



Lancaster Christ Church C of E Primary School

Have Faith...In yourself...In others...In God.

Early Years Foundation Stage Policy

School Ethos and Christian Values

Lancaster Christ Church is a caring school with a strong sense of community. We value the uniqueness of every child and are committed to a fully inclusive learning environment.

With Christ at our centre, we encourage all children to grow and learn surrounded by love and a feeling of belonging. We strongly believe that every child matters, value all individuals and celebrate diversity.

We want our children to become confident, resilient, independent learners with a strong sense of self-worth and a caring attitude towards others.

We encourage all children to *'Have faith...'* in themselves, in others and in God, as we believe that **"Nothing will be impossible with God." Luke 1:37**

We are committed to providing a broad and balanced curriculum which provides rich opportunities for children to explore a range of subjects, thus developing a variety of knowledge, skills and interests which they can apply to opportunities, responsibilities and experiences in later life.

We are proud of our varied demographic and ensure that all children have opportunities to be successful, valuing the range of ways in which this success can be achieved.

Therefore, to support children to *'Have faith...in yourself, in others and in God'*, we have designed our curriculum which enables all children to flourish as individuals. This is underpinned by our curriculum intent:

"Each of you should use whatever gift you have received to serve others, as faithful stewards of God's grace in its various forms."

1 Peter 4: 10

We aim to:

- ensure the distinctive nature of our Church school with the Christian Faith underpinning all that we do.
- create a nurturing environment where everyone can feel safe, supported, and valued.

Policy Written by: Gemma Hooper/Emma Simpson

Date Written: February 2020

Version: 05

Last Updated: Sept 2025

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- involve parents, carers, the church, and the wider community to enrich children's learning and cultural capital.
- provide an ambitious, relevant, and coherently planned and sequenced curriculum that supports children's ability to know more, remember more, and be able to do more.
- equip our children with the knowledge, skills, experiences, and attitudes they will need to successfully contribute to our future society.
- enable all children to reach their full potential through high quality teaching, targeted academic support and wider approaches.

Context

This policy should be read alongside the following:

- Acceptable Use Policy
- Attendance Policy
- Behaviour Policy
- Complaints Procedure
- Curriculum Policy
- First Aid Procedure
- Health and Safety Policy
- Information Security Policy
- Intimate Care Policy
- Medicine Management Procedure
- Online Safety Policy
- Prevent Policy
- Records Management Policy
- Safeguarding and Child Protection Policy
- Safer Recruitment Policy
- SEND Policy

Introduction

"All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential."

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Statutory Framework for the Early Years Foundation Stage, September 2025

Early Years Foundation Stage Curriculum

The **INTENT** of our EYFS Curriculum

Areas of Learning and Development

There are **seven areas** of learning and development that set out what we teach the children in our setting. All areas of learning and development are important and inter-connected.

Three prime areas are particularly important for learning and forming relationships. They build a foundation for children to thrive and provide the basis for learning in all areas.

These are the prime areas:

- Communication and language
- Physical development
- Personal, social and emotional development

We also provide support children in **four specific areas**, which help strengthen and develop the three prime areas, and ignite children's curiosity and enthusiasm.

The specific areas are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive

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questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Personal, Social and Emotional Development Children's personal, social and emotional development (PSED)

PSED is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives¹¹. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

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Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

At Lancaster Christ Church School we aim to deliver a high-quality Early Years curriculum that gives pupils opportunity to become confident, successful members of society with a secure grasp of all 7 areas of learning within the Early Years Foundation Stage. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We believe that every child deserves the best possible start in life and the support that enables them to fulfil their potential.

Policy Written by: Gemma Hooper/Emma Simpson

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The overarching aim of the Early Years Policy at Lancaster Christ Church School is to promote the principles of the EYFS Statutory Framework (September 2025) and the non-statutory curriculum guidance, Birth to five matters (September 2021).

The Statutory document states the requirements for schools and early years settings to support children's learning and development and safeguarding and welfare. The Statutory framework briefly sets out the educational programmes and the early learning goals for each area.

Birth to 5 Matters provides comprehensive guidance, drawing on previous guidance for the Early Years Foundation Stage (EYFS) which has been updated in order to reflect recent research, to meet the needs of practitioners, to respond to current issues in society, to meet the needs of children today and to lay a strong foundation for their futures.

Aims of the Policy

The key aims of this policy are to ensure that teaching and learning in the Early Years Foundation Stage is delivered to a consistently high standard, and that pupils have access to a range of high-quality experiences which inspire and challenge them.

The Early Years Foundation Stage at Lancaster Christ Church aims to provide:

- Quality and consistency in all early years settings, so that every child makes good progress, and no child gets left behind.
- A secure foundation through planning for the learning and development of each individual child and assessing and reviewing what they have learned regularly.
- Partnership working between practitioners and with parents and/or carers.
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

From the Statutory Framework for the Early Years Foundation Stage, September 2025

The *IMPLEMENTATION* of our EYFS Curriculum

Themes, Principles and Practice

Four guiding principles shape our practice in early years. These are:

- 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.

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- 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” at paragraph 1.18). The framework covers the education and care of all children, including children with special educational needs and disabilities (SEND).

From the Statutory Framework for the Early Years Foundation Stage, September 2025

EYFS Provision at Lancaster Christ Church School

Staff in the early years are:

- Mrs Gemma Hooper – Early Years Leader and Reception Class Teacher (Paediatric First Aid trained)
- Miss Janine Chappell – Teaching Assistant/ HLTA Paediatric First Aid trained
- Miss Charlina Harrison-TA Paediatric First Aid trained
- Mrs Allison Collins - TA Paediatric First Aid trained
- Miss Emma Nicholson-1:1 TA Paediatric First Aid trained
- Mr Matthew Muir 1:1 TA -Paediatric First Aid trained

Key Person

The named key person for all children within the Reception class is the class teacher but all staff within the setting play a key role in ensuring that every child feels safe and cared for.

In the Reception class, all members of staff work as a close team and ensure there are opportunities for children to experience consistent interactions and expectations.

This helps children as they transition between home and school, where the environment and routines may be very different.

All staff take responsibility for facilitating learning and assessment opportunities. At some points of the day other familiar adults take over the key person role for short periods of time. For example, at lunchtimes the midday supervisors support the children whilst they eat lunch and socialise with their peers on the playground.

The role of the key person within the class is to:

- help the child become familiar with the setting and provision within the setting

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- offer a settled relationship for the child
- build relationships with the child's parents
- ensure the child's learning and care is tailored to meet their individual needs
- engage and support parents in guiding their child's development at home
- have a deep knowledge and understanding of the child
- help families engage with more specialist support if appropriate

Organisation and management of provision

Early Years provision at Lancaster Christ Church school is organised as a single Reception class of 30 pupils aged 4-5 years. The class has its own outdoor area which is split over two levels and is separate from the main Key Stage 1 playground so that children can access the outdoors as part of their classroom provision. Reception have access to their own bathroom facilities within the classroom.

A wide range of indoor /outdoor equipment and resources are available to meet the needs of the children in the early years and the children also have access to other equipment and facilities throughout the school, e.g. computer suite, hall, etc.

Children in the Reception class are very much part of the whole school and as such take part in all whole school activities including daily worship and whole school enrichment activities such as the annual dance showcase. Children in Reception eat lunch in the school hall with children in Key Stage 1, and children in Reception, Year 1 and Year 2 all play together at breaktimes.

The day is split into four main sessions, two in the morning and two in the afternoon. Each day children access continuous provision resources alongside adult led group activities. Access to the outdoors is free-flow during all main sessions. Typically, literacy and numeracy group teaching and activities are carried out in the mornings and theme-based group or class teaching takes place in the afternoon. There is a whole class phonics session each day.

Opportunities for children to develop their skills in PE are timetabled, and each week, children in the Early Years Foundation Stage take part in RE lessons, using resources from Blackburn Diocese 'Questful RE' syllabus.

Timetables in the Early Years Foundation Stage are flexible to allow them to work around the needs and interests of the children. The curriculum ensures that children are prepared for their next stage in education and learn the skills, knowledge and concepts as laid out in the Lancashire EYFS Planning for Learning Document.

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Classroom organisation

At Lancaster Christ Church we encourage the development of independence in children, and the classroom is set up to reflect this. Clearly defined areas which support all seven areas of learning house resources which children can access and tidy away by themselves. The Early Years Foundation Stage includes a range of areas for continuous and enhanced provision, which change frequently, depending upon the needs and interest of the children. As a minimum, the following areas are accessible to the children:

- Role play area
- Writing table
- Maths area
- Construction area
- Small world play
- Water play
- Reading / book area
- Creative area
- Outdoor area
- Exploration area- observations linked to knowledge and understanding of the world

Phonics and Reading

At Lancaster Christ Church School we follow the **Twinkl Phonics programme**, which is a DfE validated scheme. Children in Reception, Years 1 and 2 have a daily phonics lesson which includes a balance of reading and writing activities. When appropriate, children are split into groups in order to deliver phonics sessions at a level which is suitable for their abilities and needs. Children who require additional support in phonics and/or reading are withdrawn at appropriate times throughout the week by Teaching Assistants for additional phonics support and additional 1:1 reading.

In the Foundation Stage and Key Stage 1, we use **Rhino Readers** as our primary reading scheme. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read. All children are encouraged to read at home regularly. This is recorded in a Reading Record book, which should be present in school daily. Teachers and Teaching Assistants will listen to children read individually at least once a week and will ensure that books are changed, if required, at least twice per week. Individual reading sessions seek to develop reading and phonics skills including fluency, expression and comprehension. In the Foundation Stage there is an emphasis on adults listening to children read individually, with guided reading being used where appropriate.

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RE

The Foundation Stage class use the Blackburn Diocesan Board of Education RE Syllabus which has specific units for Reception written in line with the Early Years Foundation Stage Statutory Framework.

While the statutory requirement for RE does not extend to children under compulsory school age, it can form a valuable part of the educational experience of children in the EYFS. It can contribute particularly to:

- Personal, Social and Emotional Development
- Communication and Language
- Literacy
- Understanding the World
- Expressive arts and Design.

The Programme of Study for the Foundation Stage in the Agreed Syllabus was written giving special attention to the Early Learning Goals and will contribute to children achieving them by the end of the Reception year.

The Foundation Stage and Key Stages 1 and 2 have allocated 10% of curriculum time to RE each week for the teaching of RE. This equates to around 1 hour per week in the Foundation Stage and key stage 1 and 1 hour and 10 minutes per week in key stage 2.

The units covered each year are set out in the Blackburn Diocesan Board of Education Agreed Syllabus. Approximately 60 – 70% of time given to Religious Education will be devoted to the teaching of Christianity, with aspects of other world faiths studied for the remaining 30 - 40% of curriculum time allocation. Christian teaching is also delivered in Collective Worship which takes place each day.

In line with the principles of the EYFS (**unique child, positive relationships, enabling environments, learning and development, safeguarding, assessment**) our practice starts with the child and their individual/cognitive development. We observe and assess children on-entry to determine their needs, interests, abilities and skills which we use to develop our curriculum. We offer a play-based curriculum inside and outside the classroom which is carefully organised and planned for and includes opportunities for children to develop knowledge and skills through a wide range of opportunities and experiences. Play is fundamental to children's development, building their confidence as they learn to explore, to think about problems, and relate to others.

We use Birth to five matters and Lancashire EYFS Curriculum Framework when planning provision to support learning and development across all seven areas of learning & development /aspects, and when planning for characteristics of learning.

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Our pedagogy is founded on the needs and interests of the children. The curriculum in the Reception class adopts a theme-based approach which is built around a detailed knowledge of child development, children's interests, the seasons of the year, the church calendar, a core set of Christian values, a broad range of stories and books and the developmental milestones of the EYFS.

We aim to give all children a love of reading and a wide vocabulary. We aim to ensure children's access to a diverse and appropriate range of books containing exciting and gripping stories, evocative and fascinating language, thought provoking imagery and situations which will develop their imagination, understanding of the world, emotional resilience and empathy.

Our curriculum is implemented in a considered structured way, by staff modelling and teaching in continuous provision using activities which develop children's skills, knowledge and understanding. This adult led/adult guided learning enables them to learn independently in continuous provision, building on, practising and developing what they have been working on. Children's interests are developed through indoor and outdoor areas and stations of continuous and enhanced provision.

Key learning is developed through children's interests, topics and themes in continuous provision, adult led and adult guided learning and is sequenced through observation, assessment and planning.

The curriculum at Lancaster Christ Church has been developed in line with the EYFS requirements for observation, assessment and planning. Please refer to the curriculum overview in Appendix 1 for details of how each area and aspect of learning in the curriculum is planned for and sequenced throughout the year in order to ensure essential skills and knowledge are covered. Please refer to Appendix 2 to see the Lancashire Key Learning document which we have used to plan out our key learning throughout the Reception year.

Visits and Visitors

We believe that first-hand experiences are essential for all children, and particularly so in the Early Years Foundation Stage. At Lancaster Christ Church, we encourage teachers to plan regularly for visits and visitors which tie children's learning into the 'real world'. In the Early Years Foundation Stage, we use the local area and its many amenities to support and extend children's learning in the classroom throughout the year. We aim to take the children on a visit or bring a visitor into the classroom at least termly. All visits outside of the classroom are recorded on the schools proforma for risk assessments and are submitted for approval via EVOLVE.

The wider curriculum at Lancaster Christ Church consists of:

- Educational visits - including to Williamson's park and Butterfly House, our local church (Christ Church) and a seaside town (Blackpool or Morecambe).

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- Local walks - seasonal walks for autumn and spring, visits to the church.
- Visitors - family members including baby and mothers, a doctor and nurse, visitors from different cultures where available, fire brigade, police and PCSOs, local charities e.g. NISCU, members of the clergy.
- Opportunities to access the local and wider environment including shops, parks, countryside, libraries, woodlands, the beach.
- Links with all feeder pre-school playgroups, day nurseries and local authority-maintained nurseries.

EYFS Planning for Teaching and Learning

Learning through play is an important part of the Early Years, and we believe that children learn best from activities and experience which interest and inspire them. Using children's interests as a starting point, we provide children with stimulating, active play experiences in which they can explore and develop their learning to help them make sense of the world. Through play, children are able to practice skills, build upon and revisit prior learning. Adults take an active role in children's play through observation, modelling, facilitating and extending.

We ensure that there is a balance of adult-led and child-initiated activities across the day.

We include direct, carefully planned, adult-led experiences for children in the form of structured adult-led teaching and adult-led group activities. These are particularly important in helping children to learn specific skills and knowledge.

Characteristics of Effective Learning

In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning are:

- playing and exploring - children investigate and experience things, and 'have a go';
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. (DfE 2017, 1.9)

Measuring the *IMPACT* of our EYFS Curriculum

Policy Written by: Gemma Hooper/Emma Simpson

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At Lancaster Christ Church School we are working towards all children achieving the early learning goals by the end of the reception year. Birth to five matters is used to help staff identify children's developing knowledge, skills, understanding and attitudes as they make progress towards the early learning goals, throughout the foundation stage.

Observation and Assessment

As part of our daily practice, we observe and assess children's development and learning to inform future plans. We record observations in a variety of ways, including use of technology for observations when appropriate. Reducing unnecessary paperwork is a key aim of the new early years foundation stage (EYFS) framework. This is so we can spend more time engaging with children. We aim to gather useful information, rather than producing lots of tracking data and documentation, or following checklists. Practitioner knowledge of the children is the most important form of assessment evidence. Teachers, Teaching Assistants and Parents are all encouraged to contribute towards children's assessment. In the autumn and spring terms, parents are invited to attend a Parents Evening, and in the summer term, they are provided with a written report which outlines their child's development against the Early Learning Goals and the characteristics of learning. Parents are given the opportunity to discuss these judgements with the Reception teacher.

We use summative assessment in our setting to ensure that:

- Practitioners have a clear understanding of a child's progress across all areas of learning and development.
- Parents understand their child's progress and are helped to support learning and development at home.
- Concerns about individual children's progress are identified and addressed.
- The quality of provision is monitored, and improvements made where necessary.
- The progress of groups of children can be monitored to make sure they are being given the best opportunities to learn.
- The staff have the skills and knowledge they need to enable the children to make progress.

On Entry Assessment

During the summer term prior to the children starting school, the class teacher aims to visit all feeder settings to meet the children, talk to the key person for each child and to gather assessment information. Most settings provide school with the Lancashire Transition Document.

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During the first week in September all parents are offered a home visit by the class teacher and teaching assistant. At this visit the staff meet the child and parents and the visit provides an opportunity to talk and gather important information. Parents are invited to complete a new starter's questionnaire which helps to ascertain the parents' views on their child's development in each area of learning as well as building a rounded picture of their child's likes, dislikes and interests.

This together with information gathered from use of the government baseline assessment and initial teacher assessments conducted during the first few weeks in school, is used to form a baseline assessment of each child's development across the seven areas of learning.

From this baseline differentiated activities are then planned for individuals and groups of children in order to progress their learning and development.

Statutory Assessment

From September 2021 a statutory baseline assessment was introduced for all schools. This is conducted within the first 6 weeks in the autumn term by adults within the Reception Class and should take no more than 20 minutes per child.

Statutory assessment for reception is the Early Years Foundation Stage Profile which takes place at the end of the school year in reception and is reported to the local authority. The revised Early Learning Goals took effect from September 2021.

The EYFS profile is intended to provide a reliable, valid and accurate assessment of each child's attainment at the end of the EYFS. It is made up of an assessment of the child's attainment in relation to the 17 early learning goal (ELG) descriptors. Teachers may provide a short narrative describing how the child demonstrates the 3 characteristics of effective learning.

Practitioners are expected to use their professional judgement to make these assessments, based on their knowledge and understanding of what the child knows, understands and can do.

The EYFS profile is a statutory assessment of children's attainment at the end of the early years foundation stage (known as a summative assessment). Day-to-day informal checking of what children have learnt will inform teaching and learning on an ongoing basis throughout the final year of the EYFS. This will include identifying areas where children may be at risk of falling behind, so that practitioners can provide rapid, effective support. The early learning goals (ELGs) are what is assessed at the end of the Reception year and should not be used as a curriculum.

From the Early Years Foundation Stage Profile Handbook 2021

Policy Written by: Gemma Hooper/Emma Simpson

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Local Authority and EYFSP exemplification materials are used to moderate judgements in relation to the 17 ELGs in each of the seven areas of learning. It is no longer a statutory requirement that Local Authority's must provide moderation, however, the EYFS leader attends moderation as part of the local cluster and EYFS Update sessions, during which outcomes within the EYFS are moderated as part of the school's annual moderation cycle.

Assessment information is shared during the summer term with Year 1 staff to ensure effective transition into key stage 1. This includes the profile and a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning.

Parental Engagement & Involvement and Reporting to Parents

At Lancaster Christ Church, we recognise parents as a child's first educator, therefore we actively encouraged them to be involved in school life. This begins in June, before their child starts school, with the Parents Induction Meeting. Information about the induction process and starting school is shared, and parents are given an opportunity to meet key staff and other parents. They learn about how they can prepare their children for starting school as well as how they can support their children at home once they come to school. Following this, the children are invited to attend two shared sessions as part of the Induction process, to which parents are welcome to stay.

Prior to children starting school in September, the class teacher, alongside the teaching assistant, offer home visits for every child. Most parents accept this offer. This is an opportunity to talk on a more one-one basis and a chance for the teacher to explain school procedures – such as reading at home.

Close parental links are maintained throughout the year and parents, grandparents or significant others are encouraged to attend half-termly 'Stay and Play' sessions, hosted by the Early Years Foundation Stage staff, which explain methods of teaching and learning in a range of areas of learning and allow parents to experience their child's school learning in action. There are also opportunities for parents to attend a formal Parents Meeting each term and a written report is sent home to parents in the Summer detailing their child's achievements against the early learning goals.

We offer opportunities each morning as the children arrive for informal discussions and information sharing between parents and EYFS staff. EYFS staff are present on the playground every afternoon should a parent / carer need to speak to them. Frequent home-school contact regarding reading is maintained through the shared reading diary. Parents are encouraged to record their comments every time their child reads.

Policy Written by: Gemma Hooper/Emma Simpson

Date Written: February 2020

Version: 05

Last Updated: Sept 2025

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Each half term a curriculum newsletter is sent home to parents which outlines what the children will be learning during that half term and how best parents can help them at home. The school website also provides information for parents on how to support learning at home, school policies and procedures.

Safeguarding

Within our school, safeguarding is a priority. We recognise that 'Children learn best when they are healthy, safe, secure, when their individual needs are met, and when they have positive relationships with the people caring for them.'

From the Statutory Framework for the Early Years Foundation Stage, September 2025

We follow the policies and procedures set out for the whole school in relation to Safeguarding and Child Protection, including Safer Recruitment, Health and Safety, Medicine Management, First Aid, Behaviour, SEND, GDPR and Complaints.

Provision for children with Special Educational Needs

We value all the children in our school equally and we recognise the entitlement of each child to receive the best possible education.

- Children with additional needs are identified quickly and strategies are put in place to meet their needs. Effective liaison with feeder settings and meetings with parents prior to children starting at school ensures that we are able to meet additional needs as soon as possible.
- When a child first has additional needs identified they are placed on the cohort provision map. This details targets and interventions to meet their needs. A one-page profile is also created for them which outlines their relevant history, their needs and difficulties and how best to support them as well as what people like and admire about the child and what is important to them.
- Children who are placed on the cohort provision map may then need an individual provision map if their needs are greater.
- Children in the Reception class have the same graduated approach to SEN as the rest of the school.
- The headteacher teacher is the school's SENCO.
- The Reception class is fully inclusive and we ensure that children with SEN are able to access the same curriculum, with appropriate support at their own level, and have the same opportunities as everybody else.

Within a caring and mutually supportive environment we aim to:

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- Build upon the strengths and achievements of the child
- Create an environment in which all individuals are valued, have respect for one another and grow in self-esteem.
- Give equal access to all aspects of school life through academic, social and practical experiences. This will allow all children to experience success regardless of SEN, disability or any other factor that may affect their attainment. This is in so far as it is reasonably practical and compatible with the child receiving their special educational provision and the effective education of their fellow pupils.
- Ensure that effective channels of communication are sustained so that all persons including parents and carers are aware of the pupil's progress and Special Educational Provision made for them.
- Assess children regularly so that those with SEN are identified as early as possible.
- Enable pupils with special educational needs to make the greatest progress possible.
- Work towards developing expertise in using inclusive teaching and learning strategies.

Staff Development

All staff working in foundation stage have regular access to training including for school-based INSET, local authority courses, clusters, national training and further qualifications for early years staff.

The identification of training needs for teaching and non-teaching staff will take place through the school's performance management cycle.

The Early Years co-ordinator and Headteacher will ensure that:

- appropriate dissemination of training/materials/good practice takes place regularly.
- a record of INSET activities is maintained.
- teaching and learning is monitored formally by performance management and appraisal systems and informally through provision audits, talking to children, peer review and support.
- there is an assessment of the impact of training on the quality of teaching & learning.

Monitoring and Evaluation of the Policy

This policy will be reviewed annually and updated in the light of new developments. Progress will be monitored and evaluated via the action plan. Progress on the annual targets will be reported in the Annual Governors Report to Parents.

The governor with specific responsibility for EYFS is Sarah Doggett .

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Reviewing the policy

The policy will be reviewed every three years as part of the school's evaluation cycle.

This policy was reviewed and agreed by the Standards Committee on behalf of the Board of Governors of Christ Church Church of England Primary School on: 24th February 2026.

The scheduled review date of this policy is: February 2029

Signed:

(On behalf of the Governing Body)

Date:

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REVIEW

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
1	Original	February 2020
2	<ul style="list-style-type: none"> Several changes to the introduction reflecting the revised statutory framework for the EYFS and new version of Development Matters. Changes to the Intent section to reflect the changes in the new Statutory Framework for the EYFS and related changes within the Lancashire Key Learning document. Detail of all the key learning points removed from body of policy and updated key learning document attached as appendix to policy. Changes to the statutory assessment section in line with statutory changes from September 2021. 	June 2021
3	<ul style="list-style-type: none"> Change to staffing section to reflect changes in personnel. Morning break time changed by 5 minutes. Changes within organisation and management of provision section to reflect that phonics can no longer take place first thing due to the timing of worship. Changes to worship times in intent section. Changes to observation and assessment section to reflect the changes within the 2021 revised framework aimed at reducing unnecessary paperwork. Slight change to the open door policy to reflect changes since covid. 	Jan 2023

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4	<ul style="list-style-type: none">• Changes made to reflect changes in staffing in the Reception class from January 2024.• Sections on reading and phonics merged and changes made to reflect the introduction of the Twinkl Phonics scheme from September 2023 and subsequent changes to the reading scheme.• Changes to the EYFS intent section to include the intent diagram.• Changes made to Worship times.	Jan 2024
5	<ul style="list-style-type: none">• Changes from use of developmental matters to birth to 5 matters.• Information about staff (EYFS lead) changes.• Changes to overview of the EYFS curriculum and published on website.• Changes to morning procedures for parents• Change to the EYFS named governor.	Sept 2025

Policy Written by: Gemma Hooper/Emma Simpson

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