



Coddington

— C of E —

Primary and Nursery
School

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Chair of governors	<i>J. Evans</i>

Early Years Foundation Stage (EYFS) Policy

Introduction

The purpose of this policy is to summarise the philosophy and ethos of Early Years education at Coddington C of E Primary and Nursery School, along with providing some useful information about our curriculum, pedagogy, environment and routines.

We understand how important a child's formative years are in establishing a life-long love of learning, and we endeavour to foster this within an inspiring, challenging and nurturing environment.

"All children deserve the care and support they need to 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"
(Early years foundation stage statutory framework, 2025).

This policy takes into consideration both the Early years foundation stage statutory framework, 2025 and MITRE Trust's Teaching and Learning Model.

Vision, Values and Ethos

Our whole approach at Coddington Primary and Nursery School is driven by Christian Values which are Care, Community and Courage, which together with our school motto 'We value each child for who they are and prepare them for who they can become', helps to inspire the whole school, including our Nursery and foundation classes.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year and is intended to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. Our Early Years Foundation Stage at Coddington Primary and Nursery School accommodates children from the age of 3 to 4 years old in Nursery (Foundation 1) and 4-5 years old in reception (Foundation 2).

Aims

- To provide a rich learning environment.
- To support all our learners at a level appropriate to them.
- To encourage exploration and curiosity in our children.
- To develop children's ability to talk about their learning.
- To give children the skills to be independent learners.
- To encourage children to have ownership of their learning.
- To model and develop positive relationships.

These aims are coherent with the overarching principles of the EYFS:

A Unique Child – developing resilient, capable, confident and self-assured individuals

Positive Relationships - supporting the children in becoming strong and independent.

Enabling Environments - where opportunities and experiences respond to the individual interests and needs of the child by developing a strong partnership between practitioners, parents/carers and the child.

Learning and Development - An acknowledgement that children learn in different ways and at different rates. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities (SEND).

Curriculum: Intent

Our Early Years team follow the curriculum as outlined in the Early years foundation stage statutory framework, 2025 document, which is available on the school website or to download at [Early years foundation stage \(EYFS\) statutory framework - GOV.UK](#)

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning to support the children to work towards the final Early Learning Goals at the end of the Foundation 2 year.

It is our intent that the children who enter our Coddington Early Years classrooms develop physically, verbally, cognitively and emotionally whilst embedding a positive attitude to school and learning. We believe that all children deserve to be valued as an individual and we are passionate in allowing all children to achieve their full, unique potential.

Curriculum – Implementation

In early years we follow our Coddington whole school approach to the curriculum. It is split into three distinct themes over the academic year: **Discover**, which has a history focus, **Explore**, which has a Geography focus and **Create**, which has an Art and design focus. Each term has an overarching question to provoke thought and wonder. Our curriculum overviews for both Foundation 1 (F1) and Foundation 2 (F2) can be seen on our website in the year group pages. We also follow 'Development Matters' the non-statutory curriculum guidance for the early years to support the long term, medium term and weekly planning. Planning is supported through our progression maps documents which set out knowledge statements for all subjects from EYFS to year 6. Progression from F1 to F2 is monitored and adapted throughout the year.

Learning takes place through a balance of child-initiated play and adult led learning, including the direct teaching of Reading, Writing and Maths. Daily opportunities are provided for children to consolidate their growing knowledge through high quality provision that promotes child-initiated learning along with enhanced and purposeful provision linked to our overarching question. Clear explanation, modelled thinking and expert instruction support pupils to build knowledge, independence and deep understanding.

The EYFS is made up of seven areas of learning. All seven areas of learning and development are equally important and interconnected.

There are three prime areas of learning:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

There are four specific areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Children develop intellectually, creatively, physically, socially and emotionally. At Coddington we aim to develop the child spiritually through Bible stories, awe and wonder, prayer and reflection which confirm our Christian Values of Care, Community and Courage.

Characteristics of Effective Learning

In addition to the prime and specific areas of learning, we strive for our children to develop effective characteristics of effective learning which will enable them to become learners for life. The EYFS includes the characteristics of effective teaching and learning, and teachers plan activities with these in mind. The characteristics highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them.

The three characteristics 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.

Children are provided with a range of rich, meaningful first-hand experiences in which they can explore, think creatively and be active. We aim to develop and foster positive attitudes towards learning, confidence, motivation, communication and physical development.

Play in the early years

Learning through play (explore time) underpins our approach to teaching and learning in the Foundation Stage at Coddington Primary and Nursery School. We embrace the fact that young children learn best from activities and experiences that interest and inspire them to learn. In doing so we can provide children with stimulating, active play experiences in which they can

explore and develop their learning and help them make sense of the world. Children have opportunities through their play to think creatively and critically alongside other children as well as on their own. They can practise skills, build upon and revisit prior learning and experiences at their own level and pace. Play gives our children the opportunity to pursue their own interests, inspire those around them and consolidate their understanding and skills. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. Our adults take an active role in child-initiated play through observing, modelling, facilitating, teaching and extending play, skills and language.

Phonics and Reading

At Coddington we use the high-quality accredited Read, Write Inc (RWI) scheme for daily discrete phonics lessons. RWI is a systematic, synthetic phonics scheme to teach children to learn to read. Reading is a key priority for us at Coddington Primary and Nursery School and we feel passionately about developing an early love of reading and listening to stories.

In F1 children are introduced to the single letter Set 1 sounds and learn how to say the sounds and begin to write them when they are ready. They take home a bedtime story book every week to share with their families. We encourage the children to talk about the story and retell the main parts and to talk about the characters.

In F2 the children learn Set 1 and Set 2 sounds which include digraphs and trigraphs. This learning is consolidated daily through RWI sessions and in some cases, further small groups or one to one support to ensure that children will “keep up not catch up”. Pupils have regular opportunities to read high frequency words and common exception words as part of their RWI lessons. Children are assessed half termly to ensure that they are taught at their challenge point. Books are closely matched to the children’s phonic knowledge to ensure they are able to read fluently and confidently.

Writing

Children in EYFS have daily mark making opportunities during explore time both indoors and outdoors. In F1, children follow Story Dough which immerses children into rhyme, language, vocabulary, mark making, make-believe and story. F2 build on Story Dough by following Drawing Club where children are immersed into the world of story and vocabulary. In the Autumn term F2 children focus upon writing sounds they hear in words, in the Spring term they move onto CVC words and in the Summer term the focus is upon writing a full sentence.

Mathematics

We intend for all children to have a sense of enjoyment and curiosity about Maths. We include rich opportunities for children to solve problems and develop their spatial reasoning skills daily through real life situations and quality provision. The children are exposed to mathematics on a daily basis. They have an exciting Maths area, along with counting opportunities and numbers throughout the indoor and outdoor provision. Children are encouraged to explore loose parts, making patterns, sorting and counting independently. F1 follow the White Rose Scheme and F2 follow the NCETM Mastering Number Program and the White Rose Scheme when covering shape, space and measure.

Curriculum – Impact

Assessment

At the start of F2, children are assessed to determine a baseline, or starting point, for their future learning. This is completed using the government Reception Baseline Assessment (RBA); however, staff at Coddington also make their own judgements based on the adults' observations of children during activities and play and this data will be used to plan next steps for each child. Assessment information from previous nursery settings is also considered.

The Development Matters guidance and Early Learning Goals provide the basis along with the subject progression maps (know that statements) for assessment throughout the Foundation Stage. In F1, progress is monitored and tracked consistently through informal daily observations and through fortnightly Tapestry observations with a specified curriculum area. Children also have a learning journal where written work is recorded.

In F2, progress is monitored and tracked consistently through informal daily observations and children record in their Maths and Literacy books once a week. Children also have a folder to include learning on Understanding the World and Expressive Arts and Design. In the EYFS, teachers and teaching assistants make regular, informal assessments of children's learning which are shared as a team. These observations are key to the assessment and planning cycle as next steps for groups or individuals are planned in response to these. Clear, timely feedback, retrieval and regular rehearsal ensure that learning sticks and builds over time. For pupils with SEND, adaptive teaching, personalised instruction and formative assessment ensure all pupils can access, engage with and succeed in learning.

Once a term, staff assess the children based on practitioner knowledge and experience of progress in Early Years, formal assessments, progression documents and the necessary skills to work towards the Early Learning Goals. Any pupil who is not currently working at the expected level is offered additional interventions to support their progress and development. Assessments are recorded on Arbor and progress is monitored and analysed through pupil progress meetings with staff and the Senior Leadership Team.

At the end of the year the EYFS profile provides a summary of every child's development and learning achievements including whether they have reached a 'Good Level of Development' (GLD). Children are assessed against the Early Learning Goals (ELG) by the class teacher - who uses the exemplification documents, and their knowledge of the children to make a 'best fit' judgement. The children are assessed as achieving a 1 or 2 against each area of the EYFS curriculum:

2 = Expected ELG – meeting the expected level

1 = Emerging ELG – not yet meeting the expected level

Staff regularly undertake internal and external moderation to ensure accuracy of data. Staff attend CPD meetings and training through MITRE Network meetings.

This profile data is the statutory data that is sent to the Local Authority and used to help school benchmark and identify improvements. Parents/carers will be given information of their child's achievements in a written report at the end of the Summer term.

At the end of each academic year the results for the F2 cohort are analysed by SLT. This allows staff to reflect on any areas for development as well as to highlight trends and celebrate achievements.

Learning Environment

Indoors:

A strong sense of belonging is fostered in the classroom – environments are calm, inclusive and purposeful—relationships, routines and behaviours support focus and learning for all. Our F1 unit (Nursery) is one large classroom building next door to the F2 building. It has separate entrance doors for parents/carers to access and a door into the outside learning environment. The classroom is calm and inviting with a focus upon natural resources for the children to explore and choose their learning independently.

Key spaces within the F1 classroom:

- Role play area
- Reading area with sofa, teddy bears and puppets
- Writing and phonics area
- Maths area
- Art and Design areas with messy play area
- Small world and imaginative play area
- Construction area
- Sand and water area
- Fine motor / investigation table
- RE reflection quiet area

Our F2 unit is a spacious, light, open plan area that homes two classes. However, we work very much as one unit, planning together for adult led lessons activities, continuous provision, enhanced provision, and outdoor learning.

Provision is for use by all of the children across both sides of the unit. Staff teach, observe, and engage with the children in their play across the whole unit at various times of the day. This means that the staff team get to know all of the children incredibly well, which supports our nurturing approach to learning.

Typically, our children will receive a daily phonics, Maths and Literacy input. These take place on the carpet areas and may be followed by an adult led activity, or with opportunities to continue their learning within the provision across the unit.

Key spaces within the F2 unit:

- Home corner
- Reading areas and nook
- Writing area
- Maths area
- Messy play area
- Art and Design area

- Small world area
- Construction area
- Sand and water area
- Fine motor skills area
- RE reflection quiet area
- Speech, language and communication (SLCN) table

When you step into F2 you will find children highly engaged in exploratory play. There are high expectations for all learners and encouraging independence is fundamental to our ethos. Active engagement and a culture of curiosity empower pupils to embrace challenge. The children work collaboratively to challenge each other, alongside staff who scaffold their learning. We encourage children to communicate with peers and adults as they investigate and solve problems.

Both F1 and F2 classrooms are language rich with a focus on key vocabulary to support communication and language skills. Each enhanced area has a board for any adult working with the children to see what the task is and the key vocabulary to either use with the children or observe them using independently.

Outdoors:

We are incredibly proud of our large outdoor area, which our children access everyday as part of free flow independent learning times, and for specific outdoor adult- led activities. We are in the process of developing this area further and have some exciting plans, to embrace our lovely woodland area and develop a large mud kitchen, sensory area and forest style approach to learning outdoors on the timetable every week for all children in the early years.

Key spaces that the children can explore outside:

- Woodland and nature area
- Wooden trim trail
- Water play
- Role play and drama, stage area
- Games
- Large sand pit area
- Construction
- Maths
- Writing
- Wheeled vehicles
- Investigation area
- Story time/reading

We weave mark making, art, writing opportunities, and maths into all these areas and we have purposeful resource sheds that are readily accessible to the children to bring these areas of learning to life on a larger scale.

Our staff engage in play with the children to support, model, scaffold and extend learning. Critical thinking and problem-solving opportunities are a key feature of our outdoor learning vision.

Starting in Foundation 1 (Nursery)

At Coddington Nursery we offer 15 hours (five mornings or five afternoons) and 30 hours provision. We provide breakfast and after school clubs for nursery children to support working families in our community.

Parents and carers are invited in for a transition meeting with the staff. Children are then invited in with one parent/carer for stay and play sessions. This is an ideal opportunity for staff to meet the children and get to know them before they start nursery.

Starting in Reception - Transition from Foundation 1 to Foundation 2 from other local Nursery settings.

We want to make this as smooth a transition into school as possible. A member of the EYFS team visits local nursery settings to find out information about children coming into Coddington School. Professional discussions are held with each child's keyworker. Children are invited into the school for two play sessions. The sessions are a good opportunity to mix with new friends, meet the staff and familiarise themselves with the learning environments inside and outside.

Coddington Nursery children transitioning to Foundation 2

Children that attend Coddington nursery regularly access the F2 classrooms for stories and play sessions during the summer term. The staff get to know all the children very well before starting in the reception classes. The F1 children share some collective worships, enrichment activities and sports day with the F2 children, and are therefore familiar with the staff and classroom layouts.

We share relevant information before all the children enter school, this ensures parents/carers, support staff and the reception teachers work effectively together to support children's learning and development and a smooth transition into full time school.

Parent Partnerships

We believe that all parents have an important role to play in the education of their child. We recognise the role that parents have played, and their future role, in educating the children. We provide every child in F1 with a Tapestry and Class Dojo account and F2 children have a Class Dojo account. This enables teachers to provide information on children's experiences in Coddington school and Nursery, and parents can share information about their child's experiences and achievements outside school.

This information helps to build a well-rounded picture of the child for everyone. These online two-way communication tools enable our school to celebrate learning, progress, set home activities and provide feedback to parents and carers. In F1, Tapestry observations are carried out fortnightly in the inside and outside learning environments and saved in the child's learning journal. Parents/carers are able to download the journal at the end of the F1 stage.

Every Monday, staff in F1 and F2 upload a weekly Class Dojo post sharing the learning that the children will be accessing that week.

Parents/carers receive information about their child's assessment and formal parents meetings are offered twice a year, in the Autumn and Spring terms. At the meetings parents can speak with the teachers to discuss their child's progress and development, their next steps in learning and to view their child's learning journals and books. Parents are always welcomed to discuss their children informally using Class Dojo. An end of year report is sent out in July along with attendance and F2 children also receive their Early Learning Goal data.

Safeguarding and Well-Being

At Coddington Primary and Nursery School it is important to us that all children in the setting understand how to stay safe. We aim to educate children on 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 are 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 children. All staff are aware of and follow our whole school safeguarding procedures. (See Whole School Safeguarding Policy on the website).

We understand that we are legally required to comply with welfare requirements as stated in the Early years foundation stage statutory framework, 2025. 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.

Children must usually be within sight and hearing of staff and always within sight or hearing. Whilst children are eating there should always be a member of staff in the room with a valid paediatric first aid certificate.

To ensure children are released safely at the end of the day, children will not be allowed to leave with anyone different to a parent/carer unless a message has been given via Class Dojo, verbally to the teacher or via telephone through the office. Any child that is uncollected will be looked after in school while their parent or carer is contacted. If contact cannot be made the secondary contacts will be contacted.

Pupil Premium

We ensure that we quickly identify children who are entitled to both Pupil Premium and Early Years Pupil Premium. Through our own baseline assessment, we ascertain any areas of need and how we can further support through specific resources, expertise or intervention. We track children's progress to ensure that they are making good progress and to ensure that support is adjusted to target specific areas as the child develops.

SEND

At Coddington each individual child's needs and qualities are recognized and valued. Specific needs are met appropriately, showing an awareness of the individual's stage of development. All our children are treated as individuals and have equal access to all provisions available.

Assessments consider 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 special needs is crucial to enable staff to support the development of each child. Staff may be aware of children with additional needs through their own observations, parental information or the involvement from outside agencies.

We work with parents and preschool settings prior to entry, which helps us initially to get to know each child and the provision we need to put in place. Children with additional needs may require careful monitoring and extra help. An APDR may need to be put in place where parents will meet with staff termly to review their child's targets. A child may need to access additional learning programmes, carry out some specific activities, or meet with one of our specialist outside agency staff. At all times we will work with parents/carers and children to ensure good progress is being made. Concerns are always discussed with parents/carers at an early stage and further support can be accessed through our school SENCo.

Equality

At Coddington C of E Primary School, we are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

We tackle discrimination through the positive promotion of equality, by challenging bullying and stereotypes and by creating an environment which champions respect for all.

At Coddington C of E Primary and Nursery School, we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit us. We provide all our pupils with the opportunity to succeed and to reach the highest level of personal achievement.

We do this by:

- Ensuring equality of access for all pupils and preparing them for life in a diverse society
- Using materials that reflect the diversity of the school, population and local community without stereotyping
- Promoting attitudes and values that challenge any discriminatory behaviour or prejudice
- Providing opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- Seeking to involve all parents in supporting their child's education
- Utilising teaching approaches appropriate for the whole school population which are inclusive and reflective of our pupils.