



*Shine like Stars*



LOWDHAM C of E PRIMARY

## EYFS Policy

### ‘Shine like stars’ Philippians 2:15

**L**ove others – “My command is this: love each other as I have loved you.” John 15:12

**E**veryone join in – “How good and pleasant it is when God’s people live together in unity!” Psalm 133:1

**A**lways do your best – “Work at everything you do with all your heart.” Colossians 3:23

**R**each out – “Do to others as you want them to do to you.” Luke 6:31

**N**ever give up – “I can do all this by the power of Christ. He gives me strength.” Philippians 4:13



## **Lowdham Primary School** **Early Years Foundation Stage Policy**

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. In our school the children enter the Reception class in the September of the year they turn five. At Lowdham CE Primary we believe that every child deserves the best possible start in life and the support that enables them to fulfil their potential.

We follow the EYFS, which is based upon four principles:

A Unique Child

Positive Relationships

Enabling Environments

Learning and Development

### **A Unique Child**

At **Lowdham CofE Primary** we recognise that every child is a competent learner and 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, reward stickers and whole school celebration assemblies, to encourage children to develop a positive attitude to learning.

### **Inclusion**

At Lowdham Primary we believe that all our children matter and give each child every opportunity to achieve their best. In the Reception Class we set realistic and challenging expectations that meet the needs of our children. The most able children are extended through challenging focused activities and direction to independent adult initiated activities. Children with Special Educational Needs are identified and supported through the school’s special needs policy.

### **Welfare**

Children learn best when they are happy, healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. At Lowdham Primary we comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2021.

### **Positive Relationships**

At Lowdham Primary 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 the 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 educating the children. We do this through:

☞ Talking to parents about their child before their child starts in our school and we hold a new parents’ meeting in May.

☞ Visiting the children in their Nursery and Pre-School setting before they join us at Lowdham Primary.



- ☒ Offering parents regular opportunities to talk about their child’s progress through two formal parents’ evenings (November and February) and an ‘open door policy’. We explain ‘Wow’ moments and golden leaves, which are our positive behaviour and target systems.
- ☒ Inviting parents to a reading meeting to encourage children to support parents with helping children with reading at home.
- ☒ Arranging a range of activities throughout the year that encourage collaboration between children, school and parents. For example, assemblies, the Nativity play, Stay and Play sessions, Coffee mornings. Parents are also encouraged to come into the classroom to help.

All staff in the Reception Class aim to develop good relationships with all children, interacting positively with them and taking time to listen to them.  
 In the Reception Class, the class teacher acts a ‘Key Person’ to all children in within their class but works in collaboration with the Teaching Assistant.

We have strong links with local nurseries and pre-school settings and with local schools. Visits to settings and dialogue with staff support transition between pre-school settings and school. Children in the Reception Class regularly mix with children and teachers in Year One. Careful planning and discussion focusing on profile assessments aid transition from the Reception Class to Year One.

Enabling Environments.

At Lowdham Primary School we recognise that the environment plays a key role in supporting and extending the children’s development.

**The Learning Environment**

The Reception Class environment is organised to allow children to explore and learn securely and safely. The classroom is organised into different areas of learning, where children are able to find and locate equipment and resources independently. Planning for these areas is documented in continuous provision planning. The children have free-flow access to outdoor learning; this offers opportunities for doing things in different ways and on different scales. We plan activities and resources for the children to access both indoors and outdoors that help the children to develop in all seven areas of learning.

**Observation, Assessment and Planning**

Planning within the EYFS:

Long Term Planning – Overview of the enquiry questions and topics covered in each area of the curriculum, including main texts covered

Medium Term Planning – Plans for each of the 7 areas of learning, White Rose Maths Planning, Heartsmart Plans for each half term, RE planning (Understanding Christianity units and New Agreed Syllabus), SRE planning (Chris Winter)

Short Term Planning – Weekly Timetable, Literacy, Maths.

We make regular assessments of children’s learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation, which involves the teacher and teaching assistant carefully tracking their development in all seven areas and across the 17 Early Learning Goals.



**Learning and Development**

**Areas of Learning**

The EYFS consists of seven areas of learning:

- 📖 Personal, Social and Emotional Development 📖
- 🗣️ Communication and Language
- 📖 Literacy
- 📖 Mathematics
- 🌍 Understanding the World 📖
- 🏃 Physical Development
- 🎨 Expressive Arts and Design

We value all areas of learning and development equally and understand that they are inter-connected. Through our curriculum, we support children to make links in their learning.

**Play and Learning.**

Through play, our children explore and develop learning experiences, which help them make sense of the world. The children engage in a range of child-initiated and adult-initiated independent play activities and focused activities with an adult to extend their learning. Each day the children have the opportunity to engage in independent play and focused activities – one of these usually focusing on Literacy or Mathematics.

Each day the children take part in a phonics session (following the Bug Club phonics programme). This is a fast-paced interactive session to ensure children begin to develop fluent word reading skills and have good foundations in spelling.

The children also take part in regular dough disco sessions, which, as well as being great fun, also develop the children’s fine and gross motor skills.

**Creativity and Critical Thinking**

Adults in the Reception Class support children’s thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the setting to extend their learning.

**2025 Updates**

The 2025 EYFS curriculum is now embedded, although it is constantly reviewed to ensure coverage and high-quality teaching and interactions. The NFER Baseline is carried out in the children’s first 6 weeks of school.

Reviewed and ratified by Governing body	Autumn Term 2025		
Next Revision (Please highlight as appropriate)	<b>Annual</b>	Biennial	Tri-annual
To be reviewed	Autumn Term 2026		