



Madresfield C.E. Primary School



Early Years Foundation Stage (EYFS) Policy

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Date of next review: Spring Term 2027

Policy Owner: Headteacher/EYFS Lead

Our Vision

Ignite Illuminate Inspire

At Madresfield we are a caring inclusive school, where everyone is welcome as Jesus welcomed all. We work closely with all stakeholders to support our children in achieving their God given potential. Inspired by *Psalm 119:105 "God's word is a lamp to guide our feet and a light for our path"*.

As a school we aim to:

Ignite: to cultivate a love for learning and awe and respect for God's world.

Illuminate: to trust in God to guide us and develop our wisdom and compassion as we journey through school.

Inspire: to help our children to shine as we celebrate their successes and help them to develop into beacons of hope for others within our school and wider communities.

In order for children to achieve their potential we have in place and follow the following school rules:

Be kind- being kind to others.

Be ready- being ready to learn.

Be respectful- being respectful to all.

Be safe- being safe around school.

Equality and Diversity Statement

At Madresfield CE Primary School we promote equality of opportunity. We promote positive attitudes and encourage active participation of all stakeholders regardless of race, gender, disability, age, religion, belief and sexuality.

In so doing we strive to eliminate any unlawful discrimination or harassment of any group and where any such harassment is found appropriate action will be taken immediately.

This policy has been reviewed; to the best of our knowledge we do not feel it impacts negatively on any specific group or individual within our school community.

Statement of Intent

Our Early Years Foundation Stage (EYFS) Policy describes the framework upon which the practice and philosophy of the Early Years at Madresfield C.E. Primary School is based. This policy works in conjunction with the whole school policies of Madresfield C.E. Primary School.

1. Our philosophy

At the heart of the Early Years Foundation Stage at Madresfield C.E. Primary School are our children! We value each individual and their personalised learning journey. We recognise that to enable our learners to fulfill their potential we must begin with each child's unique starting point, and then inspire, challenge and support their learning, laying firm foundations for all future learning to build upon.

At Madresfield C.E. Primary School we have high expectations. We value play and firsthand experiences and design our creative curriculum around the needs and interests of our young learners to ensure that learning and teaching are purposeful, meaningful and memorable. We recognise our role in enabling our learners to develop emotionally, socially, physically, creatively, and intellectually and strive to provide a nurturing and exciting environment for learning which builds confidence, independence and curiosity.

2. Our Aims and Principles

We believe that the development of the whole child is crucial and that our provision underpins future attitudes towards learning.

At Madresfield C.E. Primary School we strive to provide children with a love for learning and life and aim to:

- provide a happy, caring, safe and secure environment, which meets the individual needs and interests of the children in which they can establish a solid foundation for a love of learning
- ensure that all children feel safe, valued and respected
- support children in building relationships through the development of social skills such as cooperation and sharing
- provide a high-quality curriculum in line with the Early Years Foundation Stage document
- support children in becoming aware of moral and social values and responsibilities which underpin the Christian values of our school
- encourage active learning through firsthand experiences during indoor and outdoor play and through verbal and non-verbal communication
- encourage children to develop independence within a secure and friendly atmosphere
- value the cultural diversity within our school, community and the wider world to encapsulate Modern British Values
- work alongside parents to meet each child's individual needs to ensure they reach their full potential.

As a school we are committed to providing our children with:

- a stimulating, sensory, language-rich learning environment
- positive role models who embody our Christian Values
- a balanced curriculum which takes children's different stages of development into account
- 'Essential Learning Experiences' to enrich learning and teaching opportunities
- the time to appreciate, explore, investigate and play in the local environment
- the opportunity to share their achievements with parents and the wider community
- a voice to share their thoughts and feelings, whilst helping to shape our school for the future
- the chance to take part competitively and co-operatively so to understand the importance of participation and learn to manage successes and disappointments.

As a Church school we give the highest priority to enabling our children to live happy and safe lives. We will implement this policy to reflect our distinctive Christian values.

3. Our Early Years Foundation Stage Curriculum

High quality learning and teaching within the Madresfield C.E. Primary School ensures that:

- Our children are at the centre of decisions about the curriculum in line with our vision and values as a school.
- The curriculum reflects the way that young children learn, through purposeful and well-planned play and firsthand experiences.
- We take account of children's previous learning and experiences and ensure that next steps in learning build upon these.
- The curriculum is planned to ensure continuity and progression in the development of key skills.
- The environment, both indoors and outdoors, is well planned and well-resourced to promote independence.
- Practitioners work in partnership with parents and colleagues.
- Practitioners have high expectations of all children.
- Practitioners understand how children learn and the developmental stages of growth and learning.
- Children enjoy learning.

At the heart of our teaching and learning in the early years at Madresfield are the characteristics of effective learning which are essential for children's development.

These are:

1) Playing and Exploring:

- Finding out and exploring;
- Using what they know in their play;
- Being willing to have a go.

2) Active Learning:

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

3) Creating and Thinking Critically:

- Having their own ideas;
- Using what they already know to learn new things;
- Choosing ways to do things and finding new ways.

At Madresfield, we work with pupils, right from the beginning of their school career in the foundation stage, to enable them to gain a strong recognition of these learning characteristics.

Our Early Years curriculum is supported by the statutory and non-statutory guidance for the Early Years Foundation Stage (Department for Education and Skills). Our Early Years Foundation Stage curriculum supports Learning and Development within seven main curriculum areas:

The Prime Areas:

1. Communication and Language
2. Physical Development
3. Personal, Social and Emotional Development

The Specific Areas:

4. Literacy
5. Mathematics
6. Understanding the World
7. Expressive Arts and Design

The seven areas identified			
The prime areas			
Communication and language	Physical development	Personal, social and emotional development	
• Listening, attention and understanding	• Gross motor skills	• Self-regulation	
• Speaking	• Fine motor skills	• Managing self	• Building relationships
The specific areas			
Literacy	Mathematics	Understanding the world	Expressive arts and design
Word reading	Number and numerical patterns	Past and present	Creating with materials
Comprehension	Shape, space and measures	People, culture and communities	Being imaginative and expressive
Writing		The natural world	

We plan topics that enable the children to meet the Early Learning Goals and work closely with subject leaders and the Year 1 and 2 teacher, to ensure that there is a good progression of skills and knowledge allowing the children to be ready for their next stage of education.

The Prime Areas

Communication and language

- Listening, attention and understanding
- Speaking

At the core of our curriculum is interaction with the children which enables them to develop communication skills. Throughout the year, the children will gain confidence to express themselves in a variety of social and learning situations. There will be opportunities for them to demonstrate their understanding in an assortment of ways and to contextually use a range of broad and rich vocabulary.

Physical development

Physical activity is vital in children's all-round development and enables them to flourish and pursue happy, healthy and active lives. The two focus areas are:

- Gross motor skills
- Fine motor skills

Physical development is at the heart of every area of learning as the children develop fine skills through a variety of play-based activities. Activities such as threading, construction, using pegs, tweezers, tools, using cutlery and malleable materials such as play dough, all enhance their hand eye coordination and ability to form letters for fluent writing. Reception pupils have weekly P.E. sessions where they develop gross motor skills such as negotiating space, demonstrating strength, balance and coordination and moving energetically in a variety of ways; running, jumping, dancing, hopping and skipping.

Personal, Social and Emotional Development

As this is such an important skill for the pupils to develop, we provide continuous opportunities for the pupils to develop skills in:

- Self-regulation
- Managing Self
- Building relationships

Integrated into the daily curriculum are opportunities for the children to develop all these skills through the play-based curriculum. These skills are also reflected in the values and beliefs that are taught to the children in whole school collective worship and behaviour policy. The children are taught about a healthy lifestyle and learn that physical activity is an important part of being happy and healthy. As the children become more independent, they learn to manage their own hygiene and personal needs as well as the importance of making healthy choices. Along with healthy food choices, this will include an awareness of sun safety, hydration, personal hygiene, screen time and good sleep routines.

The Specific Areas

Literacy

- Word Reading
- Comprehension
- Writing

At Madresfield C.E. Primary School, we believe that all our children can become fluent readers and writers. This is why we teach reading through Little Wandle Letters and Sounds Revised, which is a systematic and synthetic phonics programme. We start teaching phonics in Reception which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. The children read in small groups with a Little Wandle trained teacher or teaching assistant and read each book 3 times; for decoding, to develop prosody and to develop comprehension skills.

Word Reading

The Early Learning Goal (ELG) states that children should be able to:

- say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

In order to work towards the ELG, all pupils take part in daily phonics sessions. Particular focus is placed on blending and segmenting skills which are also shared with the parents in a phonics workshop, usually in the Autumn term. Within the classroom, reception pupils have a 'reading corner' where they can go and explore a wide variety of texts; both fiction, non-fiction, poetry, traditional and modern texts along with a text rich environment, often linked to our topic.

Parents are expected to listen to their child read for a short period of time daily. The children will take home a phonetically decodable book that is closely matched to their phonic knowledge from a range of reading schemes in order to practise their reading skills at home. We ask that each phonics practice book is read 3 times; firstly, for decoding, secondly to develop prosody and thirdly to develop comprehension skills.

In addition, we strongly encourage parents to share a story with their child each day. By being read to, the children not only develop comprehension skills and prosody by listening to different character voices or expression, they also begin to value the enjoyment that is found in reading for pleasure.

The common exception words are taught throughout the Little Wandle phonics programme too. The 'tricky' part of the word is taught and these will be shared with parents and children so that they can then practise reading and writing them at home too.

Comprehension

The Early Learning Goal (ELG) states that children should be able to:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

During focus reading sessions and whole class reading, children will be asked to answer questions relation to what they have read or heard; including the meaning of new words. This enables the children to develop purposeful reading skills and also a love of reading for pleasure.

Writing

The Early Learning Goal (ELG) states that children should be able to:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

In addition to their daily phonic sessions, pupils are provided with the opportunity to write for a variety of different purposes: lists, labels, recipes, names, menus, stories etc. When children enter reception class, mark making is encouraged and promoted. Writing opportunities are available in all areas of the classroom, both inside and outside. Many of the physical development activities will help to support their writing ability and correct letter formation.

The children will sometimes work in a focus group to practice specific skills with an adult. The spelling of irregular common words should be correct and they will be taught how to use word mats and working walls to aid their writing. Many of the Communication and Language and Physical Development objectives further support effective writing. This may be to say and remember a sentence, considering finger spaces between words and punctuation such as a capital letter and full stop. They will record some work in their writing book and their self-initiated work may be added to these.

Mathematics

- Number
- Numerical Patterns

Number

The Early Learning Goal (ELG) states that children should be able to:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

The Early Learning Goal (ELG) states that children should be able to:

- Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

As the children make progress towards the Early Learning Goal, they have opportunities to demonstrate their mastery skills in a range of appropriate activities, both inside and outside of the classroom. They will learn some of the strategies found within the key stage 1 curriculum such as the use of ten frames, part-part whole models and the representation of numbers in different ways. This will help them to develop a sound early understanding of the number system.

Adults, in all areas of the classroom, will model mathematical language and use questioning to deepen the children's understanding and enhance their learning. Some activities will be child initiated and others will be planned focus activities. It is important that children develop positive attitudes and interest in mathematics, look for patterns and spot connections. Children will be encouraged to 'have a go' and talk about what they have noticed and not be afraid to make mistakes.

Understanding the World

- Past and Present
- People, Culture and Communities
- The Natural World.

Through the variety of topics taught, the pupils build a range of knowledge and skills about their local community and the natural world around them. As we teach our Christian Values, the children will be sensitive to differences and curious as they learn how to take care of the world around them and each other. Families are encouraged to share their skills with reception class as we learn about each other; may this be culturally or to learn about different professions. We aim to visit local areas to provide a range of personal experiences to foster an understanding and increase their knowledge of the world around them, enriching vocabulary too.

Expressive arts and design

- Creating with materials
- Being imaginative and expressive

The creation station and the role play areas in the classroom offer the opportunity for the children to develop skills such as using scissors and explore a range of materials to demonstrate their creativity and imagination. Role play also helps to develop their language skills and making relationships (PSED). The children are encouraged to choose their own resources and to share their creations, explaining the processes they have used.

4. Assessment

We believe that assessment is a key element in the success of a child's learning journey and is a crucial part of the planning and learning cycle. Observations are carried out in both planned and spontaneous contexts and are used to support the judgements of the children's learning.

Early Years practitioners use both formative and summative assessment to identify what children know and can do and what needs to be done next in order to move their learning forward.

In Reception it is a statutory requirement to assess each child against the Early Learning Goals (from the Early Years Foundation Stage Profile). This happens at the end of the Reception year and the children will be assessed as being – Emerging (Working towards the Early Learning Goal) or Expected (Have achieved the Early Learning Goal)

Termly assessments are carried out to monitor children's learning and progress. Adults use their knowledge of the children – informed by interactions, observations and formal assessments such as phonics data to complete the assessments. These are subsequently used to discuss children's progress with the Senior Leadership Team (SLT) and will inform their next steps.

5. Organisation

5.1 Reception

5.1.1 At Madresfield C.E. Primary School we allocate 15 children in each cohort. The Reception class is housed within the main school building, with free flow between the inside classroom and outside area. The Reception class has its own children's toilet facilities.

5.1.2 The style of learning and teaching and organisation of the curriculum changes in line with the development needs and interests of the current cohort and in line with recent educational developments. Staff plan for focus learning and child-initiated opportunities and organise free flow provision daily.

5.1.3 The Reception team plans weekly and works alongside the rest of the school in its curriculum.

5.2 The Learning Environment and outdoor spaces

5.2.1 The Early Years Foundation Stage learning environment at Madresfield C.E Primary School is designed around the developing needs of the children. The free flow arrangements enable children to make choices in the context for their learning and the environment is adapted so to enable staff to respond to developing interests and themes.

5.2.2 Areas for learning within the classroom are demarcated to support children in making choices. Resources are freely accessible and clearly labelled to enable children to develop independence skills. Display spaces are interactive to support children in consolidating their learning and are used to celebrate achievements, inspire and support.

5.2.3 Children will have access to an enclosed outdoor environment, and daily access to the outdoor environment is planned, unless circumstances, such as the weather, would make outdoor activity inappropriate and unsafe.

6. Parental Engagement

We value the contribution of parents and carers in their child's life at Madresfield including their involvement in the assessment process. Staff are readily available at the end of each school day for questions and discussions. Parents are invited to share in their child's learning and development through sharing using Class Dojo's. Parents also have consultations to review their child's learning and progress. A written report is sent out to all parents and carers at the end of the Reception year. Throughout the year parents are invited to share their child's personal achievements. In addition, parents are invited to stay and play sessions along with curriculum workshops.

7. Transition to Madresfield C.E. Primary School

Establishing smooth and successful transition into and out of the Early Years Foundation Stage is fundamental at Madresfield C.E. Primary School. Successful transition is facilitated by:

- Induction meetings where parents and carers can meet school staff and find out how Reception works at Madresfield and how to help their child to be 'school ready'
- Home visits to provide opportunity for the Reception class teacher and teaching assistant, the child and their families to meet in comfortable and familiar surroundings.
- School visits where children will become familiar with the Reception setting during the summer term prior to starting in Reception.
- Preschool/Nursery visits to liaise with previous settings.

8. Role of the Foundation Stage Lead

8.1 It is the role of the Foundation Stage Lead under the guidance of the Head Teacher:

- To oversee and support the delivery of the Early Years Foundation Stage Curriculum and to ensure progression and development.
- To monitor planning and quality of delivery of the Early Years Foundation Stage curriculum.
- To keep abreast of developments within Early Years and carry out INSET when required.
- To analyse assessment data to inform learning and teaching within the Early Years
- Identify key areas for development – implement annual action plans, reviewing and evaluating progress and developments.