

St. Margaret's Anfield Church of England Primary School

Jesus said, "Love one another as I have loved you" John 13:34.

Therefore, by faith and work, be the change you want to see.

With God, all things are possible.



Policy for Early Years Foundation Stage

Miss Laura Harper

Date	Action	Review Date
Dec 2025	Adopted by FGB	Dec 26

Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the academic year in which a child has their fifth birthday.

The EYFS is statutory and detailed under the *Statutory Framework for the Early Years Foundation Stage*.

EYFS Policy

This policy aims 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 parents and/or carers.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.
- All children are nurtured spiritually as well as academically.

Statutory Requirements

This policy is based on requirements set out in the 2025 Statutory Framework for the Early Years Foundation Stage (EYFS).

Structure of the EYFS

At St. Margaret's Anfield we have a 52 place Nursery and 60 Reception places. We offer fifteen hours for Nursery, which can be taken as five morning or five afternoon sessions. We are also able to offer a small number of 30 hour places. Reception is split into two classes of thirty children.

Curriculum

We follow the Statutory Framework (2025) as the standard to make sure that the children learn and develop well and are kept healthy and safe.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. These are the areas of learning and development which shape the activities and experiences that children have in our early years setting.

Three 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 four **specific areas**:

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

The Framework also includes Characteristics of Effective Learning, which underpin all areas of learning. There are three characteristics:

- Playing and Exploring
- Active Learning
- Creating and thinking critically

At St Margaret's we provide a broad and balanced Early Years Curriculum: -

- based on first hand experiences and purposeful interactions
- which is well planned and allows for good progression of skills, knowledge and understanding.
- through opportunities, first hand experiences and carefully planned adult or child-initiated activities that build on the next steps of each individual child.
- whilst having a regard for the skills and attitudes the Key Stage One curriculum will demand.
- making the child's first experience of school happy, positive and fun.
- that fosters a love of learning and develops enquiring minds through promoting independence
- which instils the Characteristics of Effective Learning such as perseverance, resilience, critical thinking and confidence
- that aims to promote emotional well-being
- which builds positive relationships and works in partnership with families (recognising that parents are their child's first and foremost educator), carers and professionals to support every child to develop and learn.

Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. **To do this**, practitioners working with the youngest children are expected to focus strongly on the three 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.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice. Planning for the Specific and Prime areas will encompass learning opportunities in both the indoor and outdoor environment.

Teaching

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 warm, positive shared interaction. As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for the teaching/learning structure in Year One.

Teaching in the EYFS:

- **Has a carefully planned Curriculum which aims for all children to make excellent progress and which aims to support all children to achieve the Early Learning Goals by the end of the EYFS.**
- Involves creating adult and child-initiated opportunities that will encourage children to explore, create, investigate, rehearse, practise, repeat and discover.
- Involves developing Characteristics of Effective Learning.
- Uses a multi-sensory, fun play-based approach.
- Shows awareness of the different ways and rates by which children develop and learn; that there are many factors affecting achievement including ability, emotional state, age and maturity, and how this informs teaching strategies.
- Has a high expectation of children's behaviour and attainment.
- Recognises the importance of emotional well-being.
- Is outside as well as indoors, ensuring children take ownership of their learning.
- **Involves promoting first hand experiences.**
- **Promotes wider school and out of school experiences.**
- **Uses Zones of Regulation to help children to recognise and regulate their feelings, emotions and energy.**

Learning and Development

At St. Margaret's Anfield CE Primary School, we aim to nurture children to become effective learners. We therefore ensure that Practitioners scaffold the children's learning to support

them to develop their 'Characteristics of Effective' Learning. This means that Practitioners support children to be inquisitive and 'have a go', develop resilience and persistence and problem solve and build on experiences to develop thinking further.

We ensure that the children can learn through fun play-based activities and opportunities in a safe environment. Children learn in different ways and at different rates therefore the learning opportunities are based on each child's next steps.

As a Church of England School, Practitioners also strive to promote an environment that is Christian values centred where we support the whole child as a learner and as a child of God. We encourage our learners to uphold our core Christian values of Truth, Fairness, Justice and Joy which permeate our daily interactions, decisions, work and play.

In the EYFS at St. Margaret's children are learning when they: -

- Collaborate and learn from one another through shared experiences
- Are supported to set their own challenges in their physical environment and in their learning
- Access resources independently indoor and outside
- Use their senses to explore and investigate
- Develop persistence and positive attitudes to learning as detailed in the Characteristics of Effective Learning
- Participate in adult scaffolded experiences and then use this learning independently

Play in the EYFS

At St. Margaret's, we highly value play and the learning it brings in itself. Play is the best tool for learning. Through play children explore and develop learning experiences which help them make sense of the world. They practise and build up ideas, learn how to control themselves and understand the need for rules thereby developing emotional resilience and self-regulation. At St Margaret's children have the opportunity to think creatively and problem solve alongside others.

Environment and Resources

At St. Margaret's, a rich and varied 'enabling' environment is actively planned for and continuously developed with varied multi-cultural and inclusive resources to encourage exploratory play-based learning and challenge.

The learning environment encompasses both indoor and outdoor provision, which are of equal importance. Children are encouraged to experience all areas of the learning environment in all weathers. We encourage children to plan their own selection of activities balanced with adult initiated activities. We regularly audit our environment and resources to ensure that the children have provision that enhances their learning experiences.

Equal Opportunities

All children are provided with equal access to the Early Years Foundation Stage Curriculum. We aim to provide suitable learning opportunities regardless of gender, ability, ethnicity or home background.

Inclusion in the EYFS

We aim to meet the needs of all our children by: -

- Setting realistic and challenging expectations. We achieve this by planning for different learning styles, children with special educational needs, children who are more able, children with disabilities or medical needs, children from all social and cultural backgrounds as well as children with diverse linguistic backgrounds.
- Providing a safe and supportive learning environment in which the contributions of all children are valued.
- Using resources, which reflect diversity and are free from discrimination and stereotyping which all children have equal access to.
- Monitoring children's progress and providing support where necessary, within the resources available to the school.
- Providing specific targets detailed in **Individual Provision Maps** (IPM) and following external therapy or support programmes of work such as Speech and Language Therapy
- Working collaboratively with families or carers, the SENCo and other professionals such as Speech and Language Therapists, Educational Psychologists etc

Assessment

At St. Margaret's Anfield CE Primary School, 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 and next steps which can be addressed in the moment or may need further intervention. Practitioners also take into account observations shared by parents and/or carers using Seesaw as an online sharing platform and through daily conversations.

At the start of the Reception year the RBA (Reception Baseline Assessment) is completed. This is a statutory requirement that takes place within the first 6 weeks in which a child starts Reception.

At the end of the EYFS, the staff team complete the **EYFS profile for each child holding discussions about observations of each child's progress**. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development (expected)
- Not yet reaching expected levels (emerging)

The profile reflects ongoing conversations with the EYFS team and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers. These

results are also shared with Year 1 staff prior to children starting Key Stage One in order to shape the children's next steps for their learning.

Working with Parents

At St Margaret's, we recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities at the end of Reception.

Each child is assigned a key person, teacher or teaching assistant, (with guidance from class teacher and EY Lead) who helps to ensure that their learning and care is tailored to meet their needs. The EYFS staff support parents and/or carers in guiding their child's development at home. They also help families to engage with more specialist support, if appropriate.

Parents and/or carers are encouraged to attend and take part in Parent/Carer Teacher meetings, stay and play sessions and any other workshops that are held to support children's learning and development.

Safeguarding and Welfare Procedures

Our Safeguarding and Welfare procedures are outlined in our Safeguarding Policy.

Health and Safety

The school is committed to ensuring that all pupils are safe within the school environment. Please refer to the school's policy for Health and Safety.

EYFS Food Safety

All EYFS staff hold a Level One Food Hygiene and Safety certificate.

The EYFS requires early years settings to always have a member of staff with a valid full course paediatric first aid certificate in the room when children are eating. We will work closely with families to support children with allergies or intolerances. We will adhere to the EYFS Statutory Framework (2025)

Conclusion

This policy is in line with other school Curriculum policies and should be read in conjunction with those.

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