

Hanley St Luke's Church of England Academy

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EYFS POLICY

Date adopted	Historic
Date last reviewed	March 2025
Next review date	September 2027
Subject lead	Sarah Clay
Governor/Committee (where applicable)	Lisa Hall

Our Vision:

Jesus said: 'I have come that they may have life and have it to the full.'

Promoting *life-long learning*
Developing *life-giving relationships*
Exploring *life-enhancing faith*
Inspiring *life-enriching aspiration*
Opportunities for life

This policy outlines the teaching, learning, organisation and management of The Early Years Foundation Stage (EYFS) at Hanley St Luke's Church of England Academy.

At Hanley St Luke's our Mission is to:

- Promote Christian belief and practice and to encourage the moral and spiritual development of all people in our school.
- Develop in each person a sense of self-worth and the necessary qualities to become a full and valuable member of British society
- Encourage the full academic potential of each child.
- Promote our key values of *honesty, courtesy, kindness, perseverance and respect*.

- We celebrate all our many differences and diversity, believing each individual is special and valued by God.

EYFS Policy

Introduction

The journey begins from the day you choose Hanley St. Luke's for your child. Our values are entwined through everything we do. The term EYFS, For the purpose of this policy, is used to describe children who are in our Nursery and Reception classes. Our *Intent* in the EYFS is to create a warm, rich, nurturing, safe, stimulating, fun environment to give your child the best foundation for their journey; to be happy, independent learners that are ready for the Key Stage One Curriculum at the end of the Reception year, and to have lay the foundations in which to thrive in their future learning journey, and life.

Foundation Stage Curriculum - Implementation

Within the [EYFS framework](#) there are seven areas of learning and development that shape our Early Years educational curriculum. All areas of learning and development are important and inter-connected.

The *Prime* areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. These are:

Communication and language

Physical development

Personal, social and emotional development

The *Specific* areas, through which the three prime areas are strengthened and applied are:

Literacy

Mathematics

Understanding the world

Expressive arts and design

The specific areas build upon the foundation that the prime areas have developed to support a happy, confident, little learner. How your child learns, attitudes to learning and ways to play, explore, and to critically think, form the 'Characteristics of Effective Learning' (CoEL) The focus of the CoEL is on how children learn rather than what they learn i.e. process over outcome. We use these to inform our assessments of your child, and to plan their learning.

According to the [Good practice in early education](#) Research report, January 2017, good practice in relation to curriculum planning includes approaches that are:

- Tailored to individual needs
- Capitalise on children's interests
- Flexible and responsive so plans can be adapted or changed to suit the children's needs or external events.

- Informed by on-going assessment □ Grounded in the EYFS framework.

We adhere to the statutory Framework of the Early Years Foundation Stage (EYFS) 2021, and the key principles, guide our practice. The EYFS framework sets standards for the learning, development and care of your child from birth to 5 years old. At Hanley St. Luke's, we provide and teach a broad and balanced curriculum that uses a range of approaches. '[Bold Beginnings](#)' shone a light on Reception education (2017) and looked into how the reception year prepares children for the rest of their education and beyond. We balance direct whole class teaching via short focused teacher led daily sessions, child led activities, group sessions and via continuous provision in the indoor and outdoor environment. We recognise the value and contributions all of these ways make to children's learning and development, with a balance throughout the year shifting to more structure as children develop, in preparation for year one.

[Enabling Environment](#)

The well organised and stimulating continuous provision is a key element in developing children's learning both indoor and outdoor and ensure children have the opportunities to build and develop their ideas, confidence, creativity, skills, knowledge and understanding, via their own play. Enhancements are made within the provision for topics, children's interests, and special events in the calendar, at a local, national or international level. In Reception class children free flow between the indoor and outdoor environments, this encourages independence and enables children have ownership of their learning. Children complete weekly 'super stick' jobs to ensure a balance curriculum is being accessed by all. Staff facilitate learning daily to ensure good communication and next are being met.

[Language and Literacy in the EYFS](#)

At Hanley St. Luke's developing children's spoken language and teaching children to read and write are key from the very beginning. All children arriving in the Early Years are screened using the Stoke Screening Tool. Children are assessed in their speech and language skills. This enables us to offer speech and language interventions at the earliest opportunity to support your child's needs. We use 'Early Talk Boost', 'Time to Talk', 'Talk Boost Reception/KS1' and 'Nuffield'. These interventions are used from Nursery to Key Stage one, to close any gaps in speech and language. Key staff have accessed training to deliver these interventions and to screen the children. We recognise that there are many barriers to children developing their speech and language skills and staff have knowledge and experience to support children with little English, how experiences and emotions affect children's speech and language and have a wealth of knowledge and strategies to support the development of language. If we or parents have any concerns about a child's speech or language, we follow the '[Stoke Speaks Out Staged Pathways Toolkit](#)' and seek advice from our SENDCO and a possible referral to Speech and Language therapy sessions.

We place a huge focus on vocabulary and plan vocabulary as a strand to our teaching approach daily, as our whole school approach to teaching vocabulary from day one, as well as teaching reading phonetically decodable words, high frequency words and tricky words in phonics from Reception. Talk, talk and more talk ensures children hear new words modelled in speech by staff and peers, and repetition supports their development and learning. Please see '[Stoke Speaks out](#)' for more information on Speech and Language in Stoke.

Reading in the EYFS

Reading is at the heart of our curriculum. We use Supersonic Phonics and Friends, it is a systematic, synthetic phonics programme designed specifically for children in the Early Years Foundation Stage (EYFS). It supports early reading and writing development by teaching children to recognise sounds (phonemes), link them to letters (graphemes), and use this knowledge to blend sounds for reading and segment sounds for spelling.

The programme is fully aligned with the EYFS Framework and the Reading Framework, supporting the prime areas of learning and the specific area of Literacy. It provides a structured yet flexible approach that is developmentally appropriate, inclusive, and engaging for young children.

Supersonic Phonics and Friends introduces phonics through short, daily sessions that incorporate play-based learning, songs, stories, actions, and visual cues. These elements help children develop confidence, enjoyment, and motivation in early literacy. The programme supports children to:

- Develop listening and attention skills
- Discriminate between sounds
- Learn letter-sound correspondences
- Blend sounds to read simple words
- Segment sounds to support early writing

The programme is inclusive and supports children of all abilities, including those with SEND and children learning English as an additional language (EAL), through repetition, multi-sensory approaches, and visual support.

Progress is monitored through ongoing observation and assessment, allowing practitioners to adapt teaching to meet individual learning needs. Supersonic Phonics and Friends supports a smooth transition from EYFS into Key Stage 1 phonics learning.

We teach whole class teacher led phonics sessions, daily. Children in the Nursery focus on Phase One, alongside sound talking to develop oral segmenting and blending. In Reception, children build upon these skills and continue to orally blend and segment whilst being taught Phase Two and Phase Three sounds. We assess daily in an ongoing way and half termly using a set tracker. Any children not grasping the sounds taught, skills of blending to read or segmenting to write are given specific intervention time – short bursts of recapping the sounds and skills during the day, based on their individual needs. We assess the children's phonic skills via reading and writing assessments each half term, and these inform the next half term's planning and specific targeted interventions.

Children in reception also take home a library book for parents to read to them and enjoy, to foster a love of reading. Once children can blend to read simple words, they have guided reading sessions during the week which focus on phonics and comprehension.

Story time is a valued part of our daily routine and we recognise that these sessions are essential in developing children's language, vocabulary and comprehension. In EYFS we have 'Story of the Week' where we explore different aspects of a book daily and Story time for enjoyment is timetabled at the end

of every day, our focus being for pure enjoyment. Children take reading books home each week and read a range of books during guided reading sessions, in small groups each week. We aim to put books in other areas of provision, but also offer a 'reading corner' where children can independently enjoy looking at books of their choice.

Maths in the EYFS

At Hanley St Luke's we teach maths using 'Mastering Number' planning and guidance. We believe that fluency, reasoning and problem solving are at the core of all maths lessons, including maths across the curriculum. Mastery of mathematics is something that we want all children to acquire, and to continue acquiring throughout their school lives, and beyond. At Hanley St Luke's, we believe that all children can achieve in mathematics! A typical Maths lesson will provide the opportunity for all children, regardless of their ability, to work through Fluency, Reasoning and Problem Solving activities. In the Nursery children focus on learning all about and using numbers to 6, and in Reception, numbers to 10 and beyond.

Concrete, pictorial, abstract

Objects, pictures, words, numbers and symbols are everywhere. The mastery approach incorporates all of these to help children explore and demonstrate mathematical ideas, enrich their learning experience and deepen understanding. Together, these elements help cement knowledge so pupils truly understand what they've learnt. All pupils, when introduced to a key new concept, should have the opportunity to build competency in this topic by taking this approach. Pupils are encouraged to physically represent mathematical concepts. Objects and pictures are used to demonstrate and visualise abstract ideas, alongside numbers and symbols.

Concrete – children have the opportunity to use concrete objects and manipulatives to help them understand and explain what they are doing.

Pictorial – children then build on this concrete approach by using pictorial representations and drawings, which can then be used to reason and solve problems.

Abstract – With the foundations firmly laid, children can move to an abstract approach using numbers and key concepts with confidence.

Assessment in the EYFS – Impact

At the start of the reception year, all children complete the statutory 'Reception Baseline Assessment' (RBA). It is a short assessment, taken in the first six weeks in which a child starts reception. The activities are practical and used by the government to inform primary school attainment for the future.

Assessment goes hand in hand with planning for teaching and learning for children in the EYFS. Baseline assessments are completed on entry to the nursery and reception classes. These are used to inform our next steps for the children. The majority of assessments comes from observations in the lessons and environment, playing and using what they know and work produced goes into their folders, books or on display. Assessments allow staff to plan to ensure all children are making good progress, or better and achieve the expected level of development at the end of the reception year. Each term staff make best fit judgements based on the evidence they have, to decide if the children are working on track for their age and stage of development.

Staff use '[Development Matters](#)' and the 'Birth to 5' documents (Non-statutory guidance) to guide them on children's assessments across the seventeen areas of learning. These assessments are entered into termly trackers and these judgements are moderated in house across the EYFS team, with Early years practitioners, Early years teachers and the Foundation Stage Manager, and in the summer term with Year one staff. Where possible we also network and moderate with other local schools to discuss end of year judgements before reporting the data to the Local Authority in June. Parent consultation meetings are offered on a termly basis. In the Autumn term to discuss how children have settled and around the prime areas of learning and development. In the Spring term discussions are around how your child is developing in the Specific areas and if they are working at expected development or if they are not yet working at the expected level, or emerging. In the Summer term parents will be given a written report and in Reception, on their child's achievement against the Early Learning Goals. Parents are offered a consultation to discuss their child's learning and development at the end of the school year.

[Building Positive Relationships - Parents or Carers as partners](#)

We are there for your children and also for you as parents. We believe great relationships start to be built before your child even starts school with us, during telephone calls, at our initial home visits, and play and stay sessions (which are key to the very core building blocks of your child's journey with us) Welcome and information meetings for parents, and visits to look around the school, which we warmly welcome. We aim to foster these supportive relationships and continue to build upon them throughout your child's learning journey with us at Hanley St. Luke's. We actively strive to create and maintain strong partnerships with parents and carers, as together, we can have a significant impact on your child's learning journey. We welcome and encourage parental engagement via home visits, workshops, Stay and Play sessions, activity days, school trips, key events throughout the year such as Christmas and Easter, and termly parental consultation meetings to share your child's work. We communicate regularly via the app [Class Dojo](#), as well as our school Facebook page and school website. All children and parents are signed up to Class Dojo when your child starts at Hanley St. Luke's.

We also draw on links with our wider community to enrich children's experiences by taking them on visits, such as to visit a farm, the local church, parks and inviting members of the community into our setting, such as librarians, local authors, and church members.

[Safeguarding and Welfare](#)

'Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them'. (EYFS Framework, 2021)

At Hanley St. Luke's, the children's welfare and safety is paramount. We aim to create a safe and secure environment and provide a curriculum, which teaches children life skills in how to make choices, keep themselves safe, assess risks and avoid hazards. The three key rules used across the school, "*Be Ready, Responsible, Safe*" flow through our days, curriculum, environment and behavioural expectations. We promote good health and self-care choices via healthy school meals, PE lessons, daily outdoor play, practise mindfulness techniques daily, and by following set safety procedures when children become unwell, express concerns or worries. When children enter our nursery, Key Workers are assigned to the children once they have all settled, and relationships built. We aim to protect the physical and mental

health and well-being of all children. All staff are aware of and follow our whole school safeguarding procedures. (See Whole School Safeguarding Policy). Every pupil should feel safe and protected from any form of abuse. Hanley St. Luke's is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment, as is stated in ['Keeping Children Safe in Education, 2024'](#)

"Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child"

We understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage. We understand that we are required to:

- Ensure that children are kept safe in education
- Promote the welfare of children
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs
- Maintain records, policies and procedures required for safe, efficient management of the setting and to meet the needs of the children.

and we endeavour to meet all of these requirements. For further information on the statutory guidance, ['Keeping Children Safe in Education, 2024'](#) please see [here](#).

To ensure children are released safely at the end of the day, we hold a list of parents nominated people who are allowed to collect a child in the absence of their parent. Children will not be allowed to leave with anyone who is not on the list unless a message has been given verbally to the teacher or via telephone through the office. If this has not been done, we will then call you to discuss collection of your child.

At Hanley St. Luke's we recognise that everyone is responsible for the safeguarding and welfare of our children. Should a concern arise it will be reported to our [Safeguarding team](#):

Mrs Z. L. Cooper – Headteacher and Designated Safe Guarding Lead (DSL)
Miss E. Facey – Deputy Headteacher and Deputy Designated Safeguarding Lead (DDSL)
Mrs. E. Barlow – SENDCO and Deputy Designated Safeguarding Lead (DDSL)
Mrs S. Farnell – Y2 Teacher and Deputy Designated Safeguarding Lead (DDSL)
Miss Cartwright-Davies – School Safeguarding Officer / Home School Link

Health and Safety

There are clear procedures for assessing risk at Hanley St. Luke's (see whole school risk assessment policy), that includes procedures for keeping children safe during outings and for any aspect of the environment or provision that may require a further risk assessment.

In line with the EYFS statutory framework, we undertake:

- Medicines will not be administered unless a doctor, dentist, nurse or pharmacist has prescribed them. Medicines (both prescription and non-prescription) are only administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer (Form in the office to be signed) and this will be administered by a qualified first aider. A written record is kept each time a medicine is administered to a child and the child's parents and/or carers are informed on the same day.
 - When you complete the initial sign up paperwork, we ask for written permission to administer Calpol if your child becomes unwell. We will call you if your child is unwell and ask if you want us to administer Calpol.
- Fresh drinking water is available at all times
- Children's dietary needs are recorded and acted upon when required.
- Each classroom has a sink area and children are provided with a healthy snack in school.
- A first aid box is accessible at all times and a record of accidents and injuries is kept. The majority of members of staff in the EYFS staff have paediatric first aid training
- A fire and emergency evacuation procedure and policy
- A mobile phones and electronic devices policy and how they are to be used and stored securely whilst children are in the setting. Cameras and devices that are used in school must not be used for staff own personal use. Phones and devices of personal use must not be used to take images of children.

Toileting

All members of staff are responsible for changing children when they are wet or soiled. Staff are provided with rubber gloves and hand wash for their protection. Children are changed in the disabled toilet by Reception or in the toilets in Nursery. Soiled and wet clothing is sent home and parents are informed if children have had an accident. For children who are experiencing toileting issues, it may be necessary for a Health Visitor referral or a care plan to be put in place. This is completed with the support of parents and where possible appropriate other professionals.

Induction and Transition

Teachers seek advice from outside agencies, Health Visitors and have discussions with staff from feeder preschool settings, to share information about current children in the Foundation Stage and new children on the admissions list. These meetings ensure early identification of any needs, and possible strategies for our children. This supports the children in having all of their needs met and the best possible start at Hanley St.

Luke's. All inductions and transitional processes are staggered and individual for your child entering the nursery classes. It is personal for your child and your circumstances and this will be discussed with you via telephone calls, home visits and at the new parent meetings. These are reviewed on an ongoing personal basis around your child's settling in period, and may differ for each child. We hold three parent

consultation meetings a year but please raise any queries with staff if required via dojo, on the door or gate, or arrange a meeting via a call to the office and a mutually convenient time will be arranged with you.

Monitoring and review

It is the responsibility of the Foundation Stage staff to follow the principles stated in this policy. The Head teacher and Senior Leadership Team carry out monitoring of the EYFS through observation and discussions. Within the Early Years Foundation Stage, we have a team of qualified and highly motivated staff, who provide excellent role-models for our children in both the Nursery (FS1) and Reception (FS2) classes. All teachers and support staff attend after school Professional Development Meetings, with agendas closely linked to targets identified on the school Development Plan.