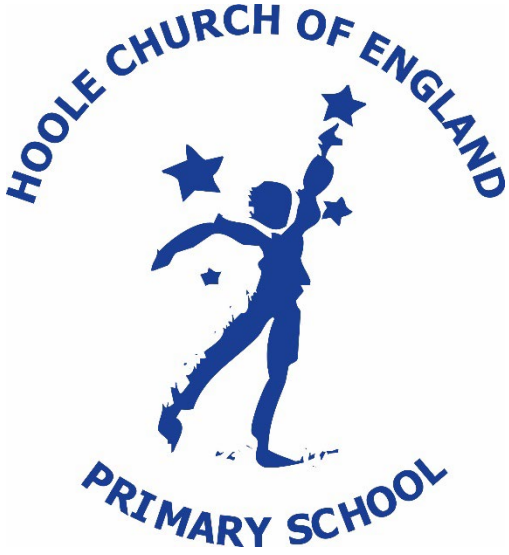


Early Years Foundation Stage Statement

Policy Approved	**September 2026**
Review Date	**September 2027**

Vision and Values

Vision Statement

Let your light shine.

Access and ambition for all to enjoy life in all its fullness.

Foundational Scripture

Matthew 5: 16 In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.

Our school values are rooted in the Sermon on the Mount and are the basis of all relationships, decisions and direction of our school.

School Values

Our school values are at the heart of our everything we do in school. We aim to provide high quality learning opportunities which help foster these values within children. Our values are:

Friendship
Thankfulness
Hope
Unity
Compassion
Forgiveness
Justice
Endurance
Trust

At Hoole Church of England Primary School, we aim to help children become:

- **Enthusiastic, curious, independent thinkers** – **motivated, reflective and resilient learners** who persevere when faced with challenges and who celebrate their achievements and those of their friends;
- **Respectful, compassionate and kind friends** who are able to work with others, forgive, trust, support and communicate with others;
- **Confident, thankful individuals** who understand their own worth; how to stay safe and healthy and how to manage feelings and relationships;
- **Tolerant and responsible citizens** who show respect for others, and a commitment to appreciate and contribute positively to the world around them.

Early Years Foundation Stage (EYFS) Statement of Practice

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Hoole CE Primary School, children join the Reception class in the year that they turn five. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life.

We endeavour to ensure that children "*have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential.' (EYFS Statutory Framework, 2026)*

The EYFS is based upon four guiding principles:

- A unique child – who is constantly learning and can be resilient, capable, confident and self-assured.
- Positive relationships – supporting the children in becoming strong and independent.
- Enabling environments – which responds to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents/carers.
- Learning and developing – An acknowledgement that children learn in different ways and at different rates.

A Unique Child

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use
frequent praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

Inclusion

Children and their families are valued at Hoole CE Primary School. Children are treated as individuals and we strive to offer access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of additional needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- Using a wide range of teaching strategies based on children's learning needs;
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- Providing a safe and supportive learning environment in which the contribution of all children is valued;
- Using resources which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitoring children's progress and taking action to provide support as necessary.

Welfare

It is important to us that all children in our school are 'safe'. We aim to educate children about boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all our children.

"*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. Children benefit from a strong partnership between practitioners and parents and/or carers.*' (EYFS Statutory Framework, 2026)

Positive Relationships

At Hoole CE Primary School 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 a child's first and most enduring educators and we value the contribution they make. We recognise and value this through:

- An information evening for parents in June where they receive the Reception Information booklet and the School Prospectus which highlights school start and finish times, uniform and informs the parents of the schools vision and aims.
- An opportunity to talk to the Reception team and representatives from other areas of school life, .eg PTA, Governors and the attached private nursery for before / after school care (HETTY).
- Asking parents to complete an admissions form, a medical form and to inform us of their child likes, dislikes and any concerns they may have.
- Asking parents to sign permission slips for local visits out of school, photographs of their child for assessment purposes and using the internet at school.

- Encouraging parents to talk to their child's teacher if there are concerns.
- Ensuring children have the opportunity to spend time with their teacher before starting school during transfer sessions.
- There is a formal meeting for parents twice a year at which the teacher and the parent discuss the child's progress in private with the teacher. Parents receive a report on their child's attainment and progress at the end of each school year.
- Organising 'Family Learning' sessions throughout the year that encourage collaboration between child, school and parents / carers:
- The children have the opportunity to spend time in their new setting before starting school during 'preschool visit sessions'.
- Reception staff visit the on-site nursery, HETTY, Preschool room on a regular basis throughout the year.
- Offering parents / carers regular opportunities to talk about their child's progress in our reception class.
- Parents / carers are made aware of the curriculum and ongoing activities through information shared via 'Evidence Me' app. Learning Journeys are sent to parents on a weekly basis.
- Reception staff visit feeder nursery settings throughout the academic year and deliver sessions that include Yoga and MFL.
- Parents receive termly Individual Learning Plans which outline each individual child's next steps.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At Hoole, EYFS teachers act as the 'Key Person' to all children in EYFS, supported by the other practitioners.

We have strong links with the HETTY pre-school. Regular visits are undertaken by the EYFS teachers, and practitioners. Staff and children from HETTY are regularly invited to school events (Open Days, Assemblies, and Christmas Productions etc). Children attending the Preschool in HETTY now access a Preschool classroom based next door to the Reception classroom to introduce school routines in preparation for starting school in the following September.

Enabling Environments

We aim to create an attractive and stimulating learning environment where children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment that is organised into discrete areas of learning with planned continuous and enhanced provision.

The continuous provision is enhanced according to prior learning and following children's interest. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences.

Play based learning plays an important part of the EYFS curriculum. Children direct their own learning through access to the continuous provision and enhanced opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning.

Learning and Development

Teachers and Early Years Practitioners provide the curriculum in the EYFS Learning Area for a maximum of 60 children (2 classes of 30).
There are seven areas of learning and development of which three are “prime areas,” and four “specific areas.”

The prime areas of learning are:

- Communication and language
- Physical development
- Personal, social and emotional development.

The specific areas of learning are:

- Literacy
- Mathematics
- Understanding of the world and
- Expressive arts and design

Through careful assessments and observations, including information provided by parents and other settings, children’s development levels are assessed. The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. However, if a child’s progress in any prime area gives cause for concern, staff will discuss this with the child’s parents and/or carers and agree how to support the child.

At Hoole CE Primary School: “Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity.’’ *At Hoole CE Primary, the balance between adult led and child-initiated activities is dependent on the children and the needs of the individuals in the two classes. Teachers and Teaching Assistants ensure that this still complies with the EYFS Statutory Guidance.*

Play is used as an essential part children’s development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play and activities which is guided or encouraged by adults. There is an on-going judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Practitioners must respond to each child’s emerging needs and interests, guiding their development through warm, positive interaction.

‘As children grow older and move into the reception year, there should be 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.’ (EYFS Statutory Framework, 2026)

Planning and guided children’s activities will reflect on the different ways that children learn and reflect these in their practice.

At Hoole CE Primary School, the EYFS Team plan together. The team will plan topics and activities based on what the children have chosen as their topic as well as through adopting Literacy Pathways, a whole school literacy initiative. The class teachers then use their assessments to plan the week and the daily / weekly activities. Planning is done on a weekly basis and covers all specific areas of learning whether this is through the continuous provision or adult led activities.

In the EYFS at Hoole CE Primary, continuous assessment is taking place. Observation of the child are made on the I-pads using a programme called Evidence Me. Each child has their own profile / learning journey which is safe and shared with parents / carers on a weekly basis.

Equal Opportunities

All members of the school are treated as individuals. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, special educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

Health and Safety

The health, safety and welfare of pupils is of paramount importance in our school.

- Fresh drinking water is available at all times. Children are encouraged to bring their own water bottle.
- Children's' dietary needs are recorded and acted upon when required.
- Milk and fruit are available during the morning session.
- A first aider is accessible at all times and a record of accidents and injuries is kept.
- A fire and emergency evacuation procedure and policy

The Learning Environment

The EYFS classroom is a large learning environment which both classes share. It is organised to allow children to explore and learn securely and safely. There are areas where the children can be active or take things more quietly. The classroom covers all learning areas, where children are able to find and located equipment and resources independently.

The EYFS class has its own large enclosed outdoor area. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children the ability to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all areas of learning.

Screen Time

At our school, we approach the use of digital technology in the Reception class with a focus on **balance, intentionality, and active learning** in line with the Early Years Foundation Stage (EYFS) statutory framework. Digital tools and screens are integrated purposefully into the environment to enhance communication, language, and creativity. We strictly limit teacher-led screen time to short, high-quality interactive sessions—such as phonics games, shared stories, or instructional videos—that support specific learning objectives. Children are encouraged to collaborate and communicate while using technology, ensuring that digital exploration complements, rather than replaces, vital hands-on play, physical development, and real-world social interactions.

Transition

From Pre-school /Feeder settings

On receiving the details of our September intake, prior to a child's entry into Reception, the following arrangements are in place.

- Children are invited to attend a series of 'Welcome' sessions where they come and visit their new setting and teacher.
- Children who attend HETTY access the Preschool room and their teacher introduces familiar routines in preparation for starting school.
- Children who attend HETTY are also following the whole school Literacy initiative, Literacy Pathways as well as whole school First 4 Maths programme.
- Parents are invited to a meeting to ensure they know about school procedures and allocation of classes / groups and any concerns they may want to express.
- Parents are invited to Stay and Play sessions during the summer term to ensure that children are familiar with the school environment.
- During the summer term parents are encouraged to help their children fill in an activity booklet called 'All About Me'. This informs the class teacher about the child's family and interests.
- Members of staff from Hoole CE Primary make links to feeder settings through 'Cluster Meetings'. The number of meetings/visits will depend on the child's needs and how much information gathering is required in order to support the child's transition.

From Reception Class to Key Stage 1

Transition activities will start during the summer term and continue during the autumn and spring term of Year 1. Transition activities will include more adult led activities. In preparation for moving into Year 1, children will also be introduced to their next class teacher for story times and 'Meet the teacher'.

During this time, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1.

The Profile includes on-going observation, all relevant records held by the setting, discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development is assessed against the Early Learning Goals. The profile indicates whether children are meeting expected levels of development, or not yet reaching expected levels ('emerging'). If children are demonstrating that they are working above expected levels, their new class teacher will be informed.

Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1.

Learning in Year 1 will include planned, purposeful and challenging play based learning opportunities during the day through continuous provision. These opportunities will continue to be embedded in the Year 1 timetable throughout the academic year to enable children to develop independence and build learning skills. A Transition Plan is in place throughout year one to ensure that there is progression of foundational skills.

EYFS Statement Monitoring and Review

The implementation of this statement is monitored by the EYFS and KS1 Lead, senior leaders and school governors.

This statement is reviewed on an annual basis. The next review is scheduled for September 2027.