



Altrincham CE
Aided Primary School

Grow Strong and Bear Fruit

ACE EYFS Policy 2025-26

Approved by: ACE FGB

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We follow the **Early Years Foundation Stage (EYFS) Curriculum** in Nursery and Reception.

“Every child deserves the best possible start in life and support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right.”

EYFS Statutory Framework

As a Christian school, our ethos is also guided by the words of **Proverbs 22:6**:

“Start children off on the way they should go, and even when they are old they will not turn from it.”

Our core Christian values run strongly through both our planned and incidental curriculum. We provide opportunities for children to develop a sense of awe and wonder about themselves as individuals, an understanding of their place in the world, and a strong appreciation of the achievements and contributions of others.

At our school, children and adults strive to do their best at all times, guided by our mission: ‘Grow Strong and Bear Fruit.’ Loving God and one another is reflected in every aspect of daily school life.



1. Aims

At Altrincham CE Primary School, our EYFS provision aims to:

- Ensure every child experiences a **broad and balanced curriculum** that develops the knowledge, skills, and confidence to make excellent progress throughout school and life.
- Maintain **high-quality, consistent teaching and learning** so that all children achieve their potential and no child is left behind.
- Foster strong **partnerships between staff, parents, and carers**, working together to support each child's development.
- Promote **inclusion and equality of opportunity**, celebrating diversity and following anti-discriminatory practice.
- Create **meaningful and memorable learning experiences** that inspire curiosity, joy, and a lifelong love of learning.

2. Legislation and Guidance

This policy reflects the statutory requirements set out in:

- The Department for Education's EYFS statutory framework, updated September 2025

[Early years foundation stage \(EYFS\) statutory framework - GOV.UK](#)

- Keeping Children Safe in Education 2025

[Keeping children safe in education - GOV.UK](#)

3. Structure of the EYFS

The EYFS unit at Altrincham CE Primary School consists of one Nursery and Reception class.

- **Nursery:**
 - Funded early education is available for all eligible 3- and 4-year-olds:
 - **15 hours per week** for all children.
 - **Up to 30 hours per week** for eligible working families.
 - Parents may choose to purchase **additional nursery hours beyond the funded entitlement** at the provider's published rates. These optional paid hours are not part of the statutory funded offer.
 - For further details, including eligibility for funded hours, please see our **Nursery Admissions Policy**.

- **Reception:**
 - 30 full-time places are available for children in their first year of statutory schooling.

4. Curriculum

Our EYFS curriculum follows the four guiding principles of the statutory framework:

- **A Unique Child** – recognising and celebrating each child’s individuality, strengths, and interests, supporting personal growth and resilience.
- **Positive Relationships** – children benefit from secure, supportive relationships with staff, peers, and families.
- **Enabling Environments** – providing stimulating, safe, and resource-rich spaces, encouraging exploration, discovery, and learning through play.
- **Learning and Development** – teaching focuses on all areas of learning:
 - **Prime Areas:** Personal, Social and Emotional Development; Communication and Language; Physical Development
 - **Specific Areas:** Literacy; Mathematics; Understanding the World; Expressive Arts and Design

A Unique Child

At Altrincham CE Primary School, we recognise that every child is a competent and capable learner. All children have potential and can be nurtured into understanding that they belong at ACE, and that they can and will achieve and thrive.

We understand that children develop at different rates and have individual needs, but we maintain quality and consistency in our teaching to ensure that no child is left behind.

“Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.” – EYFS Statutory Guidance, 2025

Positive Relationships

We recognise that children grow in confidence and independence through secure relationships, both with peers and adults. We nurture and care for children while building professional and respectful relationships with families.

Staff support children’s personal, social, and emotional development, enabling them to become confident learners in a variety of situations and with different groups of people.

We value parents and carers as a child's first and most enduring educators. We encourage parental engagement through meetings, open events, our online platform, and contributions to planning and assessment, fostering a continuous dialogue about each child's progress.

Enabling Environments

The environment is vital in supporting and extending children's development. We provide a safe, calm, and stimulating environment indoors and outdoors, fully resourced to encourage children to make choices, develop individually and collaboratively, and grow their knowledge and skills.

Staff observe children in their play to understand their interests, strengths, and areas for development, providing challenging yet achievable experiences.

Learning and Development

The EYFS framework includes **7 areas of learning and development**, with **3 Prime Areas** central to children's early growth:

Prime Areas:

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

Specific Areas:

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

We recognise that Prime Areas support learning across all other areas, fostering curiosity, relationships, and the ability to thrive.

Planning

Planning at Altrincham CE Primary School is flexible, child-centred and changes in response to the children's interests and next steps, ensuring that all areas of learning are covered throughout the year. Staff plan activities and experiences that enable children to develop and learn effectively. In Nursery, staff focus primarily on the Prime Areas of Learning, introducing the Specific Areas as children progress.

Staff consider the individual needs, interests, and stage of development of each child to provide a challenging and enjoyable learning experience. Where children have special educational needs or disabilities, staff consider whether specialist support is required and work with relevant agencies as appropriate.

In planning and guiding children's activities, staff reflect on the different ways children learn and include this in their practice, including opportunities to plan "in the moment." Planning follows a broad overview of themes and content for the year, broken down into half-term segments. There is also flexibility to teach spontaneously, with staff progressing children's learning individually as they play. Topics may link to events in the community, the local environment, or the school calendar. The Long-Term Planning overview provides structure but can change depending on the needs of each cohort.

Teaching

Practitioners provide challenging and playful opportunities across Prime and Specific Areas, fostering the Characteristics of Effective Teaching and Learning:

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically

Learning is delivered through a mix of adult-led and child-initiated activities, with staff responding to emerging interests and guiding development through warm, positive interactions.

In Reception, adult-led activities increase towards the end of the year to support transition into Year 1.

Children who require additional support receive interventions, delivered through play or structured adult-led sessions. For example, the Well Comm intervention supports the development of speaking, listening, and understanding skills.

Early Reading

Children are taught systematic synthetic phonics through the daily Phonics Bug sessions. They also participate in shared and guided reading and are immersed in a text-rich environment.

Staff model enthusiasm for reading and integrate texts throughout the EYFS curriculum to foster a love of books and reading.

For children who are learning English as an additional language, we immerse them in high quality vocabulary and a word-rich language environment in order that they made rapid progress in language acquisition. We carefully monitor progress to ensure that gaps are identified and addressed.

5. Assessment

At Altrincham CE, ongoing assessment is an integral part of the learning and development process. Staff observe children as they work to identify their level of achievement, interests, and learning styles. These observations are used to shape future planning and may inform immediate next steps during the day or steps to be addressed over the following week or half term. Staff also take into account

observations shared by parents and carers, which are submitted on an ongoing basis through our online communication platform.

Within the first six weeks of starting Reception, children complete the Reception Baseline Assessment (RBA). We record the results of this on our internal assessment system (Insight) and track children's progress against their baselines in Language, Literacy and Communication (LLC) and Maths as they move through the school.

At the end of the EYFS, staff complete the EYFS Profile for each child, assessing their progress and development across all areas of learning as:

- Meeting Expected Levels of Development
- Emerging – not yet at expected levels

Profiles are moderated internally and with local schools to ensure consistency and accuracy, and data is submitted to the Local Authority.

6. Working with Families

We recognise that children learn and develop best when there is a strong partnership between school and home. Parents and carers are kept informed about their child's learning in the EYFS through posts on our online communication system and through termly open days and stay and play sessions. Children's progress and development are shared via their individual Learning Journals, which provide evidence of key knowledge, skills, and understanding, giving parents and carers a clear picture of their child's achievements.

We work closely with families with regard to punctuality and attendance, in order to establish excellent routines from the day the children start with us.

7. Safeguarding and Wellbeing

At Altrincham CE, we take pride in the positive and caring relationships that exist between staff and pupils, built upon our Mission Statement, Christian values, and faith. Universal pastoral support is embedded in the way staff greet children each morning with genuine interest and enthusiasm. Staff take time to listen and engage with children both inside and outside the classroom.

Our carefully designed curriculum, purposeful learning environment, and high-quality practitioner support challenge children while fostering independence. This enables them to make positive choices and develop the skills needed to stay safe and healthy. Children quickly learn and follow the routines and expectations of our setting, demonstrating responsibility and respect while contributing positively to the school community.

Children also develop an appreciation of diversity through experiences designed to introduce them to different cultures and perspectives. We ensure a range of images, books, and visitors promote a culture of respect in line with British Values, which we

reinforce in child-friendly language and celebrate when children demonstrate these characteristics.

Mindfulness and resilience strategies are incorporated into daily routines to further support children's confidence, independence, and mental health. Our school values have been translated into child-friendly language, for example, "Grow – I like to explore and learn new things."

The Jigsaw PSHE Scheme of Work provides children with a secure understanding of how to maintain health through relationships, nutrition, physical activity, and mindfulness. Through a rich PE curriculum, with some lessons taught by a specialist, children thrive both mentally and physically, participating in a variety of activities including gymnastics, dance, and multisports.

Please see our 2025-26 Safeguarding Policy for further details about our safeguarding procedures.

8. Monitoring

This policy is reviewed annually to reflect best practice, effectiveness, and updates to EYFS and safeguarding guidance.

The next review date is Spring 2027.