All Saints Church of England Primary School

'Playing our part in God's plan as we journey together to achieve the best for ourselves and others'

Early Years Foundation Stage Policy

Our Mission

To inspire all children at All Saints Church of England Primary School to be resilient, confident and curious learners and nurture their development to ensure every child can succeed and make a positive contribution in an ever changing world.

Early Years Foundation Stage

Children in the Early Years Foundation Stage at All Saints Church of England Primary School are exploratory learners with a love for learning that sets the foundations for their journey through our school that is as unique as they are. We will provide a safe, nurturing and irresistible environment that encourages children to take risks and reflect on their own learning. As creative, curious and courageous learners, children will use their environment to explore and investigate, through purposeful learning opportunities and play, supported by a team that nurture and respond to the children's individual needs.

INTENT

At All Saints Church of England Primary School, we believe that the Early Years Foundation Stage is crucial in securing solid foundations that children are going to continue to build upon throughout their school life. It is our intent that the children who enter our EYFS develop physically, socially, cognitively and emotionally whilst embedding a positive attitude to school and learning. We believe that all children deserve to be valued as an individual and we are passionate in allowing all children to achieve their full, unique potential.

IMPLEMENTATION

Curriculum

Our early years setting follows a curriculum written to meet the criteria outlined in the September 2025 statutory framework of the EYFS.

The EYFS framework includes seven areas of learning and development that are equally important and inter-connected. However, three areas known as the prime areas are seen as particularly important 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 four specific areas:

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

In addition to these areas of learning, we strive for our children to develop effective **Characteristics of Learning** which will enable them to become learners for life by igniting curiosity and enthusiasm for learning. These three characteristics of effective learning identified by the EYFS are:

- **Playing and exploring** - children investigate and experience things, and 'have a go'
- **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 concepts, and develop strategies for solving problems

Phonics and Reading

We believe that reading is the key to all other learning and are committed to giving children the best opportunities to become confident readers. We do this by ensuring that high quality phonic sessions are taught daily using the whole school approach of Bug Club Phonics.

Children take part in several shared story sessions each day. We have a comprehensive 'Read aloud' curriculum that ensures children are introduced to a broad and diverse range of books including rhyming, cumulative storylines and more completed structures as the year progresses. These texts are carefully selected and include fiction, non-fiction and poetry. Staff engage children in quality book talk to develop their understanding of the key concepts of who, where, when and what as well as building their comprehension and inference skills.

Children's individual reading books are closely matched to their phonic ability and staff listen to children read regularly during guided reading and on a 1:1 basis. We encourage parents to listen to their child read their reading book daily and to recognise the importance of reading to their child on a daily basis to promote an enjoyment and love of reading.

We understand that children need a vast range of vocabulary in order to succeed in life. Therefore, we place huge importance on the development of children's vocabulary. We ensure that staff are supported and trained in assessing early speech and language development and support children in being able to communicate their thoughts and ideas and explore the meaning of new words. New vocabulary is taught explicitly through rich texts, throughout adult-led learning and is developed throughout the experiences children have each day. Emphasis is placed on vocabulary building across all areas of learning and this is carefully planned.

We aim to develop a love for learning by:

- ✓ Carefully planning sequences of learning that provide meaningful moments and learning experiences, developing each of the child's characteristics of learning
- ✓ Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence
- ✓ Use high quality questioning and interactions to check understanding and address misconceptions
- ✓ Staff acting as role models to the children they teach in order for children to develop their own speaking and listening skills.
- ✓ Carefully assessing children's progress through observations, which are used to inform the next steps of learning and meet individual needs
- ✓ Developing an effective and engaging environment that is set up so that children can access all areas of learning both inside and outside
- ✓ Providing a safe and supportive learning environment in which the contributions of all children are valued

- ✓ Allowing children to be successful in their attempts at learning opportunities and using effective feedback to help facilitate next steps in learning
- ✓ Supporting children in their own review of their learning and what they would like to work on next
- ✓ Using our learning gems to support children with positive learning behaviours such as problem solving, building resilience, working together and supporting each other
- ✓ Suggesting home learning opportunities with information about what has been taught, allowing parents to build on their child's school experiences, at home

The EYFS is based upon four principles: A unique Child, Positive Relationships, Enabling Environments and Learning and Development.

A Unique Child

We recognise that every child is unique and that they develop in their own way and at different rates. Our staff use observations and knowledge of early years pedagogy skilfully to support children in the next steps of their learning. The 'Characteristics of learning' are developed and embedded by learning through play in continuous provision and through interactions with attentive and experienced adults.

Positive Relationships

We believe it is vitally important to develop a partnership between all the adults involved with each child. By working together, we can provide knowledge of the 'whole child' to assist their future learning needs. Our staff work with all children in their class taking time to get to know them, their strengths, interests and needs. These positive relationships are key to every child's education helping them to share, care and learn together. They ensure children feel safe, secure and valued which enables them to flourish in their first year of school. We pride ourselves in developing excellent working relationships with parents; understanding their role as the first educators of their children. We operate an open door policy for parents to chat to staff at the beginning and end of the day if needed. Parents and carers are invited into the classroom once every half term to play alongside their child. A weekly EYFS newsletter is sent out to inform parents of the learning from each week to enable them to build on this at home and to support meaningful conversations about school at home.

Enabling Environment

In the Early Years Foundation Stage, we recognise that the environment plays a key role in supporting and extending the children's learning and development. We provide the children with a nurturing and purposeful environment which allows them explore and learn securely and safely where there are areas to be active or be quiet and reflective. Well organised and stimulating provision, both indoors and outdoors, encourage creativity, independence, self-belief and confidence. Through play, our children have the opportunity to have a range of first-hand experiences, practise skills, develop ideas and think creatively alongside other children as well as individually. We encourage our children to communicate with others as they investigate and solve problems. We use praise, as well as celebration and rewards, to encourage children to develop a positive attitude to learning. The classroom and outdoor areas are organised to allow children to be independent. Resources are labelled appropriately and are accessible; children know where things are and are encouraged to access them independently in their learning and routines.

Learning and Development

Staff plan learning opportunities and experiences for children that enable them to develop and learn effectively. Staff 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. In planning and guiding children's learning opportunities, our staff reflect on the different ways that children learn and include these in their practice. Staff are flexible in their response to children's needs and interests whilst ensuring the knowledge and skills they need are explicitly taught and carefully developed. As far as possible any interventions that are needed take place through play in continuous provision using children's interests.

Planning, Teaching and Learning

Planning in the Early Years Foundation Stage is based themes that excite and engage children whilst widening their knowledge and understanding of the world, in line with the educational programmes in the EYFS Statutory Framework. The themes are also in response to the next steps and led by the interests of the children. Each area of learning and development is implemented through well-planned, purposeful play, and a mix of adult-led and child-initiated activities. Our staff follow the 'teach-model-practise-apply' model in order for children to consolidate skills and then apply them independently through self-initiated activities. Staff respond to each child's emerging needs and interests and guide their learning and development through warm, positive and focussed interactions. When taking part in more adult-led activities, children are provided with verbal feedback at the point of learning to address misconceptions and to provide further challenge.

IMPACT

Assessment

The national Early Years Foundation Stage (EYFS) is an assessment tool used by teachers to make judgements on the children's achievements within the Early Learning Goals, at the end of the Foundation Stage. The EYFS has 17 Early Learning Goals covered through 7 Areas of Learning. We make regular assessments of children's learning using this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of observation and recorded work. During the first 6 weeks of the academic year in Year R, the teacher completes the government's, 'Reception Baseline Assessment' with children individually.

Our Early Years Curriculum includes our 7 aspirations, one for each area of learning, which we strive for all our children to meet regardless of their starting point. This is in addition to the Early Learning Goals. Each of these aspirations is broken down into 3 milestones which are assessed after 6 weeks and in December, March. This data then informs planning for the next period of learning. Staff also carry out daily assessment for learning and intervene where necessary at the point of learning.

At the end of the final term in Year R, the children's achievements against the ELGs are sent to the LA and are shared with the child's next teacher. Teacher led activities and individual progress is documented in each child's learning journey. Parents and carers receive an annual report that provides comments on progress. Final assessment of the EYFSP is completed in June, and we provide a written summary to parents, reporting their child's progress against the ELG's. The parents are given the opportunity to discuss these judgements with the teacher.

The children at All Saints Church of England School experience a smooth transition between pre-school settings/nurseries, Year R and into Year 1. Effective communication and collaboration ensure the children leave Year R with a solid foundation of learning of which to build upon.

Our children have varied and diverse starting points. We have high expectations to ensure that all children make expected or above expected progress across all of the areas of the EYFS curriculum. Progress is evident in learning journeys, work, data and the Year R Teams knowledge of the child.

As a team, we carry out regular meetings to monitor progress, identify areas of concern and moderate assessments. By monitoring assessments regularly, we can effectively demonstrate what learning is taking place and how each child is progressing towards milestones.

In Year R our children develop into well rounded individuals who uphold school values and demonstrate attitudes which will make them confident, lifelong learners and valuable citizens.

Inclusion

In our school we believe that all our children matter. We value the diversity of individuals and we give our children every opportunity to achieve their best. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds. Further information can also be found in our SEN report which is on our school website or can be made available if

requested. Our highly skilled and experienced Special Educational Needs and Disability Co-ordinator (SENDCO) is Mrs Clare Darling-Chalke who can be contacted via the main office.

Safeguarding and Welfare

At All Saints CE Primary School, it is of paramount importance to us that all children in the setting understand how to stay safe. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children are allowed to take risks, but are taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. All staff are aware of and follow our whole school safeguarding procedures. (See Whole School Safeguarding and Child Protection Policies). We understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage. We understand that we are required to:

- ✓ Ensure that children are kept safe in education
- ✓ Promote the welfare of children
- ✓ Promote good health, preventing the spread of infection and taking appropriate action when children are ill
- ✓ Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs
- ✓ Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so
- ✓ Ensure that the premises, furniture and equipment is safe and suitable for purpose
- ✓ Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs

✓ Ensure that children are supervised by qualified paediatric first aiders when eating at snack time, lunch time as well as in breakfast and after school clubs.

- ✓ Maintain records, policies, procedures and risk assessments required for safe, efficient management of the setting and to meet the needs of the children

"Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with adults caring for them." (Statuary framework for the early years foundation stage, April 2017)

Parent/School Partnership

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

We do this through:

- ✓ Talking to parents about their child before they join Year R through home and school visits
- ✓ Providing the children with the opportunity to spend time in Year R before the September start
- ✓ Inviting all parents to an induction meeting the term before their child begins school
- ✓ Encouraging parents to talk to the child's teacher if there are any concerns
- ✓ Encourage Parents/carers to contribute evidence towards their child's learning journey through home sparkle cards
- ✓ Providing regular messages to share activities and learning.

Parents and/or carers are kept up to date with their child's progress and development regularly through newsletters but also have termly reports with targets to support their next steps and in conjunction with these reports parents are invited to attend termly parents consultations, this helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Monitoring arrangements

- This policy will be revisited and reviewed by the Early Years Team in conjunction with the Headteacher every two years or sooner if there are statutory changes
- At every review, the policy will be shared with the governing board as part of the policy review cycle
- The Early Years Governor is Becca Higham and meets with the EYFS teacher regularly to review policy and provision

Policy agreed:	March 2026
To be reviewed:	March 2028