



Christ Church Charnock Richard C of E Primary School

Early Years Foundation Stage (EYFS) Policy

Policy updated – November 2025

Inspired to learn, grow and flourish within our Christian family

In accordance with our Mission Statement, the school team prepares children for their future by helping them achieve their full potential as part of the Christian family and as members of the wider community

Beliefs

With Christ as our guide together we:

Promote an ethos that values and celebrates that all children are special and unique with many talents

Develop happy, resilient and confident children who thrive in body, mind and spirit

Provide high quality learning and a wide range of experiences that are challenging but fun

Create an environment that is stimulating, welcoming and purposeful for all members of the school community

Encourage children to be tolerant, caring and respectful towards others, and the world around them

Values

Underpinning our ethos are our core Christian values which were chosen by pupils, parents, staff and governors. Our Christian values are:

Trust

Koinonia

Compassion

Love

Thankfulness

Forgiveness

Service

These values are central to all we do at Christ Church Charnock Richard Church of England Primary School: through our curriculum, behaviour policy, celebrating each other's achievements and uniqueness and discussions of the wider world

We believe that our Christian ethos and aims support and prepare our children on their journey to becoming respectful, responsible citizens of the future.

Rationale and Aims

This policy outlines the Early Years Foundation Stage (EYFS) at Christ Church Charnock Richard Primary School. Throughout this policy, the Early Years Foundation Stage (EYFS) refers to children in our Foundation Stage (Reception) class.

At Christ Church Charnock Richard Primary School, we aim to provide every child with a safe and stimulating environment in which they can learn and develop. Each and every child's welfare is considered individually and learning experiences are intended to be challenging and stimulating across the curriculum. We value the individual child and work alongside parents, carers and the wider community in order to meet their needs and to help every child to reach their full potential. We share our learning across many social media platforms so that we can include parents, carers and the wider community in our exciting learning journey.

Our Philosophy

At Christ Church Charnock Richard Primary School, our Early Years Foundation Stage focuses on meeting the unique needs of every child. We aim to create a vibrant, engaging, and challenging learning environment that sparks curiosity and wonder. Fun and laughter are central to our approach, helping to ensure that learning experiences are both meaningful and memorable. Play is at the heart of our curriculum, bridging the gap between children's imagination and the real world. To support this, we offer open-ended, natural resources and thoughtfully designed spaces that encourage children to take the lead in their own learning, allowing the environment itself to act as an inspiring "third teacher."

Statutory Framework for the Early Years Foundation Stage

We adhere to the Statutory framework for the early years foundation stage (publishing.service.gov.uk) and the four guiding principles that shape practice within Early Years settings:

- 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, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- The importance of learning and development. Children develop and learn at different rates. We plan the curriculum around the seven areas of learning for the Early Years Foundation Stage:

Curriculum Design

Our curriculum is designed for children to learn from a mix of focus adult-led tasks, guided provision and child-initiated learning within provision that are weaved throughout the day. Sequenced curriculum objectives are aligned to the Early Learning Goals and we have deliberately repeated key themes and stories throughout the

EYFS to ensure children can build on their knowledge and have opportunities to develop and apply skills from the prime areas of learning and development. As children move through the phase, the curriculum is sequenced to prepare them for Year 1.

The Prime Areas:

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

The Specific Areas:

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

No area of learning stands alone; each is equally important and connected to the others. We deliver our curriculum through a combination of adult-led guidance and child-initiated exploration. Every child is unique, and we aim to meet their individual needs through a broad and balanced range of experiences. We take every opportunity, in the moment, to guide, encourage, model, and support learning. By doing this thoughtfully, meaningful teaching and high-quality learning naturally happen.

Oracy, Phonics and Early Reading

At Christ Church, we love language. Opportunities to develop both the children's speaking and listening skills are embedded within our Early Years Curriculum. From modelling conversations, joining in with songs and rhymes and through exploring language in our carefully chosen core texts, the foundations of all future learning are formed.

From EYFS to Year 6, we aim to build a culture and love of reading that permeates every classroom alongside teaching the essential skills of reading. In the EYFS, quality texts stimulate all forms of literacy and all children leave reception with a strong cultural knowledge of well-known fairy tales, nursery rhymes and stories. The journey of a reader in the EYFS is well mapped out. From developing a phonetical awareness, to engaging in conversations about books and characters, to daily phonics instruction, and then developing their own independent reading strategies, children will leave the EYFS being able to successfully access the next stage of their learning in Year 1 and beyond. As a school, we follow the systematic synthetic phonics programme of Pearson's Phonics Bug.

Inclusion

In keeping with our intent of seeing every child as a unique individual with the capacity to thrive and be successful, the EYFS curriculum provides challenge for all children. This is through a range of differentiated approaches but centered on the need for Quality First Teaching. Additional in class support, targeted questioning and interventions are also used. At Christ Church, no child shall be excluded or disadvantaged because of ethnicity, culture or religion, home language, family background, special educational needs, disability, gender or ability as detailed in the school Equality Policy. With support from the school SENCO, teachers in EYFS will plan for children with special educational needs ensuring that all children have the opportunity to develop to their full potential. If a child with identified SEND enters the Early Years, a meeting will be held and a plan devised to support the child and parents in their transition into school.

Staff

All staff involved in the education of our children will develop good, healthy relationships and provide a secure environment in which children feel able to make mistakes, as well as build confidence and celebrate their successes. The Early Years team work with the school nurse, Speech and Language therapists, SEND support staff, health workers and other family support practitioners to provide a multi-agency network which supports the needs of individual children as and when this is necessary. At times, the Foundation Stage welcomes visiting student teachers and school students who work alongside our staff. We also have volunteer readers who come in to support children's learning. Other professionals may work within the setting throughout the year. All visitors and helpers hold an appropriate DBS certificate, ensuring the safety and wellbeing of all children.

Outdoor Learning Area

Our Foundation Stage benefits from a thoughtfully designed outdoor learning space, which children can access every day. With all-weather clothing and footwear provided, children can explore freely without any barriers to learning. The outdoor area is a natural extension of the classroom, offering a wide variety of resources to support curiosity, creativity, and skill development. EYFS staff plan engaging activities, while also allowing children the freedom to make their own choices, fostering independence and a love of learning in the fresh air.

Snack

We see snack time as a social event, a time where the children enjoy a drink of milk, piece of fruit together. This time of day is the ideal opportunity to develop and enhance the children's social skills and to encourage interaction and conversation with their peers as they sit together. It also develops independence as the children are encouraged to serve themselves.

Assessment, Reporting & Recording

Assessment is an ongoing part of the Foundation Stage, primarily through formative methods and detailed observations of each child. These observations help inform judgements against the termly Christ Church Checkpoints across all seven areas of learning. The checkpoints are progressive, building towards the Early

Learning Goals. Half-termly Pupil Progress Meetings are held with all teachers to celebrate achievements, track progress, and identify areas where additional support may be needed.

In EYFS, an early years tracker is used as a key assessment tool, updated and analysed each term. During their first half-term, children also complete the mandatory Reception Baseline Assessment, carried out by class teachers. This information helps identify next steps and informs future planning.

Reporting

At Christ Church, we share children's progress towards the Early Learning Goals with parents at the end of the Reception year. This comes in the form of a detailed end-of-year report written by the class teacher, providing a full picture of each child's knowledge, understanding, and abilities, their attainment against expected standards, and their readiness for Year 1.

Recording

In our Early Years the children record and celebrate their individual learning journey through:

- Individual Reading Diaries
- Individual Literacy book
- Individual Learning Journeys
- Floor books for Science, RE and PSHE.

Working in Partnership with Parents and Carers

- Parents and carers are recognised as children's first and most enduring educators.
- Induction meeting allows parents to meet EYFS staff and share information about their child.
- Transition Days provide opportunities for children to become familiar with classrooms and outdoor areas.
- An open-door policy ensures that an adult from each class is available at the start and end of each day for brief discussions.
- Communication is maintained through Class Dojo, termly newsletters and workshops, including phonics sessions.
- Parents' Evenings are held twice a year.
- Stay and Play sessions take place twice a year.
- End-of-year reports provide a detailed summary of each child's progress.
- Volunteer readers visit to share stories and support children's love of reading.

EYFS Profile

In the final term of the Reception year (no later than 30th June), an EYFS Profile is completed for each child. This provides a reliable, valid, and accurate assessment of a child's development at the end of the Early Years Foundation Stage.

The profile assesses each child's outcomes against the 17 Early Learning Goal (ELG) descriptors. Further details can be found in the *Early Years Foundation Stage Profile Handbook 2023* (publishing.service.gov.uk). It also indicates whether a child has achieved a 'Good Level of Development' (GLD). Children are assessed by the class teacher using professional knowledge and judgement to make a "best fit" decision. Each area of the EYFS curriculum is graded as:

- **1 = Emerging ELG** (not yet meeting expected levels)
- **2 = Expected ELG** (meeting expected levels of development)

A copy of the EYFS Profile report is shared with Year 1 teachers to facilitate dialogue between Reception and Year 1 staff, supporting the planning of learning for the next academic year.

The profile data is statutory and submitted to the Local Authority, where it is used to benchmark performance and identify areas for school improvement.

Safeguarding in the EYFS

Please read the school's Safeguarding and Child Protection policy for comprehensive information regarding the safeguarding and protection of all children in our care.

October 2025

L. Shepherd- EYFS Teacher

Review Date – November 2026

This EYFS Policy has been updated in 2025 to reflect current best practice and new national guidance, including The Strong Foundations in the Early Years and The Best Start in Life: A Research Review for Early Years. These documents emphasise the importance of early learning, emotional wellbeing, and the role of strong adult-child relationships in supporting children's holistic development. Where relevant, sections of this policy draw directly on principles and recommendations from these publications (for example, references will note 'This has come from The Best Start in Life document').