



**As a sanctuary of Christian love, we forge futures in our community. We inspire a joy of learning and a delight in one another.
In faith, we are refined through challenge, growing with God, together.**

The light shines in the darkness and the darkness shall not overcome it.

John 1 v.5

Early Years Foundation Stage Policy

September 2025

1. Introduction

This policy outlines how Poulton – le – Sands Church of England School delivers the statutory Early Years Foundation Stage (EYFS 2021) in our Reception Class. We aim to provide a warm, welcoming, and inclusive environment rooted in our Christian ethos, where all children can flourish spiritually, morally, socially, culturally, and academically as they begin their school journey with us.

2. Curriculum Intent

At Poulton-le-Sands C of E Primary School each unique **child** is at the very heart of what we do. We aim for our children to be confident, capable and resilient young adults.

We are guided by the four principles of the EYFS:

- **A Unique Child** – recognising each child as a precious individual created by God.
- **Positive Relationships** – nurturing secure, respectful relationships with children and families.
- **Enabling Environments** – providing stimulating indoor and outdoor spaces that encourage exploration and reflection.
- **Learning and Development** – ensuring every child can access high-quality learning experiences in all areas.

We work hard to provide and offer a curriculum which;

- There is safe, warm and positive relationships between staff, children and their families are vital as well as consistent routines in a secure environment ensure all children thrive. The children are nurtured and cared for.
- Is rich in wonder and memorable first hand experiences.
- Supports the transition from home or nursery into our school family.
- Provides a stimulating environment for all children, that provides exciting opportunities, promotes challenge, exploration, adventure and a real love and thirst for learning.
- Encourages children to develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people.
- Develops children ability to be confident and independent, to believe in themselves and interact positively and emotionally sensitively with others and where all their achievements are celebrated.
- Gives high priority to Personal, social and emotional development which is fundamental to all aspects of lifelong learning and is key to children's well being and resilience.
- Uses the knowledge we have of our children, their needs and carefully considers how we are going to address these needs to ensure rapid progress and high quality education for everyone
- Has play as an integral part of learning, where the role of the adult is crucial, knowing when to intervene, model and support and when to stand back and observe.
- Gives an appropriate mix of adult directed and child-initiated play ensures the best outcomes for all our children.

- Ensures that emotional well being is vital for successful learners.
- Gives us great opportunity to move children on in their learning, addressing gaps quickly to ensure achievement for all.
- Allow us to appreciate and understand where we are from, including our local history and culture and also be aware of the wider world, including our responsibilities towards it.

3. Curriculum Implementation

How do we implement this curriculum at Poulton-le-Sands?

We deliver a broad, balanced and stimulating curriculum based on the seven areas of learning:

- **Prime Areas:** Communication & Language, Physical Development, Personal, Social & Emotional Development.
 - **Specific Areas:** Literacy, Mathematics, Understanding the World, Expressive Arts & Design.
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- Integrate Christian values and collective worship into the daily routine.
 - Top priority is given to talk, language and communication, where we create a 'language rich' environment through the use of songs, nursery rhymes, stories, poems non-fiction texts. Specifically using and extending new vocabulary whenever possible.
 - We provide time for quality interactions between adults and between peers and as a result, make sure that time is given to embed learning. Staff ensures that interactions are playful, positive and meaningful, allowing children to flourish and gather words at pace in order to become confident communicators.
 - Children are encouraged to become early readers through an enjoyment and real love of nursery rhymes, books and stories as well as the systematic teaching of phonics.
 - Children will develop skills become an effective learner through promoting characteristics of effective learning.
 - Children will develop their mathematical thinking through direct teaching and exploration. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences.
 - Children enjoy mark making in the areas of provision and through 'Squiggle whilst you wiggle' quickly learn how to write their name, form letters correctly and enjoy writing for a purpose.
 - All our learning environment are well resourced providing access to all areas of learning through engaging and stimulating 'areas' such as the book corner, workshop, small world and construction.
 - Our outdoor learning environment enables our children to strengthen their core muscles through physical play; children spend time outdoors in their natural environment in all weathers. They develop through wonderful, exploratory, sensory experiences in our texture kitchen, large building area and story gazebo.
 - We take an enquiry based approach towards children's learning and encourage children to ask questions, be curious and inquisitive
 - Learning environments both indoors and outdoors is adaptable in order to reflect children's interests and progression. The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play.
 - The curriculum is taught through lively and interesting topics which are enriched with classroom enhancements, trips and visitors. Themes are supported by quality key texts which drive the curriculum. These are chosen carefully to encourage children's speech, language and communication development.
 - All planning is flexible and responsive to children's needs so plans can be changed and adapted dependent on children's interests and fascinations, using the observe, plan and assess cycle.
 - Constant assessment takes place through interactions with the children individually, in small groups and as part of whole class sessions. These accumulate to form an in depth picture of each child which is used to inform where the child needs to move next in their learning.
 - We have very strong relationships with our parents and believe that they have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. Parents receive knowledge organisers each half term to inform them of what their child is learning and to explain how they can support this at home.

- We meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all of our children. Staff, with the support of the SLT, recognise the importance of continuous self evaluation and quality improvement.
- We work very closely with our inclusion team and outside agencies such as our Speech Therapist, our Educational Psychologist and regularly access specialist teacher support, ensuring we quickly identify precisely what barriers to learning there maybe, early identification is vital.

4. Curriculum Impact

Our curriculum and its delivery ensures that children,

- From their own starting points, make very good progress throughout their time with us in the EYFS.
- Children make rapid progress towards the national expectation for a good level of development at the end of the year.
- Children display effective behaviours for learning. They are able to apply their knowledge to a range of situations making links and explaining their ideas and understanding.
- Children are confident to take risks and discuss their successes and failures with peers and adults, drawing on their experiences to improve or adjust what they are doing.
- We believe the children make very good progress due to our carefully planned environment, enriched play-based curriculum, quality first teaching, excellent relationships and accurate and informative assessment.
- By the end of Reception children can apply their phonic skills in reading and writing words and sentences using and applying phase 2 and 3 graphemes and tricky words.
- Children will have an in depth knowledge of numbers to 10 and a good understanding of numerical patterns.
- Children will have a strong sense of belonging to the school, the community and the church.

Our children leave us and are excited, enthusiastic learners who are eager to continue their learning journey at Poulton-le-Sands!!!

5. Legal Framework

This policy is based on the statutory **Early Years Foundation Stage Framework (September 2021)**, Ofsted requirements, SIAMS guidance for Church schools, Development Matters, Birth to Five Matters and other relevant DfE documents

6. Assessment

- We use ongoing observations and assessments to plan next steps for each child.
- We complete the **Reception Baseline Assessment (RBA)** within the first six weeks of the autumn term.
- We provide regular updates to parents and complete the **EYFS Profile** at the end of the Reception year.

7. Inclusion and Equal Opportunities

We are committed to inclusion. All children, regardless of background, faith, ability or need, are welcomed and supported to access the full EYFS curriculum. Reasonable adjustments are made to remove barriers to learning, and we work closely with external agencies if additional support is needed.

8. Safeguarding and Welfare

- We adhere to the school's **Safeguarding and Child Protection Policy** and to **Working Together to Safeguard Children**.
- All staff are DBS-checked and trained in safeguarding, first aid, and health & safety.
- We maintain statutory adult:child ratios and complete risk assessments for activities and visits.
- We promote healthy eating, physical activity and good hygiene routines.

9. Partnership with Parents, Carers and Church Community

- We hold induction meetings before children start school.
- We share information about children's learning through regular updates, meetings and reports.
- Parents and carers are warmly welcomed into
- We work in partnership with our parish church and clergy to enrich children's spiritual experiences through visits, collective worship, and celebrations of the Christian calendar.

10. Transition

- We liaise with parents, nurseries and preschools prior to children starting Reception.
- We have several opportunities for the children to visit school before they start.
- We prepare children gradually for the transition into Year 1, ensuring continuity of learning and well-being.

11. Staff Training and Development

All staff working in Reception receive training relevant to the EYFS framework and early childhood development, as well as ongoing opportunities to deepen their understanding of the school's Christian vision and values.

14. Monitoring and Review

This policy will be reviewed annually, or sooner if statutory requirements change. Feedback from staff, parents, governors, and the church community will inform updates.

Policy last reviewed: September 2025

Next review date: September 2026

Rebecca Ronayne

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