



CHRIST THE SAVIOUR C.E. PRIMARY SCHOOL



Each of you should use whatever gift you have received to serve others, as faithful stewards of
God's grace in its various forms

1 Peter 4:10

EYFS Policy

Policy to be approved by	Standards Committee
Policy last reviewed	July 2026
Policy ratified and adopted by the Full Governing Body	May 2020
Policy due for review	July 2028

Our Vision at Christ the Saviour

Rooted in our Christian foundation, we are an aspirational community loving and serving God. We seek to recognise and develop our unique gifts in accordance with the biblical principles of inclusiveness, tolerance and love, preparing children to be educated citizens in a global world.

Our whole school curriculum intent:

Our curriculum is delivered through high quality sequential, subject specific learning. The themes of global learning and Christian Values weave throughout our curriculum. The curriculum is creative, coherent and inclusive and enables pupils to become self-motivated, independent learners. A focus on learner contribution and critical thinking enables the development of knowledge and skills that are meaningful and relevant in a global context. Each child's unique gifts are recognised and nurtured in order to prepare our children to be educated citizens in a global world.

Teaching and learning in the EYFS is fundamental to achieving our school vision and our whole school curriculum intent.

Our Aims and Intent for the EYFS

Working in partnership with parents we prepare children for 'school life'. We design a curriculum that enables all our children to thrive and make progress that is unique to their individual level of development. All children have the opportunity to experience the awe and wonder of learning through planned activities and discovery play. The enabling environment, both indoors and outdoors, allows children to develop key life skills such as independence, creativity, inquisitiveness, resilience and problem solving. We nurture each child's interests through a culturally diverse approach, to enrich their understanding of the wider world.

In the EYFS we aim to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life.
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind.
- Close partnership working between practitioners and with parents and/or carers.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

At Christ the Saviour School we adhere to the statutory guidance in **The Statutory Framework for the Early Years Foundation Stage 2025**, and the four guiding principles that shape the practice in Early Years settings.

These include:

Unique child – We recognise that every child is unique and is continually learning, resilient and capable, confident and self-assured.

Positive Relationships – We recognise that children learn to be strong, secure and independent through positive relationships.

Enabling Environments – 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, parents and carers.

Learning and Development – Children develop and learn in different ways. The framework covers the education and care of all children in Early Years provision, including children with SEND.

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:

Personal, Social and Emotional Development: Self-Regulation, Managing Self and Building Relationships.

Communication and Language: Practitioners ensure that children have opportunities to speak and listen in a range of situations and experience a rich language environment.

Physical Development: Providing opportunities for children to develop their coordination (both fine and gross motor) and that they have an awareness of health and self-care.

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

Literacy: This involves encouraging children to link sounds and letters and to begin to read and write.

Maths: Providing opportunities to develop children's understanding of numbers, calculating skills, and to recognise and describe shapes, space and measures.

Understanding the World: Staff provide opportunities to explore, observe and find out about people, communities, places and the environment.

Expressive Art and Design: The children are given opportunities to explore and use imagination in art, music, movement, dance, role play and design technology.

We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective learning:

Playing and Exploring-engagement: children will have opportunities to investigate and experience things, and 'have a go'.

Active Learning-motivation: children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements.

Creating and Thinking Critically-thinking: we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Implementation

We follow the Early Years curriculum using topic themes and enrichment opportunities. The EYFS curriculum map gives an overview of the topics taught and ensures that there is a breadth of coverage whilst medium term plans are used to sequence progression through the Early Years curriculum. Topics are carefully chosen to cover all seven areas of learning, celebrate cultural diversity, address global and local community issues and follow children's interests. We also ensure that there are opportunities for children to develop the Characteristics of Effective Learning.

In Reception, teachers deliver planned maths, literacy, phonics and topic sessions. These are taught in a dynamic and multi sensory way that engages all pupils and builds upon prior learning. Like pupils in KS1 and KS2, our EYFS pupils access music and PE lessons delivered by specialist teachers.

During each half termly topic in the Early Years we use a variety of core text for sub themes. These books have been selected to promote cross curricular learning and reading for pleasure. At CtS we use the whole school approach of Read Write Inc to deliver daily phonic sessions. Regular opportunities are provided for children to read with an adult (at least weekly) and take home books that match their phonic ability. Children in Reception will complete a focussed writing activity weekly.

Maths input is carefully planned for using the White Rose scheme of learning with an emphasis on the use of concrete resources and mastery. Each child will work with their class teacher weekly to complete a practical activity which is recorded on an assessment sheet.

Nursery have daily circle time sessions using the Nuffield Early Language Intervention (NELI). In the Summer term they move to teaching phonics (letter - sound correspondence) using Read Write Inc.

EYFS also teach an RE lesson every week and responses are recorded in a class RE scrapbook.

There is a combination of adult planned and child initiated activities where children have the opportunity to practise new skills and embed learning.

Outdoor learning takes place everyday and in most weather conditions to allow children to investigate, explore and embed learning. Some activities outdoors are planned for but we also respond to the children's interests both indoors and outdoors to deepen learning.

Any children who are not working at age related expectations will be addressed through quality first teaching and timely interventions.

Formative assessment takes place during teacher input, small group sessions and during continuous provision. Staff take observations to document children's progress and plan for next steps. Summative assessments are made at the end of every term using Development Matters viewpoints to support judgements. At the end of Reception summative assessment is based on the Early Learning Goals.

Trips booked for the children will be of high quality. The intention of such trips is to provide the children with cultural capital and to give them experiences that enhance their learning.

Home school links are encouraged through parent workshops, coffee mornings, Google Classroom and Tapestry, our online learning journeys where parents can comment about their child's learning.

In the summer term children in Reception are prepared for transition into Year 1 and children in Nursery for transition into Reception; through visits to their new class, meeting their new teacher and ensuring that the Reception environment reflects how their Year 1 class will look in September.

Planning

Throughout the year, the curriculum is broken down into content, often structured around topics. There is a long term plan, a medium term plan and weekly plans to ensure complete coverage of the curriculum.

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, 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. All staff working in the EYFS are aware of the importance of accessing Early Help services and know the channels of support available to pupils and families.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice.

Teaching

We recognise that teaching can take place at **all** times of the day through more directed teaching sessions, through times of play and inside and outside the classroom.

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through observing, getting involved in their play, supporting their thinking and asking open-ended questions.

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, ready for year 1.

Assessment

The Early Years teaching staff record their initial assessments of the children in the form of a baseline, observational assessment (RBA [Reception baseline assessment] NFER assessment). We continue to observe children and will regularly record our observations, particularly when we see 'wow' moments. We analyse and review what we see or know about each child's development and learning, and then we will make informed decisions about the child's progress. This enables us to plan appropriate next steps.

Each child has their own Learning Journey, which documents their learning. This includes: observations, photos and examples of their work in school. We assess each child in each area of learning. As well as the baseline data, we also gather data at three other points in the academic year. Profiles are moderated within school with colleagues from other year groups and with other schools within our borough.

At the end of the Reception, 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')

We formally report to parents in July. It is a written summary that contains information about how each child learns and as an assessment against the Early Learning Goals for each of the 17 areas of learning. It comments on the characteristics of effective learning and highlights the child's strengths and development needs, and gives details of their general progress.

4. Working with Parents

We know what an important role parents play in their children's learning journey and we aim to involve them as much as possible in school life. We do this in a range of different ways:

- Home visits
- Parent consultations
- Stay and play sessions

- Reading books and diary shared between home and school
- Parent workshops (for example on phonics, mathematics, anxiety, speech and language)
- Contributing to Learning Journeys
- Google Classroom
- Home/School diaries

5. Transition

We aim for transition periods to be as smooth as possible for each child. If the child is already attending Christ the Saviour Nursery we anticipate a seamless transition.

For children starting in Reception we work closely with the local pre-schools to ensure that we have detailed information about the children prior to them starting school. When necessary, the Inclusion Lead and Early Years Leader meet with the pre-schools in the summer term prior to the children starting school.

Parents of all new Reception children starting in the next academic year will be invited to an Induction Meeting in the summer term to meet their child's new teachers and other key staff and learn more about the Reception curriculum.

Nursery and Reception practitioners carry out home visits and have a stay and play session prior to the children joining Christ the Saviour.

As the children prepare to enter KSI, the Year 1 teachers observe the children in the Early Years setting during the summer term. The Early Years teachers also meet with the Year 1 teachers to moderate and discuss the end of year data within a Pupil Progress Meeting in order to ensure a smooth transition into Year 1.

Health and Safety and Safeguarding

We follow updated safeguarding advice from Keeping Children Safe in Education and follow the systems in place in our Safeguarding Policy.

All other policies relating to Health and Safety and Safeguarding are followed according to school policies.

Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs or disabilities
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers