



Crazies Hill Church of England Primary School

Early Years Foundation Stage (EYFS) Policy

Committee Responsible:

Staffing & Curriculum

Date of Next Review:

Autumn 2027

Version	Date Reviewed	Changes	Date Approved
1	November 2018	New format	07/12/2018
2	October 2021	Scheduled Review	22/10/2021
3	November 2025	Updated provision and monitoring	21/11/25

Crazies Hill Church of England Primary School

Vision:

‘A tree is known by its fruit; people by their actions’
(based on Matthew 7 verse 20)

Our vision is that our ‘fruit’ will be children and adults who have the resilience to weather life’s ups and downs, respect for themselves, others and their environment and the ability to build and maintain good working relationships with all in their community so that they can ‘be the best that they can be’.

Values:

Relationships

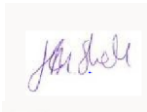
Resilience

Respect

Guided by our values of relationships, resilience and respect we provide a nurturing environment with academic excellence at its heart and develop caring, resilient members of society with strong values enabling them to thrive in modern British society.

Crazies Hill Church of England Primary School values highly its Christian ethos, its close links with local churches and the Diocese of Oxford. We provide a distinctively Christian, yet inclusive, environment in which each child is motivated to acquire skills for life and a love of learning. As a church school, we welcome applications from Christian families, and those of other faiths or none. We ask all to respect this ethos and its importance to the whole school community.

Signed:



Jo Shell, Head of School

Signed:



Lesley Turville, Chair of Governors

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. The EYFS seeks 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 learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed 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.

The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

A Unique Child

At Crazies Hill CE Primary School, we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/ sharing assemblies, to encourage children to develop a positive attitude to learning.

Inclusion

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at Crazies Hill CE Primary School are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school.

In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

Within the EYFS, we establish high yet realistic expectations that reflect the individual needs and abilities of all our children. Our planning is carefully designed to ensure inclusivity and equity, addressing the needs of boys and girls, children with special educational needs and disabilities, those who are more able, and children from a wide range of social, cultural, ethnic, and linguistic backgrounds.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence.
- Adopting a 'keep up, not catch up' approach by offering targeted one-to-one support, ensuring that all children have the opportunity to remain at pace with their peers and have equal access to learning.
- Monitoring children's progress and understanding daily across all 'subjects' to determine who needs a 'keep up, not catch up' session.
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively.
- providing a safe and supportive learning environment in which the contribution of all children is valued.
- using resources which reflect diversity and are free from discrimination and stereotyping.

It is important to us that all children in school are and feel safe. We aim to educate children on boundaries, expectations, safety rules/ limits; to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children.

Safeguarding and Welfare

"Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them."

At Crazies Hill CE Primary School, we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage. All members of staff understand the safeguarding policy and procedures, and have up to date knowledge of safeguarding issues. The school has regard to the Government's statutory guidance '*Working Together to Safeguard Children*'.

We understand that we are required to:

- promote the welfare of children.
- promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- ensure that the premises, furniture and equipment is safe and suitable for purpose.
- ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

Positive Relationships

At Crazies Hill CE Primary School, we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

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, 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;
- offering to visit all children in their nursery setting prior to their starting school.
- ensuring the children have the opportunity to spend time with their teacher before starting school during two afternoon sessions.
- inviting all parents to an induction meeting during the summer term of the year before their child starts school.
- offering parents regular opportunities to talk about their child's progress in our reception class through focus meetings, which occur 4 times a year.
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents: Class assemblies, Sports Day etc.
- Offering parents opportunities to see their children 'in-action' during whole school productions, such as harvest festival, nativities, singing etc.
- Offering a 'home book' for parents to practise what is learnt in the class.
- Parents receive a report on their child's attainment and progress at the end of each school year.
- Posting photos and comments on the weekly newsletter for parents to see what their children have been doing that week.

The class teacher aims to develop good relationships with all children, interacting positively with them and taking time to listen to them. At our school the EYFS teacher and Teaching Assistant acts as 'Key Person' to all children in EYFS.

We have good links with our local Preschools. Records are passed between settings and the children's transition into school is made as smooth as possible.

Enabling Environments

At Crazies Hill CE Primary School, we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning. We also use research and experience to plan and set up the classroom environment to best enhance children's learning. These approaches include Montessori methods and 'planning in the moment' set ups.

Observation, Assessment and Planning

Planning within the EYFS follows the schools' Long-Term Plan, which shows the topics for each term. Each topic contains a planned sequence of lessons with carpet times and activities. These contain relevant questions and vocabulary lists, as well as continuous provision opportunities.

Upon entry we are required to assess the children (Baseline assessment) within the first 6 weeks of school.

We make daily assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. We monitor children's progress and understanding daily across all 'subjects' to determine who needs a 'keep up, not catch up' session.

This is targeted one-to-one support, that ensures all children have the opportunity to remain at pace with their peers and have equal access to learning.

Within continuous provision, we believe that children learn best when they take ownership of their learning by making independent choices about their activities. The role of the adult is to enhance and extend this learning through purposeful interaction and play. Children lead the learning, and we enrich it—through skilful questioning, effective modelling of language and vocabulary, and supporting children in planning, problem-solving, and achieving their intended outcomes.

As a Trust, we have adopted the ShREC approach to play. The ShREC approach to play is an evidence-informed framework designed to enhance children's communication and language development through high-quality interactions. It focuses on the following key strategies:

- **Sharing attention:** The adult joins the child in their play, showing genuine interest and focusing on what the child is engaged with.
- **Responding:** The adult comments on what the child can see, hear, or feel, supporting the development of language, understanding, and spatial awareness.
- **Expanding learning:** The adult builds on the child's ideas and provides guidance or feedback to extend their thinking and help them overcome challenges.
- **Having back-and-forth conversations:** The adult engages in meaningful, two-way interactions, allowing time for the child to listen, process, and respond.

We evidence these quality interactions and learning opportunities on a child's learning journey.

At Crazies Hill CE Primary School, we record judgements against the EYFS Profile. Each child's level of development is recorded against 17 assessment statements derived from the ELGs.

Within the final term of the EYFS, we provide a written summary to parents, reporting their progress against the ELGs and assessment scales. We give parents the opportunity to discuss these judgements with the EYFS teacher.

Teaching and Learning Style

Our Teaching and Learning Policy outlines the key principles and characteristics of effective practice across the school. These principles apply equally to the Early Years Foundation Stage (EYFS) as they do to Key Stages 1 and 2. The features specific to effective teaching and learning within the EYFS include:

Playing and Exploring

“Children’s play reflects their wide ranging and varied interests and preoccupations. In their play, children learn at their highest level. Play with peers is important for children’s development.”

We believe that children learn best when they are encouraged to explore, investigate, and take risks in their learning. Through purposeful play, children make sense of their world, develop self-regulation, and gain an understanding of boundaries and expectations. Play nurtures creativity, collaboration, communication, and problem-solving skills, while also providing a safe space for children to express emotions and process experiences.

Active Learning

“Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.”

Active learning is fostered when children are intrinsically motivated and fully engaged in purposeful experiences. Providing opportunities for independence and choice enables children to develop confidence, decision-making skills, and a genuine sense of ownership and satisfaction in their learning.

Creating and Critical Thinking

“When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.”

Creativity should be nurtured across all areas of learning, not limited to the arts. By showing genuine interest, asking open-ended questions, and offering thoughtful encouragement, adults help children to think critically and make connections. Children are encouraged to access and use resources independently to extend their learning, developing original ideas, linking concepts, and forming strategies for independent exploration.

Areas of Learning

The EYFS is made up of seven areas of learning. All areas of learning and development are important and inter-connected. Three areas are crucial for igniting children’s curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. If children cannot access the prime areas, they cannot access the specific areas. The three prime areas, are:

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

We also support children in four *specific* areas, through which the three prime areas are strengthened and applied. The specific areas are:

- Literacy
- Mathematics
- Knowledge of the World
- Expressive Arts and Design

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child-initiated activities. In each area there are Early Learning Goals (ELGs) that define the expectations for most children to reach by the end of the EYFS.

Monitoring and review

It is the responsibility of the EYFS teacher to follow the principles stated in this policy. The Head Teacher and subject coordinators will carry out monitoring on the EYFS as part of the whole school monitoring schedule.