



# Policy Document

Alkerden Church of England Academy

## EYFS Policy

September 2026

Unique Reference Number (URN):	150538
Approved By:	LGB
Policy Type:	Statutory
Adopted On:	September 2026
Date of Next Review:	September 2027
Review Period:	Annually



## Vision

At Alkerden C of E Academy Primary Phase, our Early Years Foundation Stage provision is rooted in our Christian vision of Hope and Inclusion, where every learner is valued as a unique individual, created in God's image.

We are committed to enabling all learners to flourish spiritually, academically and socially within a nurturing and inclusive community. Through our ethos, we support learners to develop dignity, respect and a strong sense of self-worth.

Our school values - **Aim High, Be Kind, Get Involved** - are lived out daily and underpin all aspects of learning and relationships.

## Intent

At Alkerden C of E Academy Primary Phase, we believe that the Early Years Foundation Stage is a crucial period in a child's development. We aim to nurture confident, independent and curious learners who develop a love of learning and a strong sense of belonging within our school community.

Our curriculum is designed to provide a rich, engaging and inclusive environment where children can explore, discover and develop key skills through both play and structured learning. We place a strong emphasis on developing communication and language, personal and social skills and early reading, writing and mathematical understanding.

Rooted in our school values - **Aim High, Be Kind and Get Involved** - we support learners to become resilient, respectful and motivated learners, equipping them with the knowledge, skills and attitudes needed for future success in education and beyond.

We also seek to develop learner's spiritual awareness, encouraging reflection, curiosity about the world and respect for others' beliefs and values.



## Implementation

We place a strong emphasis on the Characteristics of Effective Learning, ensuring learners develop the skills needed to become lifelong learners:

- **Playing and Exploring** - learners investigate, experience and 'have a go'
- **Active Learning** - learners concentrate, keep trying and enjoy achievements
- **Creating and Thinking Critically** - learners develop their own ideas, make links and choose ways to do things

These characteristics are embedded across all areas of learning and underpin our approach to teaching and provision.

### **Our EYFS provision is guided by four key principles:**

- 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 that respond to their individual needs
- Strong partnerships between school and parents/carers support children's development

### **The curriculum is carefully structured around the seven areas of learning:**

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Learning is delivered through a balance of adult-led activities, focused group work and child-initiated play, both indoors and outdoors. Continuous provision enables learners to explore their interests, while adults skilfully support, extend and challenge learning through high-quality interactions.

Spoken language underpins all areas of the curriculum. Staff model rich vocabulary and provide regular opportunities for learners to engage in meaningful conversations with both adults and peers.

Our approach to early reading follows Little Wandle Letters and Sounds Revised, ensuring a strong foundation in phonics. Mathematics is taught through White Rose Maths and NCETM Mastering Number, supporting deep understanding and fluency.

Opportunities for spiritual development are woven throughout the curriculum. Learners are encouraged to reflect, ask questions, experience awe and wonder and develop an understanding of themselves and others within a diverse world.

Ongoing formative assessment, alongside statutory assessments, ensures that teaching is responsive to learner's needs. Observations and interactions inform next steps, enabling all learners, including those with SEND and those who are disadvantaged, to access a broad and balanced curriculum.

## Assessment

Assessment in EYFS is continuous, responsive and integral to teaching and learning. It ensures that all children make progress from their starting points and informs next steps.

- **Baseline Assessment:** Conducted on entry to Reception to identify starting points and inform planning.
- **Ongoing Formative Assessment:** Observations, interactions and child-initiated learning are used to assess development daily.
- **Development Matters:** Used as a non-statutory guide to support professional judgements.
- **Phonics Assessment:** Regular assessment through Little Wandle to ensure appropriate grouping and intervention.
- **Progress Reviews:** Regular tracking of individual and group progress, including vulnerable groups (SEND, disadvantaged).
- **EYFS Profile:** Statutory assessment completed at the end of Reception against the Early Learning Goals.

- **Moderation:** Internal and external moderation ensures accuracy and consistency of judgements.
- **Parental Involvement:** Parents contribute through Seesaw and discussions, supporting a holistic view of the child.

Assessment information is used to adapt teaching, plan interventions and ensure all learners achieve their full potential.

## Impact

By the end of the Early Years Foundation Stage, learners at Alkerden C of E Academy Primary Phase make strong progress from their starting points. The majority of learners achieve the Early Learning Goals and are well prepared for the transition into Key Stage 1.

### **Learners leave EYFS as confident, independent learners who:**

- Communicate effectively and listen respectfully to others
- Demonstrate resilience and perseverance when faced with challenges
- Show curiosity, creativity and a positive attitude towards learning
- Build positive relationships and show kindness and respect to others
- Take pride in their achievements and develop a strong sense of self

Learners demonstrate the school's Christian values in action, showing care, respect and compassion towards others. They develop an awareness of the wider world and begin to understand their role within it.

All learners, including those with additional needs, are supported to access the full curriculum and achieve their personal best.

Our learners leave the Early Years with the skills, knowledge and confidence needed to continue their learning journey and thrive both academically and socially.

## Partnership with Parents and Carers

We recognise the important role that parents play as partners in educating children and are committed to building strong, collaborative relationships.

### We do this through:

- High-quality transition into school; speaking with parents about their child before they begin school; inviting children and parents to spend time in their classroom through 'Stay and Play' sessions; carrying out pre-school visits, telephone calls and home visits. We encourage parents to attend Parent/Teacher Consultation Evenings throughout the year to discuss progress.
- Inviting parents to Coffee Mornings and Expectation/Information sessions.
- Providing parental workshops throughout the year (Phonics, Early Reading and Early Mathematics).
- Inviting parents to attend 'Show and Share' afternoons to celebrate and share children's learning.
- Communicating with parents through Seesaw, sharing school learning, achievements, experiences, letters and notifications, as well as enabling parents to share home achievements. This acts as an online Learning Journal throughout the year.
- Providing parents with a Mid-Year progress report and a written attainment and progress report at the end of the school year.
- Maintaining an open-door policy, including opportunities for parents to join daily phonics lessons.



## Confirmation

<b>Signed:</b> Laura Carey <i>Head of School</i>	<b>Date:</b> March 2026
<b>Signed:</b> Glenda Philpott <i>Director of Nursery, EYFS and Key Stage 1</i>	<b>Date:</b> March 2026

