



The Cornovii Trust




Pear Tree Primary School

incorporating PiPs

Before and After School Club

Early Years Foundation Stage Policy

Date agreed	April 2026
Date for review	April 2028 or before in light of operating experience and/or changes in legislation.
Headteacher	Nikki Casey
Chair of Governors	Jo Hillman
Signed on behalf of the Governing Board by Name:	Signature: Date:
Signed on behalf of the school by: Nikki Casey	Signature:  Date:

Aims

At Pear Tree our Reception Provision ensures:

- Quality and consistency, so that every child makes good progress, and no child is left behind.
- A secure foundation, by planning for the learning and development of each individual child and assessing what they have learnt regularly.
- Partnership by working with parents and/or carers.
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

Legislation

This policy is based on requirements set out in the updated statutory framework for the Early Years Foundation Stage (EYFS) that applied from September 2025.

Overarching principles

At Pear Tree we follow the four guiding principles. These are:

- 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 them to build their learning over time.
- Importance of learning and development. Children develop and learn at different rates.

Intent

At Pear Tree, we provide a safe, nurturing, and inclusive environment where children become resilient, independent learners. Our play-based, topic-focused curriculum is intentionally designed to spark curiosity, cultivate a lifelong love of learning, and ensure a seamless transition into Year 1.

Our PEAR Tree Values underpin our curriculum:

- **Positivity:** Fostering a 'can-do' attitude where successes are celebrated.
- **Empathy:** Developing understanding, kindness, and respect for others.
- **Aspiration:** Providing high-quality experiences that inspire children to aim high.
- **Resilience:** Encouraging risk-taking and persistence, both in the classroom and through outdoor learning.
- **Strong Sense of Community:** Cultivating the belief that we are stronger together.

We immerse children in a language-rich environment, prioritising high-quality interactions, storytelling, and vocabulary to build confident communicators. By balancing purposeful, child-led play with structured teaching, we ensure every child masters the foundational skills in English and Maths. Our outdoor space is a vital classroom, essential for developing physical strength, collaborative problem-solving, and a meaningful connection with nature.

Our aim is to ensure every child leaves Red Class happy and confident and socially, emotionally, and academically equipped for the challenges of Key Stage 1 and beyond.

The Early Years Curriculum

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children are supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is

important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Approaches to Teaching and Learning

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 learn by leading their own play, and by taking part in play and learning that is guided by adults.

At Pear Tree we stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning. As children grow older there is a greater focus on teaching the essential skills and knowledge in the specific areas of learning. This will help children to prepare for Key Stage 1.

The characteristics of effective teaching and learning are:

- Playing and exploring - children investigate and experience things, and 'have a go'.
- Active learning - children concentrate and keep on trying if they encounter difficulties and enjoy achievements.
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Assessment

Assessment plays an important part in helping parents, carers, and practitioners to recognise children's progress, understand their needs, and to plan activities and support. At Pear Tree we use Tapestry to share children's learning and achievements with parents and/or carers.

We use ongoing assessment to understand children's interests and what they know and can do, and then shape teaching and learning experiences for each child reflecting that knowledge.

Within the first six weeks of starting Reception all children will complete the Reception Baseline Assessment (RBA).

At the end of the year, the Early Years Foundation Stage Profile (EYFSP) is completed. The Profile provides parents and carers, practitioners and teachers with a well- rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1. Pupils are assessed against the 17 Early Learning Goals, indicating whether they are:

- Meeting the expected standard
- Not yet reaching expected levels (emerging)

Working with parents

At Pear Tree we recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

Before joining school, children and parents are invited to visit the school to spend time in their classroom and meet staff – this is through a coffee morning and a stay and play in the classroom.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person, alongside the class teacher, also helps families to engage with more specialist support, if appropriate.

Opportunities are provided to further involve parents in their child's learning and inform them of the learning taking place in school. A reading/ Little Wandle meeting is held in the first term for parents of Reception children. Planning is shared with parents via the website and a weekly email is sent to ensure parents have regular updates about what their child has learnt and what they will be doing the following week.

Parents and/or carers are kept up to date with their child's progress and development through Tapestry.

Safeguarding policies and procedures

Please see Pear Tree's Safeguarding Policy. Our designated Safeguarding Lead is Mrs Nicola Casey.

Paediatric First Aid

All staff working in Reception have current Paediatric First Aid (PFA) certificates and are on the premises at all times they will accompany children on outings. Certificates are renewed every three years to maintain relevance.

Staffing

Each child is assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents and/or carers.

Food and drink

Meals, snacks, and drinks, are healthy, balanced and nutritious. Fresh drinking water is always be available and accessible to children.

Whilst children are eating there is always be a member of staff in the room with a valid Paediatric First Aid Certificate. Before a child begins school, parents/ carers must inform us about any special dietary requirements, preferences, food allergies and intolerances that the child has, and any special health requirements and keep school updated if there are changes to their child's dietary needs. This information is s then shared with all staff involved in the preparing and handling of food.

Medicines

Please see Pear Tree's Medical Needs Policy.

Supporting and understanding children's behaviour

Please see Pear Tree's Relationships and Behaviour Policy.

Special Educational Needs

Please see Pear Tree's Special Educational Needs Policy.

Safety and suitability of premises, environment and equipment

A first aid box with appropriate items for use on children is always accessible. WE keep a written record of accidents or injuries and first aid treatment. We inform parents and/or carers of any accident or injury.

See Risk Management Policy, Fire Drill Policy and Health and Safety Policy.

Monitoring arrangements

This policy will be reviewed and approved by our Early Years Leader and the Head Teacher every two years. At every review, the policy will be shared with the governing board.