



Christ Church CofE Primary School

EYFS Policy

Policy Statement

In the Early Years Foundation Stage at Christ Church Primary School, our mission is to provide an enabling environment which promotes the learning and development of every child attending our setting. Our EYFS curriculum operates in line with the Early Years Foundation Stage Statutory Framework (DfE) to ensure children are kept safe and supported to make good progress. Our curriculum is designed to ensure that children develop the knowledge, learning and skills that they need to succeed in life, become life-long learners, confident communicators and have the skills to self-regulate. Our learning includes a balance of discreet, adult-led sessions and carefully planned continuous and enhanced provision where children have the opportunity to investigate and apply their learning using both the indoor and outdoor environments. All staff in our EYFS team have a thorough understanding of the EYFS curriculum and how to support and challenge children effectively to ensure that all individual needs are met.

Our high expectations enable children to develop socially, physically, intellectually and emotionally and achieve their full potential. We ensure that all our children are kept healthy and safe and that they achieve the knowledge and skills they need to transition into Key Stage 1. This policy outlines our approach to implementing the EYFS in line with our Christian values and the values that underpin all learning at Christ Church: Respect, Care, Responsibility, Resilience, Resourcefulness, Risk-Taking, Relationships, and Reflectiveness.

Aims

As a school we aim to:

- Create a stimulating learning environment which ensures each child reaches their full potential.
- Ensure that every child receives a broad and balanced education of the highest standard, and is helped to discover their individual strengths.
- Create a safe, caring, happy community where every child feels safe, nurtured and supported.
- Create reflective, resourceful, resilient, confident and independent learners.
- Encourage respect for each other and the environment.
- Provide children with the knowledge and experiences to understand wider cultures.
- Build strong relationships with families to create an open and welcoming school.
- Nurture the spiritual, moral, social, emotional and physical wellbeing of each individual.
- Meet the needs of all learners to ensure that they can access all prime areas and the wider curriculum ready for the next stage in their learning.



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Curriculum

Children in Reception follow the Early Years Foundation Stage Curriculum, which includes:

The **prime** areas of learning;

- Communication and language
- Physical development
- Personal, social, and emotional development

The **specific** areas of learning;

- Literacy
- Mathematics
- Understanding of the World
- Expressive arts and design

All seven areas of learning and development are important and interconnected. At Christ Church, our children are provided with a range of rich, meaningful first-hand experiences, in which they can explore, think creatively and be active. We provide a coherently planned and sequenced broad and balanced curriculum, personalised to the interests of each cohort, and our planning ensures that each child has the opportunity to develop their knowledge, skills and understanding in every area of the EYFS curriculum, continually building upon previous learning. Each area of learning and development is implemented through planned, purposeful activities and through a mix of adult-led and child-led learning.

Learning Environment

Our Reception provision consists of two free-flow classrooms and a dedicated EYFS outdoor area. The classroom is organised to allow children to explore and learn securely and safely with a variety of learning areas, where children are able to find and locate equipment and resources independently. Our provision is planned for based on the interests and needs of the children and our learning areas are adapted and changed regularly alongside this.

The children have free flow access between the indoor and outdoor area throughout the day; being outdoors offers opportunities for doing things in different ways and on a different scale than when indoors. It offers the children opportunities to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access that help the children to develop in all 7 areas of learning.

Observations and Assessment

Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA). Throughout the academic year, staff use observations to understand each child's abilities, interests and next steps, ensuring provision reflects their individual learning needs.



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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:

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

The profile is moderated internally (referring to the Development Matters guidance) to ensure consistent assessment judgements and 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. EYFS profile data is submitted to the local authority upon request.

Throughout the year, children's Phonics progress is also assessed using the online software Phonics Tracker. This enables all staff to identify gaps in learning, next steps and plan for further development.

Wrap Around Care

Children in EYFS who attend our WAC facilities continue to be supported through their development journey. Provision is carefully planned for, following regular discussions with class teachers, to allow for meaningful development opportunities across the curriculum.

Adults support children through transitions between Breakfast Club, the school day and After School Club. A key member of staff is identified to ensure that these transitions are effective for the children. Clear communication ensures celebrations, behaviour updates, parent messages and safeguarding concerns are consistently recorded and shared. Provision at Breakfast/After School Club follows the same safeguarding and behaviour expectations as the school day. A named WAC lead liaises with EYFS staff each day to share celebrations, concerns and observations.

Monitoring

The EYFS Lead monitors teaching, learning and assessment through regular observation and review. Findings inform continuous improvement and staff development.

This policy will be reviewed annually or sooner in response to changes in DfE guidance or Staffordshire Early Years updates.

This policy works alongside the policies listed below:

- EYFS curriculum policy
- Behaviour policy
- Safeguarding policy
- SEND policy
- E-safety policy