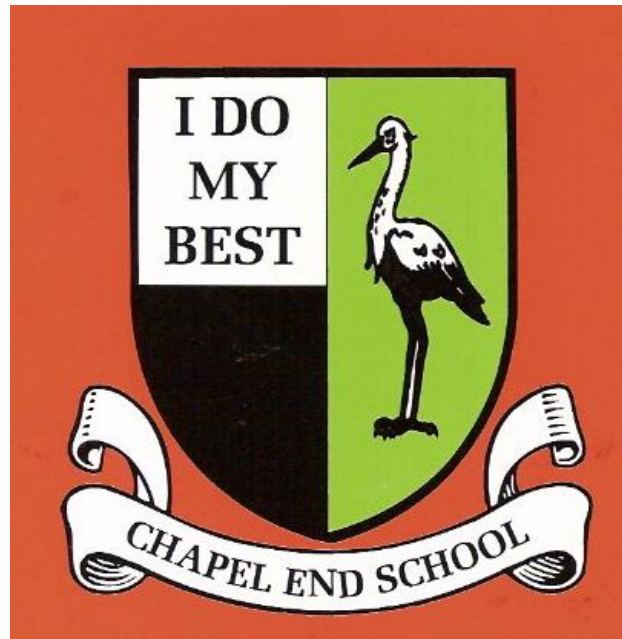




Early Years Foundation Stage Policy Including Teaching & Learning

Our vision

To see our children leave us as healthy, happy, well-rounded individuals who:

- have respect for the world and understand their responsibilities as a global citizen in ensuring that it is conserved for future generations
- are aware of their place in society and their responsibility to contribute positively to it
- are polite, helpful and have respect and tolerance for others and their beliefs and cultures and possess the skills and knowledge that they will require to enable them to continue their learning and reach their full potential

Our vision is to instil these values along with supporting your child in making as much academic progress as possible

This policy was approved by:	Full Governors
Date	Autumn 2025 2026
Review Date	Autumn 2027 2028

Billinge Chapel End Primary School curriculum aspirations

Overarching aim for children to have their

'best day everyday'

Age Range: Babies, Two-Year-Olds, Pre-School, Reception

Purpose: To set out our shared ambitions for children's learning, development, and well-being as they move through the Early Years Foundation Stage (EYFS). This document reflects our commitment to nurturing confident, curious, resilient learners with a strong sense of self and belonging.

Our Overall EYFS Aspirations

We aspire for every child to:

- **Feel safe, secure, and deeply valued.**
- **Develop strong relationships with adults and peers.**
- **Be curious, confident, and motivated to explore and learn.**
- **Communicate their needs, thoughts, and feelings effectively.**
- **Develop independence, resilience, and a positive sense of self.**
- **Be well-prepared socially, emotionally, and cognitively for the next stage of learning.**

Our progressive EYFS journey

Our curriculum is cumulative and progressive. Each stage builds upon children's previous knowledge, skills, language and experiences. As children move from Babies through Twos, Pre-School and Reception, learning is revisited and extended so that children develop increasing knowledge, confidence, independence and understanding. Practitioners consider what children already know and can do, and provide appropriate experiences, interactions and teaching to support their next stage of learning.

Babies (0–2 Years) – *"I feel safe, seen, and soothed."*

Our Aspirations

We want our babies to develop secure attachments and a strong foundation for future learning through responsive, nurturing care.

EYFS Areas of Learning Alignment

Personal, Social and Emotional Development (PSED)

- Form secure attachments with key adults.
- Begin to self-regulate with adult support.
- Experience consistent, responsive care.

Communication and Language (CL)

- Respond to familiar voices and sounds.
- Use babbling, gestures, facial expressions, and early words to communicate.
- Enjoy songs, rhymes, and shared interactions.

Physical Development (PD)

- Develop large motor skills: rolling, crawling, standing, walking.
- Begin to develop fine motor control through grasping and sensory play

How we support this:

- Consistent key person relationships.
- Predictable routines with flexibility to meet individual needs.
- Language-rich interactions: singing, talking, and responsive turn-taking.
- Calm, stimulating environments that invite exploration.
- Attentive care that supports emotional regulation.

Two-Year-Olds – *"I am learning who I am."*

Our Aspirations

We want our two-year-olds to develop independence, self-awareness, and emerging communication skills while feeling safe to explore and test boundaries.

EYFS Areas of Learning Alignment

Personal, Social and Emotional Development (PSED)

- Express emotions and begin to manage them with support.
- Show interest in other children.
- Begin to develop independence in self-care.

Communication and Language (CL)

- Use a growing vocabulary and begin to combine words.
- Listen to and follow simple instructions.
- Engage in back-and-forth interactions with adults.

Physical Development (PD)

- Develop balance, coordination, and control.
- Begin to manage simple self-care tasks.

Literacy

- Enjoy sharing books and rhymes.
- Show interest in mark making.

Mathematics

- Explore number through songs and play.
- Show interest in shapes, patterns, and size.

Understanding the World (UW)

- Explore cause and effect.
- Begin to notice routines and differences in their environment.

Expressive Arts and Design (EAD)

- Engage in imaginative play.
- Explore materials, music, and movement.

How we support this:

- Warm, patient adults who model language and emotional regulation.
- Clear, consistent boundaries and routines.
- Opportunities for physical play indoors and outdoors.
- Simple choices to encourage independence.
- Play that supports early problem-solving and imagination.

Pre-School (3–4 Years) – *"I am a confident learner."*

Our Aspirations

We want our pre-school children to become confident communicators and enthusiastic learners who can play, explore, and think critically.

EYFS Areas of Learning Alignment

Personal, Social and Emotional Development (PSED)

- Build positive relationships with peers and adults.
- Show increasing independence and resilience.
- Manage feelings and behaviour appropriately.

Communication and Language (CL)

- Use language confidently to express ideas and needs.
- Listen attentively and respond appropriately.
- Engage in sustained shared thinking.

Physical Development (PD)

- Develop strength, coordination, and control.
- Use tools such as pencils, scissors, and cutlery.

Literacy

- Enjoy a wide range of stories, rhymes, and non-fiction.
- Recognise familiar words and symbols.
- Engage in meaningful mark making and early writing.

Mathematics

- Develop understanding of number, quantity, and shape.
- Use mathematical language in play.

Understanding the World (UW)

- Talk about past and present experiences.
- Show curiosity about the natural world and communities.

Expressive Arts and Design (EAD)

- Use materials creatively.
- Engage in role play, music, and movement.

How we support this:

- High-quality adult interactions that extend thinking and language.
- A rich play-based curriculum with real-life contexts.
- Stories, songs, and talk woven throughout the day.
- Opportunities for sustained shared thinking.
- Environments that encourage choice, challenge, and creativity.

Reception (4–5 Years) – *"I am confident, capable and ready for what comes next."*

Our Aspirations

We want our Reception children to leave EYFS as confident, capable learners who are emotionally ready for Key Stage 1.

EYFS Areas of Learning Alignment

Personal, Social and Emotional Development (PSED)

- Show confidence, independence, and resilience.
- Build positive relationships and manage social situations.
- Understand expectations and routines.

Communication and Language (CL)

- Communicate clearly and confidently.
- Listen attentively and respond appropriately.
- Use language to explain ideas and solve problems.

Physical Development (PD)

- Demonstrate good control and coordination.
- Manage self-care independently.

Literacy

- Apply phonics knowledge to read and write.
- Write simple sentences that can be read by others.
- Enjoy reading and sharing books.

Mathematics

- Develop secure understanding of number to 10 and beyond.
- Use mathematical language to solve problems.

Understanding the World (UW)

- Develop curiosity and knowledge about their community, the wider world and the natural environment.
- Recognise similarities and differences between people, places, cultures and environments.
- Develop an understanding of past and present through experiences, stories, photographs and artefacts.
- Observe, explore and talk about living things, seasonal change and the natural world.

Expressive Arts and Design (EAD)

- Explore, select and combine materials, tools and techniques to express ideas.
- Develop imagination through art, music, movement, storytelling and role play.
- Create, revisit, refine and talk about their own creative work.
- Perform and create collaboratively with increasing confidence.

How we support this:

- A balance of child-initiated and adult-led learning.
- Explicit teaching of early reading, writing, and maths through play.
- Strong focus on personal, social, and emotional development.
- Clear routines and expectations that build independence.
- Close partnership with parents and carers.

Our Commitment

Across all stages, we are committed to:

- Inclusion and high expectations for every child.
- Early identification and support for additional needs.
- Working in partnership with families.
- Continuous reflection and improvement of practice.

Together, we lay the foundations for lifelong learning.

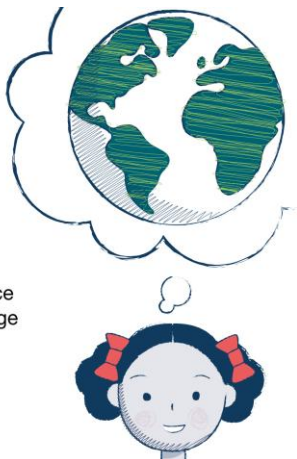
This policy should be read in conjunction with the four updated documents below



Development Matters

Non-statutory curriculum guidance for the early years foundation stage

First published September 2020
Revised September 2023



Early years foundation stage statutory framework

For group and school-based providers

Setting the standards for learning, development and care for children from birth to five

Dated: 14 July 2025
Effective: 01 September 2025



Progress check at age two

Non-statutory guidance for the early years foundation stage



Guidance

Early years foundation stage profile handbook

Updated 9 September 2025

Our curriculum is based on the following

- the opportunities we can give our children
- the resources we have available to support us
- the key partners we have to engage with us and offer support



We use the EYFS framework and the programmes detailed in Development Matters (the non-statutory curriculum guidance) to plan our curriculum.

We consider what we want children to learn while they are with us, the activities we want to be available to them and how our setting can support their learning. We aim to stimulate children's interests, respond to each child's emerging needs and guide their development through warm, positive interactions coupled with secure routines for play and learning.

We implement these activities and experiences, so the children can progress in all the areas of learning.

We evaluate how well the curriculum works, checking what children know and can do as they move through the EYFS from our 9 month room to the end of Reception.

Our curriculum is unique to our setting. We watch our children and study how they lead their own play. We talk to parents and carers about the children's interests and carefully listen to what children say to gain information about their curiosities and

interests. We have designed our curriculum around six broad topics (one per half term). These are flexible and designed to complement and reflect the interests of the children based on our experiences in previous years and with previous cohorts.

We use this knowledge to decide how best to engage children in the curriculum, choosing the right activity or environment.

Our curriculum meets the needs of the majority of children. Some children, such as those with SEND, will also benefit from additional support. Support for these children is highly individual and suited to their needs.

We use the early learning goals as an assessment during the summer term of the children's reception year.

Our observation, planning and assessment cycle



We observe the children to find out what they already know and what they can do. We note their interests and ask parents and carers to tell us about the things their child is interested in outside of school.

Staff then create plans weekly based on the above. Our enhanced plan details the skills, activities and challenges the children will access when in the Continuous Provision areas. We also produce a timetable detailing the phonic and maths activities to be delivered during the week for our Nursery and Reception classes. We utilise programmes including Jolly Phonics, Essential Letters and Sounds and White Rose Maths to systematically teach early phonics and maths concepts to the children.

With regards to assessment, we believe that assessment is about noticing what children can do and what they know. It is not necessarily about collecting lots of data and evidence. Effective assessment requires practitioners to understand child development, and this is always an area of focus for CPD for staff. Throughout the week staff observe the children within the setting and use Class Dojo and labels to make note of any 'wow' moments they see. Photographs are uploaded onto Dojo for parents to access and respond to, physical pieces of work are placed into the child's Learning Journey file. Our assessment process ensures that staff are not taken away from children for long periods of time.

Learning Journey files for Nursery and Reception are taken home once every term so that the children can share the wonderful work they have been doing with their families. Parents and carers are encouraged to comment on their child's file.

At key points during the year (end of September and then the end of the Autumn, Spring and Summer terms) the EYFS team/s meet together, alongside the Headteacher to discuss the progress of individual children. Evidence from Class Dojo, Learning Journeys and Practitioner knowledge is utilised and a decision is made as to whether the child is 'on track' or 'not on track' for that point in the year.

We also complete a progress check with our two-year-olds. The progress check aims to

- review the child's development
- celebrate areas where the child is making good progress
- identify any areas of concern or where progress is not as expected, so that parents, practitioners and other professionals such as speech and language therapists, physiotherapists or dieticians can put appropriate support in place

- help parents to understand their child's needs and enhance their child's development at home
- invite parents to share their unique knowledge about their child, family and culture

Children in Reception complete the National Reception Baseline during their first few weeks in school. Staff also observe all children when they start with us, to give an on-entry starting point.

Children identified as needing additional input will then receive interventions dependent on their need.

We recognise that play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems.

Children are considered competent learners by leading their own play, and by taking part in some play which is guided by adults.

As children grow older and move into the Reception year, there will be a greater focus on teaching the essential skills and knowledge in the specific areas of learning. This will help children to prepare for Year 1.

An enabling indoor environment

Our environment supports children to be fully engaged in purposeful play based on their individual interests, stages of development and choices. Across Babies, Two-Year-olds, Nursery and Reception, the indoor and outdoor environments provide opportunities for learning in all areas of development, while recognising that each space offers different experiences and resources. Indoor areas provide calm, nurturing and engaging spaces where children can explore, rest, communicate and concentrate on activities that may require resources not suitable for outdoor use.

Within all EYFS rooms, children are encouraged to make choices, follow their interests and develop independence appropriate to their age and stage of development. Adults sensitively support, extend and model learning through warm interactions, shared play and responsive teaching. For our youngest children, practitioners carefully observe children's cues, interests and schemas to create meaningful learning experiences and secure attachments.

To support genuine choice and independence, our environments are organised using an enabling, workshop-style approach across all EYFS departments. Resources are accessible, clearly organised and developmentally appropriate for Babies, Two-year-olds, Nursery and Reception children. Areas are prepared and inviting at the start of each day, with resources presented safely and attractively to encourage curiosity, exploration and sustained play.

Furniture, floor spaces and learning areas are kept uncluttered so children can access and use resources independently where appropriate. For example, sensory materials, mark-making tools, small world resources, construction equipment and creative materials are stored close to the areas where children may choose to use them. Children are supported to independently select resources, transport them safely and use them in their own play and learning.



This approach allows children to develop independence and become active participants in their own learning. Across Babies, Two-Year-Olds, Nursery and Reception, children are encouraged to make choices appropriate to their age and stage of development, including selecting where to play, which resources to access and how to use them within their play. For our youngest children, adults support these choices through sensitive interactions, careful observation and by providing accessible, stimulating resources that promote exploration and curiosity.

Children's choices are supported through the provision of well-planned, age-appropriate areas and high-quality, open-ended resources that encourage creativity, communication, problem-solving and sustained engagement. Resources are carefully selected to ensure they are safe, inclusive and suitable for the differing developmental needs of babies through to Reception children.

It is important that learning areas remain well organised, inviting and effectively resourced. Resources are stored accessibly and, where appropriate, clearly labelled using words, photographs or symbols to support independence and understanding. Environments are arranged to promote safe movement, exploration and optimum access for all children, including babies and younger toddlers who require space for crawling, cruising and sensory exploration.

Practitioners continually review, reflect upon and adapt the learning environment in response to children's interests, engagement and developmental needs. Consideration is given to how areas and resources complement one another to maximise learning opportunities. For example, although children may have opportunities to mix sand and water outdoors, the indoor sand area may remain dry to provide different sensory and exploratory experiences. Similarly, resources such as water, sand and playdough are thoughtfully positioned to maintain the quality of experiences available and to support children in exploring different materials in purposeful ways.



Clear labelling supports children in developing independence and responsibility when selecting resources and tidying up. Across Babies, Two-Year-Olds, Nursery and Reception, labels may include photographs, symbols, objects and words to reflect children's ages and stages of development and to support early communication, language and literacy skills.

Open shelving and accessible storage systems are used throughout the indoor environment to enable children to independently access and return resources where appropriate. For younger children, resources are stored safely at low level to encourage exploration and choice within a secure environment. Shelving is used to organise resources such as blocks, sensory and sand resources, creative materials and individual learning tools, including timers, counting resources and mathematical equipment. Resources are presented in a clear, organised and inviting way to encourage children to engage in purposeful play, develop decision-making skills and take pride in caring for their environment.



Resources and learning areas are continually observed, assessed and reviewed to ensure they remain engaging, purposeful and appropriate for the differing needs of children across Babies, Two-Year-Olds, Nursery and Reception. Practitioners reflect regularly on how children use the environment and make changes where necessary to support children's interests, schemas, development and next steps in learning.

We recognise that young children naturally combine different forms of expression and communication within their play. For this reason, creative and mark-making opportunities are closely linked within the environment. Children may create models, pictures, cards or imaginative projects and then choose to add marks, symbols, labels, early writing or stories as part of their play and thinking. Babies and younger children are also provided with opportunities to explore early mark-making through sensory experiences, large-scale movements and a variety of tactile materials and tools.

Creative resources and writing materials are therefore stored together or in close proximity to encourage children to independently combine media, materials and mark-making in meaningful ways. In addition, mark-making opportunities are available throughout all areas of provision, both indoors and outdoors, so children can develop communication, language, literacy and creative skills within their self-chosen play.

Children experience mathematics naturally across almost all areas of the indoor environment, and we ensure that mathematical resources and opportunities are embedded throughout all provision for Babies, Two-Year-Olds, Nursery and Reception. Practitioners intentionally plan and provide equipment that supports early mathematical thinking, including counting, sorting, matching, pattern-making, spatial awareness and problem-solving, appropriate to each child's age and stage of development.

Mathematical resources are integrated into continuous provision so that children can access and apply mathematical concepts in meaningful contexts during their self-chosen play. For example, blocks, construction materials, loose parts, containers, measuring tools, shape resources and counting equipment are available across different learning areas to encourage exploration and deeper understanding.

Because children are supported to independently select and access resources, they develop a strong sense of ownership and responsibility for their learning environment. Clear organisation, consistent routines and accessible storage systems help children to understand where resources belong, how they are used and where they should be returned after use. This supports independence, self-regulation and respect for shared learning spaces. Over time, children become confident in selecting resources purposefully and in tidying them away at the end of their play or session, with appropriate support for their age and stage of development, particularly for babies and younger toddlers.



We regularly review our provision in terms of children's levels of involvement and engagement across Babies, Two-Year-Olds, Nursery and Reception. Where an area or resource is not supporting sustained, purposeful play or meaningful learning, it is adapted, developed or replaced to better meet children's interests, developmental needs and learning outcomes.

Practitioners closely observe how children interact with the environment and use this information to ensure that resources and areas continue to promote high-quality learning experiences. Areas that consistently generate high levels of involvement include role play, creative provision, small blocks, sand, water, playdough and small world resources (such as cars, animals and dinosaurs). These areas are carefully resourced and adapted to reflect the differing developmental stages of children from Babies through to Reception, ensuring accessibility, safety and appropriate challenge.

The role play area has been thoughtfully "deconstructed" to provide a flexible and open-ended learning space that supports children's imagination, creativity and communication without unnecessary limitations. This approach allows children to fully immerse themselves in their play, developing their own ideas, narratives and understanding of the world. It creates a rich, language-led environment where children of all ages, including babies exploring early social interaction and older children developing more complex storylines, can engage, communicate and collaborate with others.

Across all areas, practitioners prioritise environments that encourage sustained shared thinking, high levels of engagement and meaningful interactions, supporting children to become confident, expressive and independent learners.



We have iPads and interactive white boards readily available to support and record learning.



We ensure that book areas are highly inviting, comfortable and accessible across Babies, Two-Year-Olds, Nursery and Reception, recognising the importance of early reading, storytelling and language development at all stages of the EYFS.

Our reading environments are designed to encourage children to develop a love of books and stories through engaging, welcoming and well-resourced spaces. These include cushions, soft furnishings, puppets and story props to support children in retelling and exploring stories in an interactive and imaginative way. For babies and younger children, books are also provided alongside sensory resources and adult interaction to support shared attention, early communication and attachment through stories, songs and rhymes.

In addition to dedicated book areas, books are embedded throughout the indoor learning environment to promote purposeful reading and real-life links. For example, craft and instructional books are available in the creative area, cookery books are included within role play, and construction, non-fiction and reference books are provided in the small world and building areas. This supports children in understanding that books can be used for a wide range of purposes beyond storytelling.

This approach ensures that reading is integrated across all areas of provision, supporting vocabulary development, comprehension, imagination and early literacy

skills in a meaningful and developmentally appropriate way for all children from Babies through to Reception.



The most valuable resource in any setting is the team of adults who work with the children. Across Babies, Two-Year-Olds, Nursery and Reception, practitioners play a central role in supporting, extending and enriching children's learning through high-quality interactions, careful observation and responsive teaching.

Adults are trained to recognise and respond to "teachable moments" as they arise during children's play and exploration. They develop strong, secure relationships with the children and have a deep understanding of child development, enabling them to support learning in an appropriate and sensitive way for each individual child and stage of development.

In practice, adults generally follow the children's lead. Children are encouraged to initiate their own play and learning within a carefully planned and enabling environment. Practitioners observe closely, join in where appropriate, and use skilled interactions to move learning forward. This may include modelling language, introducing new vocabulary, suggesting ideas, providing resources, asking open-ended questions, or demonstrating new skills. In this way, teaching is embedded within play and responds to the child's interests and level of understanding.

When children encounter challenge, adults support them to persevere rather than giving up. Through encouragement, reassurance and appropriate scaffolding, children

are helped to develop resilience, problem-solving skills and confidence in their own abilities. This ensures that learning is extended without taking over the child's thinking or reducing independence.

In summary, all areas and resources are evaluated by the level of involvement and engagement they generate. Children demonstrate the highest levels of involvement when they are deeply engaged in their own interests within an environment that encourages curiosity, exploration, risk-taking and challenge. The physical environment must therefore be well planned, accessible and resourced with high-quality, open-ended and developmentally appropriate materials for Babies through to Reception.

Equally important is the emotional environment created by adults. Practitioners ensure that children feel secure, confident and valued, enabling them to take risks in their learning and try new experiences. Children are supported to develop independence and resilience, with the assurance that adults will guide and support them when needed, without taking over their learning.

An enabling outdoor environment



Our outdoor areas are designed to support all areas of children's development across Babies, Two-Year-Olds, Nursery and Reception. The outdoor environment is recognised as an essential part of continuous provision and provides rich, varied and meaningful learning experiences that complement and extend the indoor classroom.

We plan learning opportunities that encourage children to:

- explore, discover and investigate,
- enjoy large-scale movement and physical challenge,
- develop confidence, independence and resilience,
- experience and respond to all weather conditions and seasonal change,
- collect, explore and use natural and found resources for a range of purposes,
- develop an understanding of the natural world and how it changes over time.

Outdoor learning is an integral part of EYFS practice. Children are encouraged to access the outdoor environment daily as part of continuous provision. Nursery and Reception children benefit from extended "free-flow" access between indoor and outdoor areas, allowing them to follow their interests and extend their learning. Two-year-olds access their outdoor provision at key points throughout the day, either independently within a secure environment or as part of a group, depending on their stage of development and needs. Babies are provided with safe, sensory-rich outdoor experiences, supported closely by practitioners, with opportunities for exploration, movement and interaction with their environment.

The outdoor environment is planned as an extension of the indoor provision, while also offering unique opportunities for larger-scale play, particularly in relation to gross motor development, physical confidence, communication and language, and sensory exploration. Areas are carefully resourced and may include sand, water, digging areas, mud kitchens, music and sound-making, mark-making, creative

exploration, small and large physical play, den building, climbing and balancing activities. Provision is adapted appropriately for each age group to ensure safety, accessibility and developmental suitability.

Resources outdoors are organised to enable children to independently select, use and return equipment, with expectations adapted according to age and stage. Children are supported to develop increasing responsibility for their environment, including beginning to understand risk and how to use resources safely. Induction routines and consistent expectations help children to become familiar with how the outdoor environment is used and cared for.

The outdoor environment also provides rich opportunities to experience weather and seasonal change first-hand. Children and staff ensure appropriate clothing and footwear are provided so that outdoor learning can take place comfortably and safely in a range of weather conditions throughout the year.

