



**Early Years Foundation
Stage Policy
Reviewed March 2025**

EYFS Policy

School Vision

“We shine like stars to achieve and make a difference in the world, knowing that with God, all things are possible.”

At Aspull Church Primary School we value and promote the Early Years Foundation Stage. We believe children learn best when they are happy, healthy and feel safe and secure. We believe children thrive when their individual needs are catered for and when they have positive relationships with the adults caring for them, as well as the other children around them. We strongly believe that meeting the needs of individual children ensures they have the best possible start to school life. In Reception at Aspull Church Primary School, we begin to build on the important foundations for learning and education by personalising learning for all children, in order to make it as fun and enjoyable as possible.

The EYFS has four guiding principles which work together to shape practice and underpin effective delivery of the EYFS. At Aspull Church Primary School we ensure that we value and promote these themes to plan and promote a stimulating, enjoyable and challenging Foundation Stage. These are;

- 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**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- **Children develop and learn in different ways and at different rates**. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

Areas of Learning

There are seven areas of learning and development that shape children’s education in Early Years. All seven areas of learning are equally important and depend on each other to support a rounded approach to child development. The seven areas are split into three prime areas and four specific areas. The prime areas are crucial for igniting children’s curiosity for learning and supporting them to form relationships and thrive. These three prime areas are:

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

The four specific areas of learning take place once the prime areas have been strengthened and applied. These areas are:

- Literacy
- Mathematics
- Understanding the world
- Expressive Art & Design

All the areas are delivered through well planned purposeful independent play with a balance of adult led and child initiated activities.

Throughout their time in the Reception Year, our children partake in an ambitious curriculum which is designed in a sequential way, to ensure progress towards the end of reception goals. These goals are defined as Early Learning Goals.

Our curriculum incorporates learning through play, learning by adults modelling, by observing each other and through guided learning and direct teaching. It is also important to highlight that our plans are flexible to allow us to respond quickly to children's new interests and/or needs. We are currently using 'hooks' and floorbooks to follow the children's own ideas. This means the learning is personal to the children, they have ownership of it, it's fun and meaningful which ensures the children are engaged.

The Early Learning Goals

The statutory early learning goals establish expectations for most children to reach by the end of the EYFS. They provide the basis for planning, so laying the foundations for future learning. By the end of the EYFS it is our aim for most children to have met these goals; other children depending on their needs will be working towards some or all of the goals.

Characteristics of Effective Learning

Weaving throughout the EYFS curriculum at Aspull Church are three **Characteristics of Effective Learning**.

- **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 ideas, and develop strategies for doing things

These elements underpin how we reflect on each child's development and adjust our practice accordingly. Supporting children in their individual learning behaviour and observing the context of children's play is essential.

Observation, Assessment and Planning

Observation, assessment and planning all support children's learning and development. Planning starts with observing children in order to understand and consider their current interests and level of development. We can then use this knowledge to plan for the next steps in children's learning and development. In reception, observations are carried out daily in all areas of continuous provision, to find out where children are at and where we need to take them next. Adults are encouraged to 'play' with the children and have positive interactions with them in a 'vocabulary rich' environment. This includes communicating and modelling language; showing, explaining, demonstrating, exploring ideas; encouraging, questioning, recalling; providing a narrative for what they are doing; facilitating and setting challenges.

Early Years Foundation Stage Profile

All our observations support the Foundation Stage Profile which must be completed for all children in their reception year. This is the most reliable way to build up an accurate picture of what children know, understand, feel and are interested in and can do. This profile is shared with parents at parents evening and a detailed end of year report is also produced from this.

Alongside the Foundation Stage Profile, we also observe the Characteristics of Effective Learning. This information will help us to understand how a child learns.

Parental Communication

Before the start of the academic year there will be an informal workshop to explain the EYFS and the Foundation Stage Profile in more detail and share examples of this with parents and carers. Parents are invited into school with their children to see what the format of the Reception classroom looks like and they will work alongside their child in activities around the classroom for one session before the children come back on their own for a further session. We then hold a 'meet and greet' session in the school hall, which is an informal chat between staff and parents and also gives the children a chance to sample the school lunches. Parents are invited to join ClassDojo in the summer term and communication begins between the school and new families. Nursery visits also take place for the majority of children and discussions with key workers.

We work with parents constantly throughout the year to build up a picture of the 'whole child'. Communication via ClassDojo and school planners, enables us to understand what the children achieve out of school.

Phonics

In line with Government requirements, Class R access Phonics lessons on a daily basis. Children start their phonics lessons within their first week of school. These are 30 minute sessions held everyday. We use the Sounds-Write programme for phonics and spellings across the school, ensuring consistency and progression.

Sounds-Write is a very highly structured, multi-sensory, incremental and code-oriented, instructional approach to teaching children to read and spell. Lessons are clearly structured and easy to follow within a systematic, synthetic phonics programme. It teaches all key elements of conceptual understanding, factual knowledge, and the three essential skills of **blending, segmenting and phoneme** manipulation necessary for learning to read and spell.