2d. Early Years Foundation Stage (EYFS) Policy

Curriculum
The EYFS curriculum at The Lyceum School promotes a holistic education for all pupils, where children's individuality is recognised and celebrated. We provide a safe, happy and engaging environment, enabling pupils to explore new skills and develop at their own pace. Almost all learning takes place through play-based experiences and encompasses the seven Areas of Learning and Development as outlined in the EYFS Framework.

Each of these areas are of equal importance and work in harmony together. The seven areas are split into three 'Prime' areas and four 'Specific' areas.

Prime Areas
The prime areas begin to develop quickly in response to relationships and experiences, and run through and support all other aspects of learning. They comprise of:

- Communication and Language (CL)
- Physical Development (PD)
- Personal, Social and Emotional Development (PSED)

Specific Areas
The specific areas include essential skills and knowledge for children to participate successfully in society. They grow out of the prime areas and provide important contexts for learning.

- Literacy (L)
- Mathematics (M)
- Understanding the World (UTW)
- Expressive Arts and Design (EAD)

Characteristics of Effective Learning and Development (Development Matters 2021)
Alongside the EYFS Framework, we believe the ways in which the child engages with other people and their environment are paramount to their progress. Playing and exploring, active learning and creating and thinking critically, underpin learning and development across the curriculum and support the child to remain an effective and motivated learner.

Our Embedded Approach
At The Lyceum, we adopt an interdisciplinary approach to our delivery of the curriculum through exciting topics which change on a half-termly basis; such as, 'People Who Help Us', 'Under the Sea', 'Dinosaurs' and 'Our World'.

Phonics/Literacy and Maths lessons are taught as stand-alone subject areas for short time bursts when we feel children are ready and, across time, they are embedded as core lessons 4 times a week. PSE is also delivered discretely through the 'Jigsaw' scheme in line with our embedded whole school approach. Other curricular areas may be taught separately when appropriate to support the interests of the children and our wider school initiatives.

Most importantly, kindness is embedded at the core of our teaching, helping our youngest pupils to gain an understanding of right from wrong. They learn to express their feelings, negotiate, compromise and justify their thinking throughout their daily experiences. We encourage children to celebrate their life stories and represent these in the classroom environment on a regular basis.

Teaching and Learning Supervision

Teacher: Pupil Ratios	Lesson 1	Play	Snack	Lesson 2	Lunch	Play	Lesson 3	Lesson 4	Dismissal
Reception Teachers M-F	1:11	1:11	1:11	1:11	1:11	1:11	1:11	1:11	1:11
With Assistant Teacher support	1:5.5			1:5.5				1:5.5	

All EYFS children can be always seen or heard by a member of teaching staff. A minimum of two adults are always in the adjoining Reception classrooms, and these people are always Paediatric First Aid trained. Children have accessible toilets and access to drinking water in their classrooms and from the Astroturf (play space). A First Aid Kit is available in every classroom and in shared spaces around the school. Walkie Talkies are also installed in every classroom and shared spaces, should wider support be needed. Specific allergy bags are named, labelled and familiarised with the full team. These are carried by adults at all times as the children move around the school. All accidents are logged and are reviewed weekly by the Head of First Aid to mitigate repeats. The accident log is monitored on a regular basis by SLT.

EYFS regularly explore the local environment as part of their weekly routine. Reception Class learn to walk safely by visiting green spaces such as Mark St Gardens or Bunhill Fields Park. This requires a minimum of 4 adults to ensure safe crossing of roads, allowing a ratio of 1:8 adults to children. High Visibility Jackets are worn by all adults and children walk in planned pairs. All adults are Paediatric First Aid trained and a First Aid Kit is always carried.

All allergy bags are taken on walks/park visits. Staff members are also permitted to carry mobile phones in case of emergency.

Staff in EYFS

The combination of expertise and experience across the EYFS team, is what enables our pupils to receive such a well-rounded and supportive education. Our current team is comprised of:

Name	Role	Qualification
Miss Lamond	AHT/RL Class Teacher	BEd Hons Primary Education
Miss Kupiec	R Assistant Teacher	
Miss Sillitoe	R Assistant Teacher	
Miss Haynes	HLTA/Club Co-ordinator	
Mr Prince	R Assistant Teacher	

Key Person in Class

The key person for RL Class is Jennifer Lamond. This is communicated with all parents at the beginning of term via email. Jennifer Lamond is Assistant Head with overall responsibility of the EYFS Department.

Safety around the school

EYFS children are never alone when moving around the school building. During transition times when EYFS children move from their classrooms to another space such as playtime, lunchtime and after school clubs, they are always safely escorted by a minimum of one member of staff. The lead adult is always Paediatric First Trained during these times and Walkie Talkies and First Aid Kits are always accessible.

Before/After School Supervision

EYFS Children can attend breakfast club from 08:00-08:30am and may stay for after school clubs from 15:45-16:45 and late club between 16:45-17:45. During this time, there is always an adult who is Paediatric First Aid Trained on site.

Use of Mobile Devices

The use of mobile devices is prohibited in EYFS. All staff mobile devices are expected to be kept in bags/drawers and only used during break times, outside of the EYFS learning environment. The only exception may be when using a mobile phone for two-factor authentication when logging on to ISAMs or CPOMS or to take registration for clubs where a computer is unavailable. Photographs of children should only be taken using school devices such as cameras or I-pads. If leaving the school building with children, adults are permitted to take their mobile devices in case of emergency or for navigation purposes; however, they must not take photographs on them. Visitors with mobile phones are asked to keep them stored in their bags or leave them at the front desk if visiting EYFS.

Fire Drill/Lock Down Procedures

EYFS children participate in Fire and Lock Down drills. These are carried out regularly and in a calm manner to ensure our youngest children know what to do and where to go, in case of emergency.

Designated Safeguarding Lead (DSL)

The DSL for EYFS is Miss Jennifer Lamond all week. Mr Mike Stanley, Mrs Clare Machado and Miss Natalie Wray are all DDSLs.

Assessment
Assessment in EYFS is predominantly carried out through adults observing children in their learning environment. In doing so, the needs and interests of individual children are recognised and the setting and tasks provided are adapted appropriately to facilitate challenge or support. Observations shape the learning planned by teachers on a weekly basis. A weekly planning meeting takes place to allow all adults who are around the children to discuss and pinpoint any needs for support and challenge across all aspects of learning and development.

Summative assessments are slowly introduced to support the tracking of progress in Literacy and Maths as children begin to read and write.

At the end of each term, class teachers will compile an overall summary spreadsheet to evidence progress in relation to the ELGS. This is based on observations, evidence in class topic books, the work produced by children and the professional judgement of staff.

This year we are tracking progress in Phonics, Maths and Communication and Language through Quest Assessment in line with Dukes Education's initiative.

Nutrition and Eating
All children are provided a healthy morning and afternoon snack from home which is eaten at the tables in the classroom. Tables are cleaned before and after and all children clean their hands before eating. Lunch is provided by Holroyde Howe and is eaten in the dining room. Children sit at small tables and are served food to their table places. It is the responsibility of the kitchen team to provided appropriate food and specific meals for allergy children, and the Reception team support by checking the correct named plate is given to the correct child. All allergy children set at the same space each day. All staff are allergy trained during September INSET every year by Holroyd Howe. Two adult supervise eating at all times with a close eye kept on children choking. Choking is recorded on the choking log if this takes place and parents are informed.

Toileting and Hygiene
Children have access to toilets close to their classroom and are regularly encouraged to go. An adult will be close enough to hear the children ask for help should they need it. It is our expectation that children are independently toilet trained before they begin Reception. Should a child have an accident or become unwell and need changed, we ensure dual awareness takes place amongst the staff. If an adult is alone, they will radio for a member of SLT or support staff to come and be a close by supporting adult.

Wellbeing and Start to the Day
EYFS children and their family members/carers are met and greeted every morning by their teachers at the school gates. On entry to the classroom, children are taught systems which enable them to unpack their bags, sort their belongings and take ownership of their pegs, before choosing a morning activity. During this time, all adults ensure a moment is taken for all children to 'say hello' to their relevant adult through their chosen means of communication. This may be a high five, a handshake, a fist pump, a dance, a hug or a simple hello.

Children are also encouraged to complete their 'feelings chart'. A visual chart is displayed showing a range of emotions which is extended as the children mature. It provides a chance for children to attach their name/picture to a particular feeling if they wish to. Each day positive discussion of emotions is promoted, and a range of feelings are explored. The chart provides a subtle way for children to communicate if something is wrong or their mood has changed throughout the day.

Working with Hopes and Dreams Nursery
The school will follow the EYFS Policy for The Lyceum even though Hopes and Dreams Nursery are on site.

Working with Parents
We work in close partnership with parents, ensuring consistent, two-way communication between home and school. Parents are regularly informed of their child's achievements and progress through informal dialogue at drop off and pick up times, a weekly Dropbox update of photographs and regular email updates. Parent Workshops are offered on a regular basis to share information on the curriculum and top tips to bridge the home/school life. A termly Parent Forum is also held to allow regular feedback sessions and opportunities to work collaboratively. The team are also always open to meet on an individual basis with parents as and when requested.

Parents are invited to attend the school Friday Assembly if their child receives 'Star of the Week'. They are provided with termly opportunities to attend a performance or invitation to the classroom.

Reviewed by JL September 2026
Next review: August 2027