



King Charles
Cof E Primary School



Early Years and Foundation Stage Policy

Version Number	Version 1
Date Adopted by Governors	19 th May 2026
Scheduled Review Date	Summer 2027
Statutory or Best Practice Policy	Statutory
School or Trust Policy	School

Trust **We want to ensure that your needs are met.**
If you would like this information in any other format, please contact us on
01637 303106 or email info@kernowlearning.co.uk.

#AsOne
Kernow Learning

Introduction

'Start children off on the way they should go...' Proverbs 22:6

At King Charles C of E Primary School, the culture in the Reception classes are welcoming, safe and nurturing, where every child feels valued and inspired to be ambitious and achieve their very best. The Reception year establishes a secure foundation on which children's future learning is built.

Our Shine Curriculum

The Early Years Foundation Stage (EYFS) covers the development of children from birth to the end of their Reception Year. Its overarching aim is to ensure that children learn well, develop well, and are kept healthy and safe. EYFS promotes teaching and learning that supports children's school readiness and provides a broad range of knowledge and skills for future progress.

In the Autumn term, emphasis is placed on the prime areas of learning: Personal, Social and Emotional Development, Communication and Language, and Physical Development. These prime areas support children to develop the executive functioning skills to thrive in the specific areas: Literacy, Maths, Understanding the World and Expressive Arts and Design.

During the Spring term the children continue to develop the skills of letter formation whilst developing the skill of writing and reading words they can sound out independently. they develop number skills by learning key number facts and use practical activities and resources to practice these methods with partners. We also begin to explore Falmouth as Geographers and Historians.

In the Summer term the children will develop the skills to write short sentences and phrases which they can re-read independently. As mathematicians we begin to be able to problem solve more independently and continue to develop counting skills with larger numbers.

As Scientists we constantly reflect on the natural world around us noticing seasonal changes.

For more information on our Shine Curriculum please look on our website.

Our reception learning environment supports the EYFS Characteristics of Effective Learning: *playing and exploring* (engagement), *active learning* (motivation) and *creating and thinking critically* (thinking). These characteristics emphasise how children learn, fostering curiosity, perseverance and independent thinking.

All children visit our library on a weekly basis. Staff promote reading aloud at home and the importance of story time as a building block for reading development. Story books stimulate imagination, expand understanding of the world and support language and listening skills. We use 'Read, Write Inc' (RWI) to deliver our phonics programme.

Equal Opportunities, Inclusion and Special Needs

The EYFS is taught in accordance with the school's Equal Opportunities Policy. Children are encouraged to ask questions, deepen their understanding and develop positive attitudes towards people of different ethnic groups, cultures, beliefs, genders and abilities. This is supported by our weekly Jigsaw PSHE sessions.

Ramps, a lift and a disabled toilet are available within the school to enable accessibility.

Our curriculum respects each child's ethnic, faith and cultural heritage, as well as their individual needs. These elements are included in class activities, carpet time, assemblies, role play and through positive images and books.

We identify and support children with additional needs by working closely with the school's SENDCO and involving parents at all stages.

(See SEND Policy and Equal Opportunities Policy.)

Assessment

Within the first six weeks of school, alongside ongoing assessments, we complete the statutory Reception Baseline Assessment (RBA), which assesses starting points in:

- language, communication and literacy
- mathematics

Children complete tasks online and using practical resources, and teachers record outcomes to ensure a curriculum tailored to pupils' needs.

In the final term of Reception, the EYFS Profile is completed for each child. This provides a clear picture of development, knowledge, understanding and abilities, as well as progress against expected levels. It prepares Year 1 teachers for individual children's next steps. Children are assessed against the 17 Early Learning Goals.

Parents have access to developmental records in line with EYFS regulations.

Positive Relationships

Children become strong and independent through secure relationships. We aim to develop caring, respectful and professional relationships with children and their families.

Parents and carers are children's first educators, and we value the contribution they make. We support this by:

- gathering information from parents as children start school
- hosting induction meetings
- running 'Learning Together' sessions in the summer term to introduce families to the EYFS environment
- conducting home visits
- Our weekly Shining Stars Updates in the first term
- offering parents' evenings in the first two terms
- providing end-of-year written reports
- sharing our approach to phonics, reading and maths

- inviting parents to curriculum workshops
- Sharing resources with parents to support children's next steps
- Inviting parents in for Shine Time, so children can share their learning

We recognise the important role parents play in their child's education. We promote parental involvement by:

- speaking with parents before their child starts school
- offering Learning Together sessions for parents and children
- providing regular opportunities to discuss progress
- encouraging parents to share concerns with teachers
- holding formal meetings twice annually
- inviting parents to view books and attend Shine Time Afternoons
- offering flexible admission arrangements
- encouraging participation through newsletters, events and trips

Transitions Into and Out of Reception

- The EYFS team visits nurseries, childminders and Early Years providers to support transition and gather information.
- We also hold Professional development sessions for our local Early Years providers to aid transition
- Our 'Welcome' evening provides information and an opportunity to ask questions.
- Our 'Learning Together' sessions allow children and parents to become familiar with staff and the school environment.
- Formal learning is introduced gradually throughout the Reception year to support transition to Year 1.
- Transition meetings between Reception and Year 1 staff ensure important information is shared.
- Transition sessions are held for the children to meet their class teacher and visit their new classroom