

St. Leonard's C of E (A) Primary School

EYFS Policy



'Growing in Faith and Learning'

'Add to your faith goodness; and to goodness, knowledge' 2 Peter 1:3

Date written: **September 2025**

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Reviewed by: **Ms Gemma Bryan**

Governors: **Mrs A Passey**

Our School Aims

Our overall aim is to ensure that all children maximise and achieve their true potential both academically and socially by providing an education of the highest quality within the context of Christian belief and practice. In order to achieve this, we aim to support and develop our pupils in the following ways:

- by creating a Christian ethos of care, understanding, mutual respect, understanding and cooperation, throughout the whole school community and beyond, with everyone valued equally;
'So in everything, do to others what you would have them do to you' Matthew 7:12
- by providing effective and stimulating teaching and interesting and enjoyable learning experiences which meet all of the requirements of the National Curriculum and which encourage children to be independent, lifelong learners;

'He has filled him with the Spirit of God, with wisdom, with understanding, with knowledge and with all kinds of skill' Exodus 35:31

- by creating a calm, secure, well-structured positive learning environment based on high expectations, where each child should be able to learn and each teacher can teach without interruption from others;

'Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these' Matthew 19:14

- by developing positive partnerships between home, school, church and community, with regular communication and dialogue;

'serve one another humbly in love' Galatians 5:13

- by regularly celebrating the work and successes of our school community, therefore raising self-esteem;

'Those who are wise will shine like the brightness of the heavens, and those who lead many to righteousness, like the stars for ever and ever' Daniel 12:3

- by ensuring that everyone has an equal opportunity to attain their full potential, regardless of their gender, faith, culture or ability.

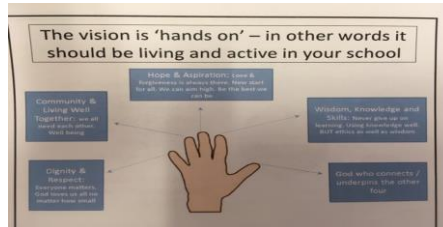
'The fruit of the Spirit is love, joy, peace, forbearance, kindness, goodness, faithfulness, gentleness and self-control' Galatians 5:22-23

Christian Distinctiveness

We are proud of our Christian vision that defines who we are; why we are here and how we live so that pupils and staff flourish 'life in all its fullness' (John 10:10). All staff members are expected to promote and uphold our strong Christian vision.

We encourage the children to adopt values which will leave the world a better place because of what they themselves will be able to contribute. Children are expected to do their best at all times and to take pride in the work which they produce. Good manners and good behaviour are encouraged at the school, and the children are taught to care for the school. The school aims to work towards all children experiencing a measure of real success and progress in areas of activity and learning.

Church of England's Vision for Education- [Hope, Dignity, Wisdom and Community](#)



Our School's Core Christian Values

Community 'Live in harmony with one another' [Romans 12.16](#)

Hope 'May God of Hope fill you with joy and peace' [Romans 15.13](#)

Dignity 'Let the children come to me...for the kingdom of heavens belongs to such as these' [Matthew 19.14](#)

Wisdom 'Blessed are those who find wisdom' [Proverbs 3.13](#)

Perseverance 'I can do all thing through Him who strengthens me' [Philippians 4.13](#)

Forgiveness 'Just as the Lord has forgiven you, so you must also forgive others' [Colossians 3.13](#)

Our Aims in EYFS

Further to our school aims, in the EYFS our intentions to provide a stimulating, safe environment for our pupils to explore and develop their skills and interest in learning, building their independence and confidence. This leads to good, solid foundations on which they can build future learning.

We will

- support each child to develop independence within a secure and friendly atmosphere.
- support each child in building relationships through the development of social skills such as cooperation and sharing.
- help each child to recognise their own strengths and achievements through experiencing success and by developing the confidence to work towards personal goals.
- provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of every child including children with additional needs.
- provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development as they move into key stage 1 and beyond.
- use and value what each child can do, assessing their individual needs and providing opportunities for every child to progress.
- enable choice and decision making, fostering independence and self-confidence.
- work in partnership with parents and guardians, valuing their contributions and ensuring that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, have the best learning opportunities.
- provide a programme of learning that is challenging, enjoyable and irresistible to the children, centred on their interests.
- provide an inclusive learning environment, where all children can access the experiences provided.

Our high expectations will enable each child to develop socially, physically, intellectually and emotionally to achieve their full potential. We will offer a structure for learning that is planned around the needs and interests of the children, as well as one that offers new and exciting experiences. The children's learning will be assessed regularly so that they are always challenged within their activities and learning becomes irresistible to them. We will provide a broad and balanced curriculum that will enable all of the children to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually, allowing all of them to reach their full potential. We will ensure that children are kept healthy and safe and that they

achieve the knowledge and skills they need to start school. Each child is valued as an individual and we understand how all children develop at different rates, our teaching and learning will reflect this creating the best opportunities for all children.

Our School Day

8:40- The Robins gate opens and the children are greeted by a member of staff. They then go into the classroom, putting their things away

9:00-9.15- Worship (pupils only attend whole school worship when they are ready)

9.15 – 9.35 – Phonics Reception / Nursery continuous provision outside

9.35 – 10.00 -Lesson 1- English/Maths, with a variety of different continuous provision activities to support the children develop in all of the learning areas. Observations happen throughout this time

10.00 – 10.30 Rolling Snack and continuous provision

11.15- Lesson 2- Maths/English, with a variety of different continuous provision activities to support the children develop in all of the learning areas. Observations happen throughout this time.

11.45-12.30- Lunch

12.30- 12.45 Dough Disco

12.45 – 1pm – Drawing Club

1pm- 3pm Variety of different continuous provision activities to support the children develop in all of the learning areas. Observations happen throughout this time. Interventions and hearing readers also takes place

3:10 – The children are handed over to the designated people collecting them. We ensure that each child is handed over separately, ensuring their safety.

Learning and Development

Within EYFS, the learning and development is categorised into three Prime areas of learning;

- Communication and Language
- Physical Development
- Personal, social and emotional development

Additionally, there are four specific areas of learning;

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Learning through purposeful play underpins our approach to teaching and learning in the foundation stage, with a mix of adult-led and child-led activities. We embrace the fact that children learn best from activities that inspire and interest them to learn. All adults in the foundation stage, take on an active role through

observing, modelling, facilitating, teaching by extending play, skills and language, responding to the emerging needs and interests of children.

Through planning and guiding activities we will reflect on the children's 'Characteristics of Effective Learning' which highlights the importance of a child's attitude to learning and their ability to play, explore and think critically about their world around them. The three characteristics are;

- Playing and exploring
- Active learning
- Creating and thinking critically

Planning, Observation and Assessment

We plan a text-based curriculum, which has a range of engaging texts and activities to cover all elements of the Foundation Stage Curriculum. These activities are planned to the children's interests to ensure that they are 'hooked' into their learning at all times. We follow key legislation to ensure that the children are getting an enriched learning experience, tailored to their needs and to ensure that they develop through the age brackets and achieving their Early Learning Goal by the end of Reception.

We use the EYFS Statutory Framework to ensure that we are following the standards for learning, development and care of the children in our setting. We follow Development Matters, looking carefully at the standards for each age bracket, to ensure that we are planning activities that are encouraging the children to achieve their best. We use this to support us, alongside our professional knowledge of the children.

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

We use the EYFS Development matters handbook to aid us in making the correct judgements about each individual child's attainment.

<https://www.gov.uk/government/publications/development-matters--2>

The key to making children's learning effective, exciting, varied and progressive, is clear baseline assessment of each child, which is then used to inform planning of activities, as effective learning builds on and extends what the children know and can already do. All staff who work in the Foundation Stage are involved in this process, so that everybody has a clear understanding of each child's needs. Continuous observations and discussions with the children inform the assessment for learning process to ensure that activities provided are linked to their current interests, development and learning needs, supporting us in making the children's learning meaningful.

Assessment for Learning is an important process in EYFS and takes the form of long, short and recorded observations, involving the teacher and other adults in the Foundation Stage. These observations are recorded and used to inform planning as well as the Senior Leadership Team of standards. Parents and carers are given the opportunity to meet with the Foundation Stage Team each term and, at the end of the third term, we provide a written summary in relation to the children's early learning goals.

Statutory Assessment:

Pupils are assessed on entry (baseline) in Reception and then again at the end of the Reception year as to whether or not they have achieved a Good Level of Development (GLD).

Non-statutory assessment:

Pupils in Early Years (Nursery and Reception) are assessed against the Development Matters from the revised Early Years Framework. This assessment will establish pupils' abilities at the beginning of the Reception Year, so that subsequent progress in achievement can be compared with, and measured against, expected norms. It can also be used formatively, to identify strengths and areas to develop, and support teachers in providing appropriate learning experiences for individual pupils.

The children are continually assessed against the development matters statements that are split into age bands:

- 0-3 years
- 3 and 4 year olds
- Reception

The following codes are used to track progress:

It is important to remember that each child is unique and may develop socially, physically, emotionally and academically at different rates especially for those who are summer born so almost 12 months younger than some of their peers.

Nursery	Baseline	End of Autumn	End of Spring	End of Summer
On track	0-3 Secure	3-4 Beginning	3-4 Developing	3-4 Secure

Reception	Baseline	End of Autumn	End of Spring	End of Summer
On track	3-4 Secure	Reception Beginning	Reception Developing	Reception Secure / ELG

Beginning	Pupil is observed demonstrating up to 25% of the Development Matters statements in the age band
Developing	Pupil is observed demonstrating between 25-75% of the Development Matters statements in the age band
Secure	Pupil is observed demonstrating more than 75% of the Development Matters statements in the age band

Learning Journeys

Throughout their time in the Early Years, the children have a Learning Journey. We use an online system called Tapestry. This is to show a journey of their learning, with the evidence of observations, photos and videos. The children also have a learning scrapbook to record any written evidence such as writing, maths and drawings.

We also encourage the Parents to be involved in the children's learning and they are able to comment on their child's Tapestry observation and contribute observations of their own. This could be helping parents around the house or achieving a swimming badge. This is to support us in getting a complete picture of the whole child, supporting us in giving accurate judgements of the children.

Drinks and Snacks

All children in the EYFS are offered a piece of fruit daily, rolling snack bar is open 10am – 10.30am to the children. For children under 5, they are also offered a cup of milk every day.

Outdoor Learning

The children have access to outdoor learning as part of our continuous provision, supporting the children to learn in environments that are stimulating for their learning. All children like to learn in a variety of ways and this is encouraged throughout our EYFS provision. As the children like to learn outdoors we ask that children leave wellies at school, to ensure that they are always prepared. We ask Parents to send the children in appropriate clothing for all weathers.

If the children are taking part in Forest School activities, we give prior notice to the parents so that all children are suitably dressed to access their learning safely.

Staffing

The EYFS class is led by the class teacher, Miss Batchelor-Robbins and supported by a full time Teaching Assistant Mrs Green.

Key Workers

In the current setting, the Nursery children are assigned to a key worker in their classroom. Each key worker, focuses on observations and assess the learning. Mrs Green is the key worker for Nursery and Miss Batchelor – Robbins is the key worker for Reception.

Phonics and Early Reading

Phonics is an integral part of our learning as it is the foundations that are needed to support the children to read and write. We follow foundations for phonics in Nursery leading to Little Wandle in Reception and Year 1.

In the classrooms, books are readily available for the children and we make inviting reading areas, where the children are able to read and share books for pleasure.

The Induction Process and Transition

During the Summer Term, prior to a new academic year, the following arrangements are conducted:

- An induction meeting will be held to introduce parents to the EYFS team and life at St. Leonard's C of E (A) Primary School.
- Each child and their parents/carers will be invited to spend some time at St Leonard's Primary School – this is our Teddy Bears Picnic event.
- In September we visit all new children at home – home visits
- Children attend staggered sessions – Nursery am only / Reception pm only
- Full time school

As the children move into our setting, we understand that the children need some time to transition into their new setting. We allow time for the children to settle in, talking to the children and getting to know their interests in order for us to support their learning. We take the time to settle the children into new routines and help them to know our expectations in school.

In the summer term, the children are supported in preparing to transition to their next year group. This is especially important for the Reception children as we recognise their transition to Year 1 needs careful planning and consideration.

Home and School Links

We believe that strong links between school and parents/carers, has an extremely positive impact on a child's development.

We will develop this working relationship between the school and parents/carers by:

- outlining the school's expectations to parents/carers at the induction meetings.
- holding a parent consultation within the first two weeks to establish how a child is settling into school.
- publishing a theme topic overview, detailing the areas of learning for each term or half-term.
- operating an "open door" policy that will allow parents and carers to discuss concerns and developments in an informal manner. If foundation staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss them
- conducting workshops for parents and carers, to enable them to be familiar with the teaching methods used in school, in order for them to support their child successfully.
- Host parent forums on a range of school issues such as uniform and OPAL
- Share with parents a programme of study half termly

There will be opportunities for parents and carers to visit the school on a volunteer basis.

Reporting to Parents

We are very open with parents and like to keep them up to date with all that is happening within school. We use Class Dojo to support us with communicating with parents, this is a closed platform that helps us to share with the parents what we are doing in class. Parents are also able to call the school or send their teacher an email at office@st-leonards-wigginton.staffs.sch.uk

We offer meetings to parents, to keep them informed with what we are doing in school and workshops to offer share the learning.

At the end of the school year, we give each child a written report, commenting on how well the children have been learning and what they have achieved in all of the prime and specific areas, as well as the their characteristics of effective learning.

Staff are always available at drop off and collection.

Intimate Care

"Intimate" care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. Depending on a child's age and stage of development, they may need some support (e.g. dressing, wiping their bottom after using the toilet and changing underwear following an accident.) In most cases, intimate care is to do with personal hygiene and it is good practise for the school to inform the DSL of all children requiring intimate care.

Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child.

No intimate care is to be given without the express written permission of the parent or guardian of that child and all parents and guardians will be asked to provide that permission when their child joins the foundation Class.

For further information, please refer to the 'Intimate Care and Toileting' policy.

Inclusion and Equal Opportu

Children with Special Educational Needs or Disabilities will be appropriately supported, enabling them to fully access the curriculum. This includes children that are higher achieving and those with specific learning difficulties and disabilities. Individual support plans (Assess, Plan, Do, Review Plans) identify targets in specific areas of learning for those children who require additional support. The SENDCO is responsible for providing additional information and advice to staff and parents, as well as for arranging external intervention and support as necessary.

In line with the school's Equal Opportunities Policy, we will provide all children, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability with equal access to all aspects of school life, to ensure that every child is valued as an individual. All staff are role models and are aware of the influence they have in promoting positive attitudes and use that influence to challenge stereotypical attitudes.

Date of next review: **September 2026**