



Grange Primary Academy

Early Years Foundation

Stage Statement

Grange Primary Academy is part of the Greenshaw Learning Trust.

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Early Years Foundation Stage (EYFS) Statement

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1. Aims

Grange Primary Academy is committed to providing an exemplary Early Years Foundation Stage (EYFS) experience. This policy aims to ensure:

- That all children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life.
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind.
- A close, transparent working partnership between staff and parents and/or carers to support children's learning at home and in school.
- Every child is fully included and supported through equality of opportunity and proactive anti-discriminatory practice.

2. Legislation and Statutory Framework

This policy is based on requirements set out in the 2021 statutory framework for the Early Years Foundation Stage (EYFS). It adheres to all mandatory statutory guidance, the Equality Act 2010, and the Special Educational Needs and Disability (SEND) Code of Practice.

3. Structure of the EYFS Provision

- **Reception Provision:** Our Reception class has a published admission number (PAN) capacity for thirty children. The Reception day aligns with standard school operating hours.

4. Curriculum Intent and Architecture

Our early years setting follows the curriculum as outlined in the 2021 EYFS statutory framework. The framework encompasses seven areas of learning and development that are equally important and interconnected. Three prime areas are particularly critical for igniting curiosity and building children's capacity to learn, form relationships, and thrive:

- **Communication and language:** Developing spoken language, active listening, and rich conversational skills.
- **Physical development:** Refining gross and fine motor skills, coordination, and physical independence.
- **Personal, social and emotional development:** Building self-regulation, empathy, positive relationships, and personal confidence.

These prime areas are strengthened and applied through four specific areas of learning:

- **Literacy:** Phonemic awareness, early reading fluency, comprehension, and emergent writing.

- **Mathematics:** Developing a deep procedural understanding of numbers, counting, spatial reasoning, patterns, and shape manipulation.
- **Understanding the world:** Exploring physical surroundings, diverse communities, historical changes, and technology.
- **Expressive arts and design:** Engaging with art, music, role-play, performance, and creative media.

4.1 Planning & Reading Strategy

The EYFS curriculum at Grange Primary Academy is broad, balanced, and coherently sequenced across all areas of learning, placing a high emphasis on language acquisition. Learning is structured progressively towards an agreed end-point to ensure that all pupils achieve a Good Level of Development (GLD).

- **Cultural Capital & Equity:** The curriculum is designed specifically for our pupils to equip them with the background knowledge, vocabulary, and cultural capital necessary for lifelong success.
- **Phonics & Early Reading:** Reading is prioritised from the outset. Secure phonic knowledge is taught using the Read Write Inc. (RWI) programme, enabling children to read fluently and preparing them for the academic rigor of Key Stage 1.

Staff adapt activities to meet individual interests, stages of development, and special educational needs (SEND). Where additional support is needed, staff liaise promptly with the SENCo and external specialist agencies.

4.2 Pedagogy and Learning Environment

Each area of learning is delivered through planned, purposeful play, balancing adult-led instruction and child-initiated exploration:

- **Indoor Classroom Design:** Classrooms feature natural backgrounds to create a calm, focused atmosphere where children's work takes center stage. Spaces are divided into clear learning zones with resources stored at child height to encourage autonomy.
- **Provocations & Curiosity:** Learning prompts and open-ended provocations inspire investigation, problem-solving, and creative dialogue.
- **Outdoor Provision:** Children enjoy daily access to safe, enclosed outdoor environments designed to support all seven areas of learning, regardless of weather (unless conditions are deemed unsafe).
- **Instructional Balance:** As children mature through Reception, the pedagogical balance incrementally shifts towards whole-class teaching and structured adult-led group activities to facilitate a smooth transition into Year 1.

4.3 Characteristics of Effective Teaching and Learning

Staff reflect the three statutory characteristics of effective teaching and learning in their daily practice:

- **Playing and Exploring:** Children investigate and experience things, demonstrating curiosity and a willingness to 'have a go'.
- **Active Learning:** Children concentrate and persevere when encountering obstacles, taking pride in their personal achievements.
- **Creating and Thinking Critically:** Children develop their own ideas, form meaningful conceptual links, and devise strategies for accomplishing tasks.

5. Assessment, Tracking, and Moderation

Assessment is an integral part of learning and development. Practitioners observe pupils systematically to track progress, evaluate learning styles, and adapt future planning:

- **Reception Baseline Assessment (RBA):** Administered within the first 6 weeks of entering Reception in accordance with statutory requirements.
- **EYFS Profile:** Completed at the end of Reception. Each pupil is assessed against the 17 Early Learning Goals as 'Meeting expected levels' or 'Emerging'.
- **Trust & Local Moderation:** EYFS judgements are moderated internally against Development Matters guidance, in partnership with local primary schools, and alongside Greenshaw Learning Trust peer settings to ensure robust, standard-aligned assessments.

6. Working in Partnership with Parents and Carers

Strong partnerships with parents and carers ensure optimal child development and well-being. Grange Primary Academy maintains transparent, continuous communication using dedicated key contacts and modern digital tools:

- **Class Dojo & Home Sharing:** Our EYFS class maintains a Class Dojo page for notices, reminders, and news. In Reception, staff and parents utilise profiles to celebrate 'wow moments' and share learning highlights.

7. Safeguarding and Welfare Procedures

We prioritise children's health, safety, and well-being through rigorous welfare procedures:

- **Oral Health Promotion:** We actively promote good dental hygiene with daily tooth brushing, offering water between meals, and discussing the impact of sugary foods.
- **Food and Drink Standards:** Healthy, nutritious snacks and fresh drinking water are provided daily. Milk is free until a child's fifth birthday, with optional online purchasing thereafter. Reception children may choose a hot school meal or bring a packed lunch.
- **Strict Nut-Free Policy:** Grange Primary Academy is a strictly NUT-FREE school to safeguard pupils with severe allergic conditions. Chocolate (in any form), sweets, chewing gum, glass flasks, and fizzy drinks are strictly prohibited.
- **Child Protection:** All welfare and safeguarding protocols strictly align with the main GLT Child Protection and Safeguarding Policy.

8. Policy Monitoring and Governance

This policy is formally reviewed and approved by the Greenshaw Learning Trust EYFS Lead every three years. Upon each review, the policy is submitted to the local governing board for formal review and adoption.

Appendix 1: Statutory EYFS Policies and Procedures

The following table cross-references mandatory statutory policies required under the EYFS Statutory Framework:

Statutory Policy or Procedure Requirement	Location / Referenced Document
Safeguarding policy and child protection procedures	<i>Child Protection and Safeguarding Policy</i>
Procedure for responding to illness and infection	<i>Health and Safety Policy</i>
Administering medicines policy	<i>Supporting Pupils with Medical Conditions Policy</i>
Emergency evacuation procedure	<i>Health and Safety Policy / Fire Safety Plan</i>
Procedure for checking the identity of visitors	<i>Child Protection and Safeguarding Policy</i>
Procedures for uncollected child and missing children	<i>Child Protection and Safeguarding Policy</i>
Procedure for dealing with concerns and complaints	<i>GLT Complaints Policy</i>
Intimate care policy and procedures	<i>Intimate Care Policy</i>