

Written and reviewed by E Black: October 2025

Next Review: October 2027

Introduction

This policy outlines the provision Coberley C of E Primary School offers to all its pupils aged four to five years. Children within this age range are taught in the Early Years Foundation Stage (EYFS).

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential” - Statutory framework for the Early Years Foundation Stage 2021

This policy is based on requirements set out in the 2021 statutory framework for the Early Years Foundation Stage (EYFS).

Principles

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of their Reception Year. The EYFS is based upon four overarching principles:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through positive relationships
- Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Importance of learning and development. Children develop and learn at different rates. (See “the characteristics of effective teaching and learning”). The EYFS framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

Intent

Aims and Objectives

In the EYFS at Coberley C of E we believe all children deserve the best possible start in their school life; emotionally, intellectually and physically, in order to enable them to develop their full potential. We care for all our children to ensure they are all happy, safe and secure. Coberley C of E foundation stage encourages learners for life through playing and exploring, active learning and the development of creative and critical thinking skills.

We aim to support each child’s welfare, learning and developmental needs by:

- Recognising that all children are unique and special.

- Understanding that children develop in individual ways and at varying rates- physically, cognitively, linguistically, socially and emotionally.
- Providing a safe, secure and caring environment where children feel happy and know that they are valued by the practitioners looking after them.
- Fostering and nurturing children's self-confidence and self-esteem through their developing awareness of their own identity and role within the community.
- Teaching them to communicate their needs and manage their feelings in appropriate ways.
- Encouraging children's independence and decision-making skills supporting them to learn through their mistakes and persevere to succeed.
- Engage and talk with children to develop communication skills vital for learning across the curriculum.
- Develop children's understanding of social skills and the values and codes of behaviour required for people to work together harmoniously.
- Support children to care and respect others and appreciate others may have different beliefs, cultures and opinions to their own.
- Provide active learning experiences through play which reflect children's personal interests in order to excite and motivate children to explore and learn.
- Use a variety of observation and assessment methods, including on-going observations, guided and child-led activities and use 'Tapestry and 'Insight' tracking tools to inform planning.
- Provide experiences which build on children's existing knowledge, skills and understanding in order to challenge, stimulate and extend learning and development.
- Provide effective learning opportunities through indoor and outdoor provision.
- Encourage the development of creative and critical thinking skills.
- The wellbeing of our children is paramount and we aim for all our children to feel happy, secure participants in their world and the word that will await them.

The Unique Child

All children are treated as individuals throughout their primary school life at Coberley, starting in Reception through to Year 6. We understand all children learn and develop at different rates and in different ways. The characteristics of effective learning support our children to become motivated and effective learners. Children play and explore and are encouraged to have a go and persevere. Children develop resilience and enjoy achievements through active learning when they make links, explore ideas and develop strategies for problem solving through creating and thinking critically. Practitioners support children in developing all of these characteristics by engaging and playing alongside them and where necessary scaffolding and supporting learning. All children are treated fairly and welcomed into our setting so that they feel included, safe and valued. Being safe at Coberley is taught from Reception onwards; educating children on boundaries, rules and expectations.

Positive relationships

We believe all individuals flourish and learn when they experience positive relationships with others. At Coberley C of E, we promote positive relationships between children, staff and parents. Practitioners care for all children and respect the feelings of children and their families. We work closely with parents as we understand the significance parents play in their child's early education. We pride ourselves in

knowing all our children as individuals and forming good relationships by engaging with them in all aspects of their learning.

The Enabling Environment

In the EYFS at Coberley C of E we recognise the importance of a rich learning environment indoors and outdoors. We prepare and plan areas of continuous provision in our entire EYFS environment to enable children to learn with and without the presence of an adult. The organisation of resourced areas indoors and outdoors changes on a termly, weekly or daily basis in response to the children's needs and stage of development. Adults facilitate and scaffold learning by providing additional resources in specific areas in response to children's interests and requests.

Implement

Learning and development

Our early years setting follows the curriculum as outlined in the 2021 statutory framework of the EYFS. The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. However, the 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.

Learning and development is characterised into 3 Prime areas of learning:

- Personal, Social and Emotional development
- Communication and Language
- Physical development

The prime areas are strengthened and applied through 4 Specific areas of learning:

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

These areas develop the child's cognitive, intellectual, physical, social and emotional skills. These areas of development aim to develop the holistic child and are rarely taught or developed in isolation.

These areas are developed by children using 3 Characteristics of learning:

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

Characteristics of effective learning

The characteristics of effective learning describe factors which play a central role in a child's learning and in becoming an effective learner. They are vital elements of support for the transition process from EYFS to Year 1. The characteristics of learning run through and underpin all seven areas of learning and development, representing processes rather than outcomes. Information describing the child's

characteristics of effective learning will provide Year 1 teachers with vital background and context when considering the child's next stage of development and future learning needs.

Playing and exploring – engagement

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

Active learning – motivation

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

Creating and thinking critically – thinking

- Having their own ideas
- Making links - using what they already know to learn new things
- Choosing ways to do things and finding new ways.

Active Learning

Throughout a child's school life at Coberley they will be encouraged to become truly independent learners. Active learning techniques are used throughout the school. This starts in the EYFS learning through play in areas of continuous provision, either by themselves or with a practitioner. Active learning may involve people, objects, ideas and events that engage and involve children for sustained periods. Practitioners encourage and facilitate learning through play. Play is a powerful motivator encouraging creativity and critical thinking skills and development in all areas of the EYFS curriculum. Play is flexible and can be used to meet all children's needs, interests and preferred learning styles.

Teachers in the EYFS also plan active learning experiences within a broad topic to develop specific skills through practical activities. These may be used within whole class teaching sessions or with small groups or individuals. Through engaging in practical first-hand experiences children are able to discover, explore, investigate, develop interests and curiosity which help them make sense of their world and acquire skills, concepts and knowledge. Whole class active learning sessions may be through stories and drama acting in roles or an exciting event or visit leading to a variety of cross-curricular activities. Teachers plan exciting and fun experiences and activities to bring learning to life.

Indoor and Outdoor Provision

Continuous provision indoors and outdoors is more than just a choice of interesting resources; it is carefully planned areas resourced to continue the provision for learning in the absence of an adult. At Coberley resources are selected and levelled to meet the developmental needs of specific children. Effective areas of continuous provision are more than just "choosing." The careful structuring of areas of provision linked to assessments ensures high levels of engagement and attainment. Areas of continuous provision may include mark making areas, role play, construction, sand, water, dough, reading and craft areas.

Teaching and Learning Through Play

Each area of learning and development is implemented through planned, purposeful play and carefully considered continuous provision. This is facilitated through a mix of adult-led and child-initiated activities, which responds to each child's emerging needs and interests, guiding their development through warm, positive interaction.

Through play, our children explore and develop learning that helps them make sense of the world. It is an essential and rich part of their learning process, supporting them in all areas of development. Play is a powerful motivator encouraging children to be creative and to develop their ideas, understanding and language. Play is also flexible and able to suit the preferred learning style of the child. It can provide multiple ways for children to learn a variety of different skills and concepts.

We organise the day to provide a balance between the following:

- Child Initiated Activities - children make choices from within the learning environment to meet his/her outcome for learning.
- Adult Initiated Activities - practitioners provide the resources to stimulate and consolidate learning.
- Adult Directed Activities – children engage in planned activities to meet specific learning outcomes.

Impact

Observation, Assessment and Planning

Observation, assessment and planning are an on-going cycle of our EYFS setting at Coberley. When children start in Reception, practitioners observe and engage with them to make initial assessments which form a baseline. As all schools we undertake the statutory Reception Baseline Assessment as well as our own in house baseline assessment. From these baselines appropriate learning experiences are planned and all practitioners are aware of every child's developmental stages and needs and the next steps required to make progress in different areas.

Observations and assessments are on-going throughout the year and are formative; informing planning and provision in indoor and outdoor areas. They inform us of children's abilities, needs, interests and learning styles. Continuous provision areas will develop and change in response to assessments. Teachers plan an objective and deliver it in different ways to different children depending on the children's interests. Judgements will be made by using the Development Matters document as guidance. These will be recorded on the schools Insight tracking system, for HT and staff to view. Therefore observation, assessment and planning are the key to quality teaching and learning in the Foundation stage.

Observations and assessments take different formats. They may simply be short and long observations, photographic evidence, dated pieces of work, small group observations written up with quotes, whole class grids recording progress or individual record sheets in specific areas such as reading and phonics. Assessments inform individual, termly reports and parent interviews. Individual progress and next steps in different areas of development are discussed with parents. Observations and individual profiles are in every child's Learning Journey using 'Tapestry', which record images and provide key evidence over the

academic year. The electronic profile forms a holistic view of the child and are regularly shared with parents or guardians.

Forms of Planning in the EYFS

The observations and recorded next steps are used to inform planning. Effective planning provides varied and exciting activities that build upon children's previous knowledge, extending their ideas and consolidating their knowledge. Therefore, our practitioners plan weekly for the children, following the children's interests, considering all areas of development they have observed, as well as the children's learning characteristics.

Planning for phonics originates from Read, Write Inc. There is a weekly English plan which forms the basis of teaching children to read and write.

The weekly plan for Maths indicates the differentiated, main teaching activity and subsequent independent activities that are linked to the learning objective for that week. This learning objective is then a focus when adults are engaging in the children's play. Activities are set up to encourage the focus Learning Objective, however, adults are encouraged to engage with children's play and incorporate the focused Learning Objective in what the child is doing at the time.

Both the English and Maths planning is altered slightly later in the academic year to allow for preparation and to support the transition into KS1.

Activities that occur in the EYFS

The EYFS curriculum allows for a diverse and creative approach to teaching and learning. Although there are many opportunities to plan and teach holistically, some sessions call for more direct teaching. This will prepare children for their future educational journey at Coberley.

Morning sessions:

- Read, Write, Inc Phonics
Whole class session moving to small groups dependent on need and ability · Opportunities to explore and use taught skills independently during learning time, with resources prepared and supplied accordingly.
- An English or Maths: (White Rose Maths) focus input each morning, allowing time for children to immerse themselves in consolidating the taught skills through the exploration aspects of Reception.
- PE x1 a week.
- An English adult directed activity per week provides challenge for children through carefully pitched group activities.

Afternoon sessions:

- PE x 1 session and swimming from February to July
- Music and singing sessions each week.
- Forest Schools/Outdoor Learning rotational year group sessions.
- Planned and resourced activities linked to other areas of the curriculum and children's interests.

- On-going opportunities for children to use and apply skills through play and for the children to lead the learning through their interests

Transition into Coberley C of E Primary Foundation Stage

Transition into Coberley Primary School starts in the Summer Term before the children begin school. Once the child's place has been confirmed, the reception Class Teacher will arrange to contact the children at their Nursery or Preschool setting. It also provides the practitioner with the opportunity for professional discussions with preschool staff that know the child, providing a rounded picture of the child.

The children will also have multiple opportunities to visit their new setting. The Parents will be invited to visit Coberley for 2 stay and play sessions with their parents/ carers and all children are invited to attend a Teddy Bears Picnic at school without their parents for an afternoon to meet the current reception children who will be Y1 in their class when they start in September.

In the September, there is a staggered entry for the first week only where the children attend for mornings and stay for lunch but go home at 1:00pm. The children then attend full time for the whole day from the 2nd week of term joining their Y1 peers.

Transition to Year 1

The daily routine becomes more structured in preparation for in preparation for Year 1 and the National Curriculum in the summer term. The children have a smooth transition due to the mixed age setting and already being part of a class with Y1 children.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, are playing and their future role, in educating the children. We do this through:

- Talking to parents about their child before their child starts in our school.
- Giving children the opportunity to spend time with their teacher before starting school during transition sessions.
- Inviting all parents to an induction meeting during the term before their child starts school and again during the first half term of the child's Reception year in order to detail how we aim to work with their child, particularly in relation to reading and phonics.
- Encouraging parents to talk to the child's teacher if there are any concerns. We have an "open door" policy where parents can talk to staff about any concerns however minor. There are formal meetings for parents twice a year at which the teacher and parent discuss the child's progress. Parents receive a report on their child's attainment and progress at the end of each school year.
- Arranging a variety of activities throughout the year that encourage collaboration between child, school and parents including: stay and play sessions, celebration assemblies and school trips.
- Weekly newsletters sent home to inform parents of learning and events taking place in school.

- Tapestry provides a selection of observations from their child's electronic profile are shared with parents weekly, allowing them to view the learning that has taken place that week as well as a regular update on their progress that their child is making throughout Reception Year.

Inclusion in the Foundation Stage

At Coberley, we believe that all our children matter. We give our children every opportunity to achieve their best. In the Foundation Stage, we set realistic and challenging expectations that meet the needs of our children. Our planning reflects the needs of both boys and girls, children with special educational needs, children who are more-able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

In accordance with the SEND Code of Practice, the 'Graduated Pathway' is followed with 'My Plans' and 'My Plan+' being written for children with special needs and are reviewed three times a year. Practitioners also work closely with outside agencies such as the Advisory Teacher Service, the Educational psychologist, the Speech and Language therapist and the Occupational Therapist. These partnerships ensure that these children are having all of their need met.

Partnerships with vulnerable children's preschools are also built, with the SENCo who is the Foundation Stage class teacher attending prominent Team Around the Child meetings in the Summer term before school entry. This allows staff and the setting prepare for the children's arrival, making transition as smooth and successful as possible.

Every child's needs are different, but when a child is having difficulty progressing in any aspect of their development in the classroom this is recognised. We follow the whole school policy for special needs and disabilities (SEND). See the whole school policy on special needs and disabilities for a more detailed look at our procedures.

The roles of the EYFS Leader

It is the role of the EYFS leader is to keep up to date with developments in their subject areas, at both national and local level. They review the way the EYFS curriculum is taught in the school and plan for improvement. This development planning links to whole-school objectives. The leader reviews the curriculum plans to ensure that there is full coverage of the EYFS Statutory framework and that progression is planned into areas of learning and provision. The EYFS leader also keeps a portfolio of children's work, which s/he uses to show the achievements of children in each area and provides examples of expectations of attainment.

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- support staff development and improve the quality of teaching and learning over time;
- monitor pupil progress in that subject area by working alongside colleagues, book looks, pupil interviews, lesson observations and planning scrutiny;
- monitor and evaluate teacher's planning and teaching;
- keep self and other staff up to date with developments in their subject by relevant reading, INSET and policy development and update

- to liaise with appropriate bodies e.g. other schools, governors, the LEA etc. about matters relating to their subjects

The EYFS leader has responsibility for the day to day organisation of their phase. They monitor provision, ensuring that all classes are taught the full requirements of the EYFS Statutory Framework, and that all lessons have appropriate learning objectives. The EYFS leader oversees the work of her team and works collaboratively to ensure the support is there for development and there is a consistency across all areas of learning. Their role is to share good practice and ensure that fun, laughter and hard work underpin the teaching and learning in the EYFS.

Safeguarding & Welfare

Keeping Safe

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (See the Coberley C of E Safeguarding Policy).

Good Health

All children are provided with a healthy snack each day as well as being given the choice of milk. They have access to water at all times.

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. However, depending on a child's age and stage of development, they may need some support, for example 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 practice for the school to inform the school nurse 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.

Equal Opportunities

At Coberley C of E Primary School we aim to provide all pupils, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, equal access to all aspects of school life and work to ensure that every child is valued fully as an individual. Practitioners, as role models, are aware of the influence of adults in promoting positive attitudes and use that influence to challenge stereotypical ideas. For further information please see the Equal Opportunities Policy.

Monitoring and reviewing

It is the responsibility of all staff members to follow the principles stated in this policy. There is a named Governor responsible for the EYFS (Mr G Houghton). It is the governor's responsibility to monitor EYFS practice and standards and to provide feedback to the Head Teacher and whole Governing Body, raising any issues that require discussion. In addition, the Head teacher will carry out monitoring on the EYFS as part of the SDP and the whole school monitoring schedule.