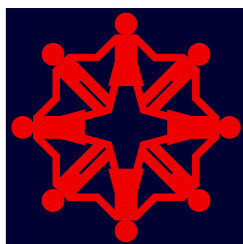


All Saints' C of E Primary School



Early Years Foundation Stage Policy

Reviewed: September 2026

Next review: September 2027

SCHOOL VISION STATEMENT

All Believing All Achieving

All Saints' School is an open and caring community committed to Christian values. Our school is based on the love of learning, social justice, inclusion and responsibility. It is committed to bringing positive change and peace in our local community, and the world, since we are all made in God's image.

"What does the Lord require from you, but to do justice, and love kindness and to walk humbly with your God" Micah 6:8.

Within this document, the term Early Years Foundation Stage (EYFS) describes our Nursery and Reception provision. In 2026–27, Nursery and Reception operate as one cohesive Early Years unit across two classrooms and the wider EYFS environment. Nursery remains a morning-only provision.

Aim

At All Saints' we aim to provide the highest quality care and education for all our children, giving them a strong foundation for future learning. We create a safe, happy and ambitious Early Years environment with motivating and enjoyable experiences that enable children to become confident, independent and effective lifelong learners. We value each child as an individual and work alongside parents and other professionals to meet their needs and help every child reach their full potential. Our Nursery and Reception provision is planned as a strong Early Years unit, while ensuring that teaching, support and challenge remain appropriate to each child's age and stage of development.

We adhere to the current Statutory Framework for the Early Years Foundation Stage and the four guiding principles that shape practice within Early Years settings.

- 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**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- Children develop and learn in different ways and at different rates

Principles into practice

As part of our practice we:

Provide a balanced curriculum, based on the EYFS guidance, across the seven areas of learning, using play as the vehicle for learning

- Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support
- Work in partnership with parents and within the wider context
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment

- Provide opportunities for children to engage in activities that are adult-initiated and child-initiated, supported by the adult
- Provide a secure and safe learning environment indoors and out
- Use our staffing and learning spaces flexibly so that Nursery and Reception children can learn together when this enhances learning, and separately when focused, age-appropriate teaching is required.
- Promote continuity and progression across Nursery and Reception, enabling younger children to learn alongside positive peer models while ensuring Reception children receive the focused teaching and challenge needed to progress towards the Early Learning Goals.

Organisation of our Early Years Provision

At All Saints', Nursery and Reception work together as one strong and cohesive Early Years unit. Nursery children attend during the morning only. The provision is supported by three adults, who are deployed flexibly across the two classrooms and wider Early Years environment to provide high-quality interactions, focused teaching, care and support.

EYFS follow the ShREC approach framework which is an evidence-informed framework to Share attention, Respond, Expand, Conversation—developed through the Neighbourhood Early Language Project and promoted by the Education Endowment Foundation to improve high-quality adult-child interactions.

What ShREC Stands For

S – Share Attention

R – Respond

E – Expand

C – Conversation

At appropriate times, Nursery and Reception children learn and play together through carefully planned continuous provision indoors and outdoors. This provides valuable opportunities for younger children to develop communication, confidence, independence and social skills alongside older peers. Reception children also benefit from opportunities to model learning, develop relationships and strengthen their own language and thinking through interaction with younger children.

At other times, Nursery and Reception children learn separately across our two classrooms. This allows practitioners to provide focused teaching and experiences matched closely to children's developmental stages and curriculum expectations. Reception children receive focused phonics, literacy and mathematics teaching, while Nursery children are supported to build secure foundations, particularly within the prime areas of learning.

This flexible organisation enables staff to respond to children as individuals rather than being limited by year-group boundaries. Children learn together where this adds value and are grouped separately where more focused teaching, support or challenge is beneficial. Careful planning and the effective deployment of three adults ensure that both Nursery and Reception children receive rich, ambitious and developmentally appropriate provision.

Working as one Early Years unit also strengthens continuity between Nursery and Reception. Nursery children become familiar with Reception adults, routines, language and expectations over time, supporting confidence and a smooth transition, while Reception children continue to receive the increasingly challenging experiences required as they progress through the EYFS.

Foundation Stage Curriculum

As one Early Years team, we plan an exciting and challenging curriculum based on our observations of children's needs, interests and stages of development across the seven areas of learning. Planning identifies where shared experiences and continuous provision will benefit children across Nursery and Reception and where focused teaching should be differentiated or delivered separately to ensure appropriate progression and challenge.

All the seven areas of learning and development are important and inter-connected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas are the **prime** areas:

Communication and Language – Listening, Attention and Understanding, Speaking

Physical Development – Gross Motor Skills, Fine Motor Skills

Personal, Social and Emotional Development – Self Regulation, Managing Self, Building Relationships

Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied.

The **specific** areas are:

Literacy – Comprehension, Word Reading, Writing

Mathematics – Number, Numerical Patterns

Understanding the World – Past and Present, The Natural World, People, Culture and Communities

Expressive Arts and Design – Creating with Materials, Being Imaginative and Expressive

Characteristics of effective teaching and learning

The characteristics of effective learning describe factors which play a central role in a child's learning and in becoming an effective learner. They are vital elements of support for the transition process from EYFS to Year 1. The characteristics of learning run through and underpin all seven areas of learning and development, representing processes rather than outcomes. Information describing the child's characteristics of effective learning will provide Year 1 teachers with vital background and context when considering the child's next stage of development and future learning needs.

Playing and exploring – engagement

- Realise that their actions have an effect on the world, so they want to keep repeating them.
- Plan and think ahead about how they will explore or play with objects
- Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing.
- Making independent choices.
- Bring their own interests and fascinations into early years settings.
- Respond to new experiences that you bring to their attention.

Active learning – motivation

- Participate in routines.

- Begin to predict sequences because they know routines.
- Show goal-oriented behaviour.
- Begin to correct their mistakes themselves.
- Keep on trying when things are difficult.

Creating and thinking critically – thinking

- Take part in simple pretend play.
- Sort materials.
- Review their progress as they try to achieve a goal. Check how well they are doing.
- Solve real problems.
- Use pretend play to think beyond the here and now and to understand another perspective.
- Know more, so feel confident about coming up with their own ideas. Make more links between those ideas.
- Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.

Children are provided with a range of rich, meaningful first-hand experiences in which children explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

As an Early Years team, we plan collaboratively using the EYFS guidance and our knowledge of the children. Medium-term planning provides experiences across all seven areas of learning and informs flexible short-term and weekly planning. Observations and assessment are used to adapt provision, groupings and adult support so that learning remains responsive to children's interests, needs and next steps across both Nursery and Reception.

For our Nursery children, practitioners place a strong emphasis on the three prime areas, which provide the foundations for successful learning in the four specific areas. Nursery children benefit from access to the wider Early Years environment and from appropriate opportunities to learn alongside Reception children, including seeing language, routines, independence and learning behaviours modelled by older peers. Staff ensure that these experiences remain developmentally appropriate and that Nursery children also have focused teaching, interactions and provision specifically matched to their age and stage. As children progress through the EYFS, the balance moves towards a more equal focus across all seven areas of learning.

Children experience whole-group, small-group and individual learning opportunities according to their age, stage and next steps. Some sessions and experiences are shared across the Early Years unit where this is purposeful. At other times, Nursery and Reception work separately. Reception children have daily focused phonics using Read Write Inc., alongside planned mathematics and literacy teaching, including shared reading and writing. Nursery children have developmentally appropriate early phonics, communication, language, mathematical and literacy experiences that build the foundations for later learning.

The curriculum is delivered using a play-based approach as outlined by the EYFS curriculum.

'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities'

We plan a careful balance between child-initiated learning, continuous provision and adult-led teaching. Nursery and Reception children access shared continuous provision at appropriate times, allowing them to explore, communicate, collaborate and learn from one another.

Practitioners use purposeful interactions to extend thinking, language and learning, while also providing focused activities and teaching for Nursery and Reception separately when this best meets children's needs.

In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and reflect these in our practice.

We create a stimulating and well-organised Early Years environment across two classrooms and outdoor spaces. Resources and areas of provision are selected to support progression across Nursery and Reception, with children accessing shared or separate spaces according to the purpose of the learning, their developmental needs and appropriate supervision.

Observation and Assessment

Ongoing observation and assessment inform our planning for both Nursery and Reception. Practitioners consider each child's individual starting points, development and next steps so that shared provision does not result in a 'one-size-fits-all' curriculum. Adults use assessment to decide when children will benefit from learning together and when focused group or individual teaching is more appropriate.

Parents are then given the opportunity to discuss these judgements with staff in preparation for transition into the next year group.

In Reception, Pupils are assessed on entry into school using the statutory Reception Baseline Assessment (RBA). All pupils must take it within the first 6 weeks of starting reception. The RBA is an age-appropriate assessment, made up of 2 components assessing: early mathematics, early literacy, communication and language. It measures the progress schools make with their pupils from reception until the end of key stage 2.

Safety

We have safeguarding policies, procedures and safer recruitment practices in place to ensure and protect children's safety.

We promote the good health of the children in our care in numerous ways, including the teaching of factors relevant to a healthy lifestyle and applying basic self-care skills, following set procedures when children become ill or have an accident.

Inclusion

We value all our children as individuals at All Saints', irrespective of their ethnicity, culture, religion, home language, background, ability or gender.

We work closely with parents, Croydon services and outside agencies to identify children with additional needs and provide appropriate support.

In the Foundation Stage we set realistic and challenging expectations that meet the needs of our children. We plan for children with special educational needs and/or disabilities, children who are more able, children from all social and cultural backgrounds, children from different ethnic groups and those from diverse linguistic backgrounds. Our flexible use of three adults and two classrooms supports purposeful grouping, timely intervention and appropriate levels of support and challenge across Nursery and Reception.

Parents as Partners and the Wider context

We strive to create and maintain strong partnerships with parents and carers, recognising the significant impact that working together can have on a child's learning and wellbeing. We help families understand how our Early Years unit operates, including the times when Nursery and Reception learn together through continuous provision and the times when children receive focused teaching in age- or stage-appropriate groups. We welcome and actively encourage parents to participate confidently in their child's education and care. Working with other services and organisations is integral to our practice and, where appropriate, information is shared with professionals to provide the best possible support for children.

Transitions

Transitions are carefully planned to ensure continuity of learning, wellbeing and safeguarding.

Transition from Nursery to Reception is supported naturally throughout the year through our integrated Early Years provision. Nursery children regularly learn and play alongside Reception children and become familiar with the adults, environments, routines and expectations they will experience as they progress through the EYFS. Staff plan additional transition opportunities according to individual needs and share information about each child's learning, development, interests and additional needs to ensure continuity and a positive move into Reception.

In the final term in Reception, the Year One teacher meets with the Early Years team to discuss each child's development against the Early Learning Goals and their characteristics of effective learning. Early Years and Year One staff work together to support a smooth transition and to plan an effective, responsive curriculum that bridges the EYFS and National Curriculum while continuing to meet individual needs.