



Early Years Foundation Stage Policy

Lea Endowed CE Primary School

September 2025

'LET EVERYONE SHINE'

At Lea Endowed Church of England School we provide an excellent education for our children. We follow God's example, by loving Him, and each other, in all that we do.

Our whole school family is encouraged to achieve their full, God given potential and shine in their own special way.

"Let your light shine."

Matthew 5:16

This policy is based on the requirements set out in the 2021 Statutory Framework for the Early Years Foundation Stage (EYFS). At Lea Endowed, children are in their Reception year and final year of the EYFS.

Aims of the EYFS at Lea Endowed

The policy aims to ensure:

- That the children access a broad and balanced curriculum that gives the broad range of knowledge and skills needed to progress through school and life.
- Quality and consistency in teaching and learning so that every child makes good progress and no child is left behind.
- Close working partnerships between practitioners and parent/carers.
- Every child is included and supported through equality of opportunity and antidiscriminatory practice.
- That children are provided with a secure, structured, caring and well resourced learning environment which meets all the individual needs of young children to enable them to become confident, motivated and happy learners developing the skills and attitudes necessary for their own successful future learning.

Structure of the EYFS at Lea Endowed

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception Year. At Lea Endowed C of E Primary School, children join the Reception Class in the year that they turn five. Children attend on a full-time basis from the start of the year after an initial four day 'settling in period'

where the children build up their hours gradually. Class teachers visit feeder nurseries in the summer term to meet the children and their Key Workers, ensuring a smooth entry to school. All new parents are invited to a Welcome Meeting in the summer term to meet with staff, find out about Reception and ask questions.

In partnership with parents and carers we support the children in their learning journey through a rich variety of skills and experiences that provide the right foundations for outstanding progress through school and in life.

The EYFS is based upon these principles:

- A unique child – developing resilient, capable, confident, self-assured and excited learners.
- Positive relationships – supporting the children in becoming curious and independent.
- Enabling environments – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- Learning and developing – an acknowledgement that the children learn in different ways and at different rates by understanding the Characteristics of Effective Teaching and Learning i.e. Playing and Exploring, Active Learning and Creating and Critical Thinking.

EYFS Curriculum at Lea Endowed

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021. The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

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

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Broad topics will be planned through observations and discussions with the children and a topic will last as long as the children are interested in it. There will be a balance of Teacher Directed Activities where practitioners will teach skills and concepts, Teacher Led Activities where practitioners will support and embed prior learning, Child Initiated and Child Led activities where the children choose the activities that enable them to develop, scaffold and embed learning with their peers and are supported appropriately by practitioners.

The broad themes for learning will be enhanced with significant events or child's interests, eg religious festivals, snowy weather, a birth in the family etc.

We also look at the Characteristics of Effective Teaching and Learning (CoETL). By doing this we can adjust the provision to ensure that all children are experiencing purposeful and appropriate experiences and interactions with adults.

These CoETL are:

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

EYFS Planning at Lea Endowed

Staff plan activities and experiences for children that enable them to learn effectively. Staff also take into account the children's individual needs, interests and stages of development and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies where appropriate.

We create an attractive, open ended and stimulating learning environment where children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment which is set up in discrete areas of learning and planned continuous provision. Effective learning builds and extends on prior learning and following interests. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. These observations and Wow moments are recorded in the children's learning journey – both online (Seesaw) and in their journals. In planning and guiding children's activities practitioners reflect on the different ways children learn and include these in their practice.

EYFS Teaching at Lea Endowed

Play based learning is paramount and during child initiated learning sessions the children direct their own learning from an enabling environment and resource bank provided by staff. Staff enhance play and extend as needed to influence individual learning steps.

Each area of learning and development is implemented through planned, purposeful play, and through a balanced mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interactions. Learning takes place indoors and outdoors. As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning in Year 1.

The teaching of reading will begin within the first two weeks of school. Children will participate in daily Little Wandle phonics sessions, covering Phases 2 – 4 sounds as well as blending and segmenting. Children are individually assessed at the end of each half term. Some children will not progress as quickly and will receive additional daily keep-up sessions.

All children read three times a week and take home their reading book at the end of the week. They also choose a library book each week to share with an adult to develop their love of reading. To begin with children will develop their story telling skills through a picture book. Quickly the children will move onto the Little Wandle reading scheme appropriate to the stage they are working at.

The teaching and learning in Maths follows the White Rose Maths Scheme, in line with the rest of the school. Children gain a deep understanding of numbers and explore the patterns of the counting system. Children begin to learn key facts by heart, such as number bonds and doubles. Each child has their own Maths book and learns how to record their work in preparation for the learning in Year 1.

EYFS Assessment at Lea Endowed

Ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers. Within

the first 6 weeks that a child starts Reception, the Class Teacher will administer the Reception Baseline Assessment (RBA).

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 results of the profile are shared with parents and/or carers. The profile is moderated internally (referring to the Development Matters guidance) and in partnership with other local schools at Cluster Meetings to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority and is shared with Year 1 class teachers.

Developing partnerships with parents/carers at Lea Endowed

We recognise that children learn and develop best when there is a strong partnership between staff and parents and/or carers. Parents and/or carers are kept up to date with their child's progress and development. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. The Class Teacher is assigned as the key worker for each of the children in EYFS who helps to ensure that their learning and care is tailored to meet their needs. The Class Teacher supports parents and/or carers in guiding their child's development. The Class Teacher and SENDCO helps families to engage with more specialist support, if appropriate.

We do this through:

- Stay and Play transition events in the Summer Term, enabling parents/carers to talk about their child before they start school.
- Supporting children through the transition from preschool/nursery to Reception. Class teachers visit nurseries and preschools to meet the children and discuss progress with their keyworkers.
- Inviting parents to welcome meetings during the summer term and to workshops during the Reception year in order to explain how we work with their child, particularly in relation to phonics and reading.
- Encouraging parents to talk to the child's teacher if there are any concerns. Formal meetings with parents take place twice a year to discuss their child's progress. Parents receive a report on their children's attainment and progress at the end of each school year.
- Inviting parents to share their child's learning journey through weekly homework opportunities where parents/carers can share achievements and activities outside of school. The children then share these with their teachers and peers.
- Providing parents with opportunities to celebrate and share their child's learning and development by coming into school, such as Workshop events and Collective Worships.
- Sharing children's learning and progress via the Seesaw online learning journey.

Safeguarding and Welfare Procedures at Lea Endowed

Our Safeguarding and Welfare procedures are outlined in our whole school Safeguarding policy. In line with statutory requirements all EYFS staff have supervision regularly throughout the year. We promote good health in the early years, including good oral health.

Equal opportunities

All pupils will have equal access to the curriculum. Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing teaching and learning. All efforts will be made to ensure that cultural and gender differences are positively reflected in lessons and the teaching materials used.

EYFS Governor: Lisa Gregoire-Parker

EYFS Subject Leader: Jan Moores

Updated: September 2025

Review Date: September 2026 (or earlier if required)

Appendix - List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See school child protection and safeguarding policy
Procedure for responding to illness	See school health and safety policy
Administering medicines policy	See school supporting pupils with medical conditions policy
Emergency evacuation procedure	See school health and safety policy
Procedure for checking the identity of visitors	See school child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See school child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See school complaints policy