



Christ Church
CE Primary School

Early Years Foundation Stage Policy

Author: Martin Van Hecke
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See also:

Transition Policy

Safeguarding Policy (Whole School)

Intimate Care Policy

Behaviour Framework (Whole School)

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential”

Revised Early Years Foundation Stage Framework 2021

The Early Years Foundation Stage applies to children from birth to the end of the Reception Year.

Our Aims:

- To provide a safe, secure, caring, challenging and inclusive environment that is sensitive to the needs of all children.
- To use and value what each child can do, assessing their individual needs and helping each child to progress to their potential.
- To provide an environment and opportunities, indoors and outdoors, that provide choice, decision making and challenge through adult directed and child initiated activities.
- To encourage independence and self-confidence.
- To work in partnership with parents and carers and value their contributions ensuring that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, gender or ability have the opportunity to reach their potential.

The EYFS is based upon four principles:

A Unique Child

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates.

Positive Relationships

We recognise that children learn to be strong and independent from secure relationships built on respect. We aim to develop caring, respectful, professional relationships with the children and their families.

Enabling Environments

We recognise that the environment plays a key role in supporting and extending the children's development. Through observations we assess the children's interests and stages of development and learning needs before planning challenging and achievable activities and experiences to extend their learning.

Learning and Development

We recognise that children learn and develop in different ways and at different rates. The environment is organised to allow children to explore and learn safely and securely. There are areas where the children can be active, be quiet and rest. We value all areas of learning and development and understand they are interconnected.

Learning development is categorised into three prime areas of learning and four specific areas of learning.

The Three Prime Areas:

- Personal Social and Emotional Development
- Communication and Language
- Physical Development

The Four Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

We plan learning experiences that build on the children's interests and questions. Through meaningful play our children explore and develop, engaging in planned and spontaneous learning experiences that help them make sense of the world.

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

Our curriculum overview and planning is displayed on the school website. A half termly newsletter is distributed and available on the school website providing details of the topics and themes being covered and ways in which parents can support their child's learning and development at home.

The Characteristics of Effective Learning

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically

We believe the ways in which children engage with other people and their environment underpin learning and development and support the child to remain an effective and motivated learner. We plan an environment and learning experiences that allow the children to develop these key skills and develop resilience and a love of learning. They are supported by skilled adults who understand how young children learn and develop; and who keep up to date through quality continuing professional development.

Observation, Assessment and Planning

Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can already do. Our planning demonstrates that the principles of the EYFS are put into practice and is informed by the observations we have made of the children. All practitioners who work within the Early Years are involved in this process. Planning may be altered in response to the needs of the children and the spontaneous opportunities that arise.

We believe that accurate assessment of each child's progress is the key to our practice. We make regular, ongoing assessments of children's learning and we use this information to ensure that the planning reflects the identified needs. Assessment within our Early Years Unit is largely based on our daily observations of the children and our practitioner expert knowledge of how children develop and learn. Assessment is sometimes recorded formally as short observations of significant learning, photographs, audio and video recordings. These are used to share significant learning with parents and inform discussions between practitioners. We value and actively encourage the views of our parents and carers and add their contributions to the children's profiles. Summative data is recorded at the end of each term on Arbor, a system used from Nursery through to Y6 to record progress throughout school.

We compile a baseline for each child on entry to our Nursery and Reception. In Reception class we follow the statutory baseline. Regular moderation meetings are held to ensure our judgements are accurate and consistent. The resulting cohort data is scrutinised to monitor the effectiveness of our provision and the progress of the children.

Home and School Links

We recognise that parents and carers are a child's first and most enduring educators and we value, and actively seek, their contributions and knowledge of their child.

We develop this partnership with parents and carers as follows:

- Open door policy
- Well planned induction visits and transition systems
- Information and Curriculum meetings
- Parent consultation meetings
- Parent notice board
- School website
- Home/school books
- Stay and play sessions each half term
- Opportunities for parents to contribute to their child's learning journey
- Open days and evenings for prospective parents/carers

Inclusion

We value the diversity of individuals within our unit and do not discriminate against children because of 'differences'. All children at Christ Church are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school. All practitioners are role

models and are aware of the influence they have in promoting positive attitudes and use that to challenge stereotypical attitudes.

In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

Welfare and keeping Safe

We believe children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. We understand that we are legally required to comply with the welfare requirements as stated in the Updated Statutory Framework for the Early Years Foundation Stage 2021. It is important to us that all children in the Early Years are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand the right thing to do. We are supported in this using our simple rules and the school's Behaviour Framework. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

We aim to protect the physical and psychological well-being of all children. Personal phones and cameras are not permitted in the learning spaces in accordance with our acceptable use policy. School cameras, iPads and mobile devices are used to record children's learning and development but **MUST** remain in school at all times. All practitioners and visiting adults must sign the Acceptable Use Policy.

This policy is monitored by the Early Years Leader and will be reviewed annually.