



Ashton St. Peter's Church of England VA Primary School

Early Years Education Policy

Reviewed: September 2025

Next Review: September 2027 (or earlier if statutory guidance changes)

Our Vision

At Ashton St. Peter's, we are committed to **"Finding the Keys to Life and Learning."**

In our Early Years, this means giving every child the essential keys that unlock:

- Communication
- Confidence
- Curiosity
- Compassion
- Creativity
- Resilience
- Independence
- Faith and values

Rooted in our Christian ethos, we nurture children to flourish academically, socially, emotionally and spiritually, enabling them to fulfil their God-given potential.

Statement of Intent

At Ashton St. Peter's Church of England VA Primary School, we greatly value the importance of the Early Years Foundation Stage (EYFS) in providing a secure and inspiring foundation for future learning.

This policy reflects the requirements of:

- The **Statutory Framework for the Early Years Foundation Stage (DfE, 2024)**
- **Keeping Children Safe in Education (2025)**
- **Working Together to Safeguard Children (2023)**
- The **SEND Code of Practice (2015)**
- Equality Act (2010)

We ensure every child receives a positive, ambitious and successful start to their school life.

We offer a curriculum rich in wonder, vocabulary and memorable experiences. Through carefully planned provision, high-quality interactions and purposeful play, we provide opportunities that promote challenge, exploration, adventure and a lifelong love of learning.

We recognise the crucial role early education plays in securing **school readiness**, particularly in communication, early reading, personal development and self-regulation.

Implementation

Safeguarding and Welfare

We meet and exceed the welfare requirements laid down in the **Statutory Framework for the EYFS (2024)**.

Safeguarding is everyone's responsibility. We:

- Follow **Keeping Children Safe in Education (2025)**
- Adhere to our whole-school Safeguarding and Child Protection Policy
- Maintain robust safer recruitment procedures
- Ensure all staff receive regular safeguarding training
- Promote a culture of vigilance

Children's safety, wellbeing and emotional security underpin all practice.

A Language-Rich Environment – The Key to Communication

Communication is the master key that unlocks learning.

We prioritise:

- High-quality adult-child interactions
- Storytelling, nursery rhymes and singing
- Vocabulary-rich texts
- Explicit teaching of new language
- Structured talk opportunities

Staff are trained to model ambitious vocabulary and extend children's thinking through skilled questioning.

Early Reading – The Key to Literacy

We teach reading through a validated systematic synthetic phonics programme: **Essential Letters and Sounds (ELS)**.

Children:

- Receive daily phonics teaching
- Practise blending and segmenting
- Read fully decodable books matched to their phonics stage
- Develop fluency and comprehension through high-quality texts

We promote reading for pleasure through:

- Daily story time
- Carefully selected core texts
- Author focus and book talk

We work closely with parents to support early reading, including phonics workshops and guidance materials.

Mathematics – The Key to Problem Solving

We develop confident mathematicians through:

- Daily maths teaching (Power Maths)
- Subitising and number fluency practice
- Exploration in continuous provision
- Real-life mathematical problem solving

Children develop deep understanding of number to 10, patterns, comparison, composition and number bonds.

Physical Development – The Key to Strength and Coordination

We provide extensive opportunities for gross and fine motor development:

- Outdoor learning in all weathers
- Climbing, balancing and bike track
- Mud kitchen and sensory exploration
- Dough disco and fine motor provision
- Tool use (scissors, tweezers, screwdrivers, paintbrushes)

Children develop stamina, balance, coordination and pencil control.

Personal, Social and Emotional Development – The Key to Life

We explicitly teach children to:

- Manage their feelings
- Build positive relationships
- Show empathy and respect
- Develop resilience and perseverance
- Follow routines and expectations

Christian values are woven throughout daily practice.

Children are supported to become independent, reflective and responsible members of our school community.

Curriculum Design

Our curriculum is:

- Ambitious
- Sequential
- Knowledge-rich
- Vocabulary-driven
- Responsive to children's interests

It aligns with the seven areas of learning in the EYFS:

Prime Areas

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

Specific Areas

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

We ensure children learn about:

- Their local community (including Dunstable)
- Diversity and different cultures
- The natural world
- Past and present
- Faith and Christian values

Trips, visitors and enhancements enrich learning.

Characteristics of Effective Learning

We promote:

- **Playing and Exploring** – curiosity and investigation
- **Active Learning** – resilience and perseverance
- **Creating and Thinking Critically** – problem solving and reasoning

These characteristics are central to “Finding the Keys to Life and Learning.”

Inclusion and SEND

We recognise that children develop at different rates.

We:

- Follow the **SEND Code of Practice (2015)**
- Identify needs early
- Work closely with parents and external professionals
- Implement targeted interventions where appropriate
- Adapt provision to meet individual needs

Every child is valued as a unique child of God.

Observation, Assessment and Monitoring

Assessment in EYFS is:

- Ongoing
- Formative
- Based on professional judgement

We complete:

- Home visits prior to starting
- The statutory **Reception Baseline Assessment (RBA)**
- Ongoing observation and assessment
- Termly pupil progress discussions
- The statutory **EYFS Profile** at the end of Reception

Moderation takes place:

- Within school
- With local schools
- Through Local Authority training
- Using the EYFS Profile exemplification materials

Assessment informs planning and next steps.

Partnership with Parents

Parents are partners in unlocking each child's potential.

We provide:

- Home visits
- Regular communication
- Termly parent consultations
- Phonics workshops
- End of year report including EYFS Profile

Parents contribute to learning through Tapestry and home-school communication.

Transition

We ensure smooth transition by:

- Home visits
- Gradual start procedures
- Sharing information with Year 1
- Professional dialogue between teachers

This ensures continuity and sustained progress.

Impact

By the end of Reception, children at Ashton St. Peter's will have found the essential keys to life and learning.

They will be:

- Confident communicators
- Enthusiastic readers
- Fluent early mathematicians
- Resilient learners
- Compassionate friends

- Curious explorers
- Creative thinkers
- Independent individuals
- Respectful members of their community

They will be ready — academically, socially and emotionally — for the next stage of their education.

Review Procedures

This policy will be reviewed:

- Every two years
- Earlier if statutory guidance changes
- If required by the Local Authority or Governing Body

Ratified by Governing Body: September 2025

Headteacher: *D. Bower*