St Paul's CE Primary School

Early Years Foundation Stage Policy

Agreed by Governing Body on:	10 December 2025
Policy Review Date:	December 2026

Date	Review Date	Subject Leader	Nominated Governor
December 2025	**December 2026**	**Kezia Barrett**	**Sarah Baily**

Mission Statement

St. Paul's School promotes the Christian faith within a warm and loving atmosphere, so that our children achieve their educational goals and fulfil their individual God given potential.

The school will provide education and worship, which promotes the arts, builds on children's talents and respects people of all faiths and cultures.

We celebrate God's love for every child in our school and encourage each child to develop a sense of belonging within the Christian journey, using the creativity and gifts God has given them.

We nurture our children's curiosity about our diverse and wonderful world and foster their sense of global citizenship. We are committed to an ethos of love and inclusion built on the teachings of Jesus Christ, in an environment which embraces everyone and supports the future of our young people, as they progress through and beyond our school.

Early Years Foundation Stage Curriculum Statement

INTENT

Our intent is that our curriculum extends opportunity, raises aspiration and opens children's eyes to the world beyond their immediate environment, we want our children to be connected to the natural world so they are inspired to ask questions and want to learn more. We will do this through a language rich environment.

Communication and language is at the heart of our curriculum. Enquiring minds are curious, they ask questions and are knowledgeable. If you are adventurous you will think big and anything is possible. Being connected to each other as well as the world around us, supports children to understand the natural environment, its importance and how we can look after it and each other. We want healthy advocates who have the tools to make safe and healthy choices.

At St Paul's we aim to ensure that the Early Years Foundation Stage (EYFS) provides an engaging and well-resourced environment where children benefit from rich and stimulating learning experiences. We take the time to understand and follow all children's interests and provide a rich curriculum that supports learning, consolidates and deepens understanding and ensures that all children achieve their next step.

IMPLEMENTATION

In the Early Years Foundation Stage (EYFS) class at St Paul's CE School we aim to provide a broad, balanced, differentiated curriculum which addresses every child's social, emotional, physical, intellectual, moral and cultural development within a safe, secure, stimulating indoor and outdoors environment. Our provision is based on the individual needs, interests, and development of each child. We use our knowledge of each child to plan a challenging and engaging learning experiences in all areas of learning and development.

Our curriculum enables every child to learn and develop skills, attitudes and understanding in the 3 prime and 4 specific areas of learning and development as set out in the educational programmes in

the new framework (2021). All areas of learning and development are important and inter-connected.

These are the prime areas:
• communication and language
• physical development
• personal, social and emotional development

The specific areas are:
• literacy
• mathematics
• understanding the world
• expressive arts and design

The Characteristics of Effective Learning – Playing and Exploring; Active Learning and Creating & Thinking Critically are embedded in our provision. Our pupils are supported through sustained shared thinking to have their own ideas, make links and develop problem solving skills.

Interactions and communication

We ensure there is a balance of adult led and child initiated activities across the day. Effective interactions between children, staff and parents/carers ensures our planning and provision is flexible and it is adapted to meet the needs of all learners as well as reflecting their interests. We value the role that parents play in their child's learning and work in partnership together to support our children's needs.

The interaction between the adult and child is essential as the adult's response to children builds understanding and therefore guides new learning. We want our children to be independent in accessing quality play based experiences that encourage them to notice, question and wonder. The adult's role is to model, demonstrate, question, introduce and promote new vocabulary.

We place huge importance on the development of children's vocabulary. Staff are skilled in assessing early speech and language development with speech and language interventions being offered early on. We provide a language rich environment and our topic and key texts support an acquisition of new vocabulary and a love of language. Reading is at the heart of our curriculum and we carefully select high quality texts that support comprehension skills and spark an enjoyment in engaging with books. There is daily teaching of synthetic phonics and our reading scheme is phonically decodable so that children can consolidate their phonic knowledge.

Planning

The curriculum has been developed in collaboration with the rest of the school and is topic based. This ensures that learning over time is sequenced effectively and there is progression within EYFS and then on into Year 1. Our topics and activities have been planned to meet the needs of our children and local community.

Our goal is to ensure that children have the skills and knowledge for the next stage of their learning journey in KS1.

The maths curriculum is taught through dedicated sessions 4 times per week. These sessions are carefully planned using concrete resources and build on prior learning and real life experiences across the theme and year.

We include direct, carefully planned, adult led experiences for children in the form of structured adult led teaching and adult led group activities. These are particularly important in helping children

to learn specific skills and knowledge and it is often through children's play that we see how much of this learning children have understood and taken on. We record these observations on Tapestry so it is clear to see the children's progress in their independent learning throughout the year.

The children have opportunities through their play to think creatively and critically alongside other children as well as on their own. They are able to practise skills, build upon and revisit prior learning and experiences at their own level and pace. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions.

Enabling Environments

We plan a learning environment both indoors and outdoors that encourages a positive attitude to learning. Indoor spaces are planned so that children can independently access a variety of resources and appropriate range of activities are provided. The outdoor space is planned to give children opportunities for doing things in different ways and on different scales. Our classrooms have workshop areas with a stock of essential related resources. Specific enhancements are added according to interest, theme and learning priorities. Children are set challenges to extend their self-initiated learning. Open-ended child-initiated activities encourage independence and self-motivated learning. Our children have many opportunities to explore our wider outdoor environment such as the wildlife garden.

Observation and Assessment

Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA).

It is essential to take a holistic view of the whole child and we carefully observe and assess children to make sure we have a full picture of where they are in their learning and their next steps. We gather information about each child before they start school through liaising with pre-school settings, parents and carers and any outside agencies. This information alongside our baseline assessments helps to provide a picture of each child's needs, interests and knowledge.

Children's progress, including their phonic knowledge, is tracked throughout the year and is used to inform our planning.

We ensure that parents are kept informed of their child's individual progress through regular discussions, consultation meetings, open afternoons and an end of year Report. Continuous dialogue between home and school is supported through our open door policy.

IMPACT

Through responding in the moment and giving verbal feedback we support all children to make progress and to embed their knowledge and skills. We capture significant moments that tell the story of each child's progress. Sustained shared thinking enables children to reflect and talk about their learning and the process of learning. We support each child to recognise their own strengths and achievements and develop the confidence to work towards personal goals using the Growth Mindset approach.

Our curriculum and its delivery ensures that children make rapid progress towards their age related expectations before transitioning into Year 1.

Roles and responsibilities

The Early Years Foundation Stage Leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.

- Reviewing changes to the national curriculum, making other staff members aware of any changes and advising on their implementation.
- Monitoring the learning and teaching in Early Years, providing support for staff where necessary.
- Ensuring the continuity and progression.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising and monitoring resources.
- Liaising with teachers across all phases and year groups to support their knowledge and understanding of the EYFS.
- Communicating developments in the subject to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Collating assessment information termly and reporting to the Headteacher.
- Collating assessment data and setting new priorities for the development for the EYFS in subsequent years.
- Formally reporting to governors on the curriculum, updates and standards within EYFS.

Teaching staff will be responsible for:

- Contributing to the development of the EYFS Policy and educational programmes.
- Facilitating the teaching of the EYFS curriculum, including co-ordinating activities and resources.
- Assessing and recording pupils' progress.
- Providing feedback to parents and carers on pupils' progress at parents' evenings and other meetings.
- Attending and contributing to any INSET days organised by the Early Years Foundation Stage leader
- Keeping apprised on current affairs and best practice on in EYFS.

Differentiation

We recognise the fact that in EYFS there are children of a variety of abilities, and we seek to provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the child.

Equal Opportunities

We are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, disability or learning difficulties. As a result, we hope to enable all children to develop positive attitudes towards others. Resources for SEND children and the more able will support and challenge appropriately.

This policy will also be reviewed annually to ensure that it complies with the latest legislation, guidance and best practice. Any changes made to this policy will be communicated to all teaching staff by the subject leader.

Signed:……(Headteacher) Date:……

Signed:……(Chair) Date:……