



EARLY YEARS AND FOUNDATION STAGE POLICY **ST. LUKE & ST. PHILIP'S PRIMARY, A CHURCH OF ENGLAND ACADEMY**



VISION STATEMENT

'The family of St Luke and St Philip's will ensure excellence is encouraged, minds are opened, diversity is embraced, respect is expected and talents are nurtured under the umbrella of God's love.'

ETHOS

Our school provides grounding in the Christian Faith for all its children with emphasis on collective worship as part of its daily life. Our Christian values of trust, truth, love, peace and thankfulness are built into the ethos and teaching of our school with the support of all Governors and staff for its Christian foundation. We also seek to encourage an understanding and respect for other world faiths.

CHRISTIAN SCHOOL VALUES



PURPOSE

This policy reflects the values, ethos and Mission Statement of St. Luke and St Philip's Primary School, a Church of England Academy in relation to the curriculum. It is consistent with the school's agreed aims and objectives and sets out a framework within which teaching and support staff can operate.

AUDIENCE

This document is intended to give a clear outline of the school's approach to the curriculum to all staff, Governors, Cidari and parents. It is also intended for the use of the School's Advisory Service when assisting the development of the school's curriculum and for any authorised inspector. Copies of this document are provided for all teaching staff and are available when necessary to support staff, members of the School's Governing Committee and Cidari members. A copy of this document is available for the use of parents.

Intent

Our Early Years curriculum intends to establish a clear and consistent framework for providing a stimulating, and inclusive early education that focuses on the holistic development of every child. We are committed to creating a safe, nurturing, and engaging environment where children feel secure and confident to explore, learn, and develop the '**Characteristics of Effective Learning**'. This policy ensures full compliance with the statutory framework, focusing on the delivery of an ambitious and well-sequenced curriculum across the Prime and Specific Areas of Learning, thereby laying a solid and broad foundation for their successful transition to school and their journey as lifelong learners.

Curriculum

Our curriculum is built upon the Early Years Foundation Stage (EYFS) framework, which comprises seven areas of learning and development.

Prime and Specific Areas

The three Prime Areas are considered foundational, acting as the crucial drivers for igniting curiosity, enthusiasm, and capacity for learning, forming relationships, and thriving:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development (PSED)

These Prime Areas are reinforced and applied through the four Specific Areas:

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

To ensure clear progression towards the Early Learning Goals, we utilise guidance from **Development Matters** and **Birth to 5 Matters** to inform our curriculum planning across all seven areas. Our planning is further enriched by high-quality, systematic teaching programmes:

- **Literacy** is taught daily using the **Read, Write Inc.** phonics and early reading programme.
- **Colourful Semantics** is taught to develop early language and writing skills.
- **Mathematics** is taught daily using **White Rose Maths** and the **NCETM Mastering Number** approach.
- **PSED** is delivered through the comprehensive **Jigsaw programme**.
- **RE** is taught through the chatterbox units of the Blackburn Diocese Board of Education RE Syllabus for Church School.

Key Curriculum Focuses

Communication, Language, and Literacy

We place a significant emphasis on spoken language, recognising that it underpins all seven areas of learning (EYFS Framework 2024). Children are immersed in a language-rich environment through daily opportunities, including the 'Three books a day' initiative, regular use of the school library, and learning nursery rhymes. We use the WellComm programme to accurately assess communication and language, ensuring timely interventions are planned to effectively close any identified gaps. We teach colourful semantics to provide opportunities to orally rehearse sentences which will support early writing later on in the year.

Health and Physical Development

Children's **health and well-being** are integral to their emotional, mental, social, and physical development.

- **Oral Health:** We promote excellent oral health through direct instruction on healthy eating and exercise, specifically teaching children about the effects of sugary foods. Following Public Health England guidance, we implement daily supervised toothbrushing to embed this essential life skill.
- **Nutrition:** We promote healthy snack choices and expose children to foods from different cultures to broaden their taste preferences. Practical learning related to the food cycle—such as planting, harvesting, and preparing food—is woven into our planning.
- **Physical Activity:** We assess children's Fundamental Movement Skills (FMS) and plan targeted activities for practice throughout the year. Children benefit from weekly sessions with a specialist PE teacher dedicated to developing their FMS.
- **Environment:** We ensure children have access to varied indoor and outdoor spaces, including quiet areas for relaxation and open space for vigorous free movement.

Supporting Learning

To ensure a secure and stimulating environment, we utilise both structured routines and high-quality provision to support every child's learning journey.

A significant part of the day involves continuous provision, which offers children extended periods of uninterrupted, self-directed play and exploration both indoors and outdoors. This is a crucial element of our curriculum as it allows children to:

- **Practice and Consolidate:** Apply skills and knowledge previously taught in adult-led sessions.
- **Develop the Characteristics of Effective Learning:** Specifically playing and exploring, active learning, and creating and thinking critically.
- **Deepen Understanding:** Initiate their own learning, follow their interests, and develop sustained shared thinking with peers and adults.

In this provision, practitioners act as skilled facilitators, observing children's play, making intentional interventions, and extending learning by providing resources, asking challenging questions, and modeling new language. Crucially, the adult's role is to actively develop foundational skills—including vocabulary, problem-solving, early number concepts, and fine motor control.

Behaviour Management

Behaviour support in our EYFS focuses on nurturing emotions and self-regulation as a foundation for understanding positive discipline. Prior to the formal introduction of the Positive Discipline Policy in the Summer Term, children are explicitly taught to identify and discuss their feelings using the relatable framework of 'The Colour Monster' story. This approach is reinforced daily where children are encouraged to talk about their feelings. We have also got a dedicated Self-Regulation Area accessible within the classroom, encouraging children to independently manage their emotions. When reflective moments are needed, we use differentiated and visual reflection forms which directly link back to the Colour Monster's emotions. This method supports children in making a concrete connection between their own feelings and the impact their actions have on others, laying the essential groundwork for responsible behaviour and empathy.

Inclusive Practise

We are fully committed to inclusive practice, ensuring that every child, regardless of their background, ability, needs, culture, religion, or gender, is highly valued and given equal opportunity to thrive. Our provision is designed to be fully accessible and highly adaptable, providing appropriate scaffolding and challenge for all learners, including those with Special Educational Needs and/or Disabilities (SEND) and those with English as an Additional Language (EAL). We actively celebrate the diversity of our school community, reflecting different families, cultures, and experiences within our curriculum to foster a strong sense of belonging and mutual respect among all children.

Assessment

Assessment is not an integral, ongoing part of the teaching and learning cycle within the EYFS. Our practitioners, acting as Key Workers, are continuously observing, documenting, and evaluating their children's achievement, interests, and learning styles. This constant formative assessment allows us to immediately identify a child's current level of development, understand their strengths, and promptly determine next steps and learning targets to inform future planning and provision. We ensure that contributions from a range of perspectives—including parents, carers, and external professionals—are taken into account, which is crucial for the early identification of any potential

Special Educational Needs (SEN). Concerns are always discussed with parents/carers, and the school's Inclusion Manager is involved to take appropriate steps in line with the school's Inclusion Policy.

Formal assessment points ensure we track progress against national expectations and inform transition to Year 1:

- **Reception Baseline Assessment (RBA):** Staff administer the RBA within the first six weeks of a child starting Reception.
- **EYFS Profile:** At the end of the EYFS, staff complete the EYFS Profile for each child. Pupils are assessed against the **17 Early Learning Goals (ELGs)**, indicating whether they are:
 - **Meeting** expected levels of development.
 - **Emerging** (not yet reaching expected levels).
 - The Profile is based on ongoing observations and discussions with parents/carers, and the results are shared with them. EYFS Profile data is submitted to the Local Authority upon request.

Progress Tracking and Analysis

- **Data Analysis: Sonar** is used to track children's progress statements. Data is regularly analysed to identify trends, inform teaching strategies, and identify attainment levels.
- **Pupil Progress Meetings:** Progress is formally reviewed half-termly at Pupil Progress Meetings, ensuring that the needs of the children are being met.
- **Targeted Skills Assessment: Phonic and Fundamental Movement Skills (FMS)** assessments are carried out each half-term, and children are regrouped as necessary.
- **Communication and Language:** We use the WellComm screening toolkit to track children's speech, language, and communication needs. Once individual profiles are drawn up, the associated Big Book of Ideas provides focused, evidence-based teaching and intervention activities to meet specific individual needs.

Parents/Carers as Partners

We recognise that parents/carers are children's first and most enduring educators and we highly value the contribution that parents make. We recognise the role that parents have played and their future role in supporting their child/ren's education and development. We do this through:

- Talking to parents about their child before they start in our school
- The children having the opportunity to spend time with their teacher(s) prior to starting school during transition sessions
- Support children through their transition from pre-school to Reception class with the children having a staggered start to ensure they have the opportunity to explore their new environment with a small group. This is also to further support staff and parents in getting to know each other as well as the children; 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;
- Offering parents regular opportunities to talk about their child's development and progress and allowing free access to their children's online Class Dojo profiles and class work

books.

- Encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents three times a year at which the teacher and the parent discuss the child's progress in private with the teacher. The parents of children in EYFS have additional meetings throughout the year to share children's progress and next steps. Parents receive a report on their child's attainment and progress during the school year; Offering various activities throughout the year that involve parents/carers in the life of St Luke and St Philip's e.g. church services and events, fairs and assemblies. Providing parents with opportunities to celebrate their child's learning and development by completing "wow" moments which inform planning and provision; Written contact through home reading books as well as the acknowledgement that parents can ring/ message school to contact staff.
- Supporting parents/carers whose first language is one other than English Supporting parents/carers who have a child with special educational needs.

Safeguarding and Welfare

Our commitment to safeguarding and welfare is paramount, aligning fully with the robust requirements of the latest statutory EYFS Framework (effective September 2025). We maintain a culture where children are protected from harm, which is underpinned by strengthened procedures across the setting. This includes rigorous safer recruitment processes, such as obtaining and verifying references before a staff member starts work, and ensuring all staff, including trainees, hold a current Paediatric First Aid (PFA) certificate to be counted in ratios. Furthermore, we have explicit policies for whistleblowing to ensure staff have clear routes to report concerns, and robust procedures for child absence monitoring, requiring us to promptly follow up on all unreported or prolonged absences to ensure child safety. We also prioritise safer eating practices through enhanced supervision (children must be within *sight and hearing* of an adult during mealtimes) and clear guidelines for intimate care that balance children's privacy and dignity with constant safeguarding vigilance.

The Wider Context

At St Luke and St Philip's Primary School, we recognise that children's social, emotional and educational needs are central to any transition from home to school, from Reception to Year 1 and from one Early Years setting to another. We communicate with local nurseries, day care centres, private providers and Children's Centres as well as with parents and carers to ensure that children's needs are met. Information is shared in order that there is continuity in their learning and development. We have good links with local nurseries and visits are undertaken by either the Class teacher and Pupil Wellbeing Lead to meet with the children prior to them starting at school in September. These visits provide the opportunity to discuss individual needs and to meet the children.

Statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Policies
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy
Procedure for dealing with intimate care	See intimate care policy

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Policy reviewed by : Mrs B Patel

Next review date : October 2027

