ST.ANNE'S COPP CHURCH OF ENGLAND PRIMARY SCHOOL, GREAT ECCLESTON

EYFS POLICY



"Let us love, not in word, but in truth and action." (1 John 3:18)

October 2026

Approved by GB: October 2026
Next review due: September 2027

In building solid foundations for every unique individual and putting God's love at the centre of all we do, our children learn to embrace our diverse world. We encourage our children to learn universally in order to understand our heritage and roots as a village, town, region and nation. Through strong community links, our children grow in compassion and understanding, promote justice and possess commitment and aspire to make a positive difference. We offer an ambitious curriculum that ignites curiosity along with high personal expectations that fosters resilience and which enables them to flourish. Our children are easily distinguished by the courage they show when making brave choices and understand the importance of becoming the very best versions of themselves.

Introduction

Early Years Foundation Stage (EYFS)

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through **positive relationships.**
- Children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help 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

Early Years Foundation Stage Curriculum

The EYFS framework is organised into seven areas of learning and development: 3 prime areas and 4 specific areas

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

- Mathematical Development (Specific)
- Literacy (Specific)
- Understanding the World (Specific)
- Expressive Arts and Design (Specific)

At St Anne's Copp we are working towards children achieving the early learning goals (ELG) by the end of the Reception year. At St Anne's Copp, we use Development Matters (non-statutory curriculum guidance), to support staff to identify children's developing knowledge, skills, understanding and attitudes as they make progress towards the early learning goals, throughout the Foundation Stage.

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Characteristics of effective teaching and learning

In planning and guiding what children learn, staff reflect on the different rates at which children are developing, adjusting practice effectively. The three characteristics of effective teaching and learning are:

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

EYFS Provision at St Anne's Copp

The term 'Early Years' at St Anne's Copp refers to the Foundation Stage children in Pre-School and Reception Class.

Staff in EYFS are:

Mrs B. Jones – EYFS Leader, Paediatric First Aider
Mr J. Detko - Teaching Assistant (Pre-School), Paediatric First Aider
Miss R. Barton – Teaching Assistant (Pre-School), Paediatric First Aider
Miss S. Pixton - Reception Class Teacher, Paediatric First Aider
Miss J. Corrigan – Teaching Assistant (Pre-School)

Organisation and management of provision:

- Early Years provision at St Anne's Copp is organised into two indoor EYFS class spaces – one for Pre-School and one for Reception. Both class spaces have direct access to separate outside areas. As EYFS is a unit, children do occasionally have the opportunity to use any area within the unit. Pre-School children have access to the main playground at certain points during the week. Reception children use the main playground for lunchtime break, but also at certain points during the week to use the equipment. A wide range of indoor /outdoor equipment and resources are available to meet the needs of the children.
- Pre-School intake is 16 children per session and Reception intake is 30 children each year.
- The teacher and three teaching assistants (TA) act as key people for the children within EYFS.
- Frequent dialogue and support with the SENCO, Andrea Loughran. From this, links with other professionals, agencies and settings may be set up.
- Parents build up relationships with all staff. All staff welcome children and parents into school and at the end of the day. Staff in EYFS work as a team, so parents engage in discussions with both.
- St Anne's Copp follow the 'Little Wandle Letters and Sounds Revised' scheme for phonics, which is timetabled daily for Reception children, after the settling in period.
- St Anne's Copp follow the agreed Diocesan scheme for RE. All children engage in acts of daily prayer. Children pray in the morning, before lunch and at the end of the day in class. Reception children take part in whole school worship, once settled into school. In the summer term, Reception children will lead worship in church in the Summer term.

Organisation and management of the learning environment:

We offer a play-based curriculum inside and outside the classroom, which is carefully organised and planned for and includes opportunities for children to learn through a range of opportunities and experiences.
Activities are organised to include a balance between adult directed and child-initiated with an emphasis on following the needs and interests of the children in order to ensure learning is real, relevant and purposeful.
Staff organise a range of experiences and opportunities based on 'real' events, which give children chance to make decisions and choices, work individually or in groups and explore the learning environment.

EYFS Planning

Long Term Planning: We ensure coverage of all areas of Learning and Development in line with the educational programmes of the EYFS Framework and whole school initiatives.

Medium Term Planning: We include a range of experiences and activities appropriate to our groups of children in line with the EYFS. We plan for special events and celebrations, planning for identified themes e.g ourselves, seasons, change and growth, etc.

Short Term Planning: this provides a weekly overview of teaching and learning activities covering the seven areas of learning and developments, including enhancements in areas of provision indoors & outdoors. We plan for a balance between activities both indoors and outdoors, to meet the observed needs and interests of individual and groups of children. Planning has a balance between activities both adult directed and child initiated to meet the observed needs and interests of individual and groups of children, throughout the year.

Observation and Assessment

On Entry Assessment

The procedures for collecting baseline information on pupil's entry to St Anne's Copp are:

- completion of the Reception Baseline Assessment (RBA)
- transition documents from previous setting
- observation during induction sessions during the summer term, pre-school visits and settling in period in September
- informal discussions with parents
- discussions with parents on the first 2 days of term and then at the Meet the Teacher meeting a few weeks later
- photographs, observations and samples of children's work

For more details on Pre-School children, see Settling in Policy.

Formative Assessment

In EYFS, observation and assessment are an ongoing part of the daily routine. Observations and assessments are made during adult-led activities, but mainly whilst children play independently. Observations are discussed between adults on a daily basis, throughout the day.
Ongoing assessment on a child's progress and achievements throughout the year are recorded in a class floorbook or on Dojo. All information gathered helps inform future planning, ensuring that all the children are able to access opportunities to enhance their learning. Children who have made slower than expected progress are identified and targeted support is put in place. It may be deemed necessary for a child to have a support plan, if they are identified as making slower than expected progress (see SEN Policy).

Summative Assessment

Statutory assessment for reception is the EYFSP (Early Years Foundation Stage Profile) takes place at the end of the school year in reception and is reported to the local authority.

Moderation of judgements in relation to the Early Years Outcomes in each of the seven areas of learning and development is discussed and analysed with the Headteacher of a termly basis.

Parental Engagement & Involvement

Parental engagement is very important and at St Anne's Copp we have an 'open door' policy that allows parents to feel they can comfortably approach staff. At St Anne's Copp we have; displays, meetings, curriculum workshops and ClassDojo, which all encourage parents and offer support to them on how they can help their children at home.

Parent involvement is valued at St Anne's Copp. We have parent helpers and an active parents' association "Friends of Copp School" (FOCS). Letters and documentation relevant to parents about informal school events and outside of school events are distributed through the school.

Transition Procedures

Points of transition:

Home/Pre-School to EYFS – visits to pre-schools, transfer of information, new starters sessions.

Reception to Y1- transfer of information, Y1 staff visiting and children visiting Y1 and playtimes/shared experiences throughout the year.

Safeguarding

As a school, and in our early years provision, safeguarding is a priority. We look to ensure children feel safe, promote children's welfare and strive to safeguard children at all times.

Also refer to whole school policies, single central register for safeguarding, behaviour policy, health & safety policy, child protection information and specific risk assessments.

GECCOES Breakfast and Afterschool Club

Foundation Stage staff work closely with the Breakfast and Afterschool Club staff to support each individual child's learning and development. Discussions around children's interests and development across all areas of the EYFS curriculum are frequent. EYFS children, along with the other children in the club, help to plan their experiences and activities.

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