guidance and policy, to provide a positive and stimulating context for learning and teaching
- Ensure that children have the correct mix of child initiated and adult directed activities
- Understand the importance of play
- Create an environment that enables children to flourish as active learners
- Interact with, support, and extend the children, encouraging a positive attitude and disposition to learn
- Support children by using a range of different teaching strategies – as instructor, demonstrator, facilitator, questioner, motivator, scribe, and assessor
- Identify and respond to individual interests and differentiated needs
- Plan, monitor and evaluate both their provision and children's progress, using observations to inform future planning
- Feedback on work in an appropriate way, considering children's maturity and understanding, using stamps, stickers, written comments and importantly giving verbal feedback.

3. Structure of the EYFS

Year Group		Sessions	School Day
Green Shoots	2-3 years old <i>(Ratio 1:5 (2 years olds) 1:8 (3-year-olds). Min 2 members of staff)</i>	Minimum 3 mornings per week	8.25am-12.30pm
			8.25am-3.30pm
Kindergarten	3-4 years old <i>(Ratio 1:8/ 1:13. Min 2 members of staff)</i>	Minimum 5 mornings per week	8.25am-12.30pm
			8.25am-3.30pm
Reception	4-5 years old <i>(Ratio 1:8, 1:30. Min 2 members of staff)</i>	5 days per week	8.25am-3.30pm

Breakfast Club: Monday- Friday 7.30-8.00am

Before School Care: Monday- Friday 8.00-8.25am

Extended Day: Monday- Friday 3.30-6.00pm

Early Years Holiday Club: Monday-Friday 8.00-5.30pm (school holidays)

Early Years Holiday Club and Extended Day Manager: Mrs Nicola Tulley and Mrs Jane Norris

Head of Lower School: Mrs Samantha Selkirk

Assistant Head of Lower School: Mrs Pippa May

Early Years Lead Teacher: Mrs Beth Rayner

Early Years Phase Leader: Miss Julie Filmer

Fees for the Academic Year 2025-26

Nursery

(Green Shoots & Kindergarten)

Fees for Green Shoots and Kindergarten are not subject to VAT:

- **Green Shoots:** Three mornings 08:00-12:30 (minimum attendance) - £1,845 per term
- **Kindergarten:** Five mornings 08:00-12:30 (minimum attendance) – £3075 per term

Session Pricing for Nursery

(Green Shoots and Kindergarten)

- **Additional mornings** (per day, per term) 8:00-12:30 — £615
- **Full days** (per day, per term) 8:00-15:30 — £1038

Wraparound care (Breakfast Club & Extended Day) and holiday clubs (covering all but approximately 4 weeks of the year) charged separately and in addition.

Lower and Upper School

(Reception to Year 6)

- **Reception** - £5,770 per term inc. VAT
- **Lower School (Years 1&2)** - £5,865 per term inc. VAT
- **Upper School (Years 3 to 6)** - £7,425 per term inc. VAT

Wraparound care (Breakfast Club & Extended Day) and holiday clubs (covering all but approximately 4 weeks of the year)

Breakfast Club £5 per session

After school club is £5 per 1/2hr capped at £20 if the whole afternoon if booked in one slot (3.30pm to 6pm) - a cooked tea is included from 5pm

The EYHC is charged at £48 per day or £28 per half day

Surrey County Council Funding

We currently accept the Surrey County Council Early Years Funding (15 hours) for children between their 3rd and 5th birthdays (available from the term after they turn 3 up to and including the term in which they turn 5).

Government Childcare Vouchers

Reigate St Mary's currently accepts Government childcare vouchers (e.g. Accor and Busy Bees) which can be used to pay for the following:

- School fees (only up to and including the term in which your child turns 5 years old)
- Breakfast Club
- Extended Day
- Holiday Club – RSM & RSM Early Years Clubs
- School Clubs

You cannot use them for:

- School fees (except as above)
- School trips

4. Curriculum

To be read in conjunction with Curriculum, Teaching and Learning and Collective Worship Policy (including Early Years Foundation Stage Curriculum Policy)

At Reigate St Mary's we follow the curriculum as outlined in the EYFS Statutory Framework September 2025. Every pupil will have access to a fully inclusive, rich, broad, challenging, well balanced and differentiated curriculum which recognises that every child is an individual.

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 Reigate St Mary's from Green Shoots (rising 3s) upwards the children have a weekly Spanish session and Education for Social Responsibility (ESR), Philosophy for Children (P4C), Forest School and STEAM are integrated into the areas of learning and development.

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

5. Planning

Children's learning is best supported through a well-planned curriculum. Staff plan activities and experiences, that include continuous and enhanced provision and adult directed learning to enable children to develop and learn effectively.

Staff plan activities and experiences for children that enable children to develop and learn effectively and reflect on the different ways they learn. To do this, staff 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, staff reflect on the different ways that children learn and include these in their practice.

6. Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities, using both the inside and outside environments, which challenge and engage the children. Classrooms are well resourced and adhere to indoor space requirements.

Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. The Characteristics of Effective Learning are integral to all we do.

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.

Characteristics of Effective Learning:

Characteristics of Effective Learning

Playing and Exploring

ENGAGEMENT

Finding out and exploring
Playing with what they know
Being willing to 'have a go'

Active Learning

MOTIVATION

Being involved and concentrating
Keep trying
Enjoying achieving what they set out to do

Creative and Critical Thinking

THINKING

Having their own ideas
Making links
Working with ideas

We have developed 3 fun Characters, 'Have a go Hippo', 'Busy Bee' and 'Choosing Chimp' to embed the Characteristics of Effective Learning within our environment and provision and to bring the desired traits and behaviours that we want to encourage at Reigate St Mary's to life for the children. Stories, posters, and soft toys are used to bring the Characteristics to life for the children in all classes.

Careful and flexible planning between all the staff in contact with the children ensure a wide, varied, and effective curriculum is delivered. At Reigate St Mary's subject specialist teachers in Music, Spanish, Computing, Swimming and Physical Education work closely with class teachers to give an accurate picture of attainment.

7. Assessment

To be read in conjunction with Assessment Policy (including Early Years Foundation Stage)

At Reigate St Mary's, ongoing assessment is an integral part of the learning and development processes, and we follow the Observing, Assessing, Planning cycle. Staff observe pupils in a variety of environments and learning situations to identify their level of achievement, interests and learning styles.

All Early Years children are baseline assessed on entry to RSM or at the beginning of the academic year using teacher observations and RSM devised informal assessments; this information informs planning and is shared with the parents/ carers at the first parents' evening of the academic year. Staff also consider observations shared by parents and/or carers and those received from previous settings.

We use an Assessment Continuum as an on-entry Baseline assessment tool from Green Shoots to Reception. We then continue to use the criteria for our end of term assessments. The assessment criteria is a progression of skills linked to the age of the children. We record the child's learning journey on Tapestry.

When a child is **aged between 2 and 3**, staff review their progress and provide parents and/or carers with a written summary of their 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 Reigate St Mary's 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:

- Emerging - not yet reaching expected levels
- Expected - meeting expected levels of development

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.

This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1.

8. Working with parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. We regularly post photos and videos of children's learning on Tapestry. Parents and/or carers are kept up to date with their child's progress and development. 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. In addition to informal, day to day feedback, parent consultations are held during the Autumn and Spring Terms (including a written report), a more detailed written report is sent out to parents a week before the end of the summer term allowing time for parent meetings if required.

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 also helps families to engage with more specialist support, if appropriate.

9. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years through our practice, PSHE programme and topics.

All other safeguarding and welfare procedures are outlined in our safeguarding policy.

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 Procedure for checking the identity of visitors	Safeguarding Policy
Suitable People	Recruitment Policy
Procedure for responding to illness Administering medicines policy Paediatric First Aiders	First Aid Policy
Managing Pupils' behaviour	Positive Behaviour Policy
Emergency evacuation procedure Premises	Health and Safety policy Fire Policy

Statutory policy or procedure for the EYFS	Where can it be found?
Risk Assessments	Risk Assessments
Trips	Trips Policy
Food and drink	Food and Healthy Eating Policy
Procedures for a parent failing to collect a child and for missing children	Missing Child and Non-collection of a Child Policy
Procedure for dealing with concerns and complaints	Complaints Policy
Staff qualifications, training, support and skills	Induction Policy Supervision Policy Training: Safeguarding Fire Safety in Education Health and Safety in Education First Aid Essentials Concussion Awareness (Games staff) Food Hygiene and Safety How to be an effective Fire Marshall (Fire Marshalls) Positive Touch
SEND	SEND Policy Equality Policy
Information on children	Admissions Policy
Information for Parents	Policies School Website Parent Portal

Further information

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

<https://www.birhtto5matters.org.uk/wp-content/uploads/2021/03/Birhtto5Matters-download.pdf>

<https://www.gov.uk/government/publications/early-years-foundation-stage-nutrition>

Monitoring and Review

The Lead EYFS Teacher in association with the Senior Leadership Team, will review this policy annually.