



Early Years Foundation Stage (EYFS) Teaching and Learning Policy

1. Introduction

At Golborne St Thomas', we believe that high-quality teaching and learning in the Early Years Foundation Stage (EYFS) lays the foundation for lifelong learning. Our approach is child-centred, fostering curiosity, creativity, and independence through high-quality interactions and an engaging, enabling environment. We ensure that all children feel valued, safe, and supported as they develop essential skills across all areas of learning.

2. Aims

This policy aims to:

- Promote high-quality teaching and learning in the EYFS.
- Foster strong, positive relationships between children and practitioners.
- Embed the **ShREC approach** to enhance high-quality interactions.
- Create an engaging, inclusive, and well-structured environment.
- Support children's holistic development through play, exploration, and adult-led activities.

3. The Seven Areas of Learning in EYFS

The EYFS framework is structured around seven key areas of learning and development. These are divided into **Prime Areas** and **Specific Areas**:

Prime Areas (which form the foundation for learning):

1. **Communication and Language** – Listening, attention and understanding;
Speaking
2. **Physical Development** – Gross motor skills; Fine motor skills
3. **Personal, Social and Emotional Development** – Self-regulation; Managing self;
Building relationships

Specific Areas (which build upon the prime areas):

4. **Literacy** – Comprehension; Word reading; Writing
5. **Mathematics** – Numbers; Numerical patterns



6. **Understanding the World** – Past and present; People, culture and communities;
The natural world

7. **Expressive Arts and Design** – Creating with materials

These areas ensure a well-rounded and holistic approach to child development, allowing children to develop key skills through a combination of play-based and structured learning experiences.

4. The ShREC Approach

We use the **ShREC** approach to ensure **high-quality interactions** that extend children's thinking and learning. The key elements are:

- **S: Share attention** – Engage with children at their level, following their interests.
- **h: Have conversations** – Use open-ended questions, comments, and responses to encourage communication.
- **R: Repeat and extend** – Acknowledge and build on children's words, ideas, and actions.
- **E: Encourage children** – Promote confidence, persistence, and active engagement.
- **C: Communication and language** – Foster a language-rich environment through meaningful interactions.

5. Teaching and Learning Approaches

5.1 Effective Teaching

We uphold the view that learning is underpinned by the characteristics of effective learning. In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice.

The 3 characteristics of effective teaching and learning 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; and
- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.



All of these areas interlink throughout the curriculum and adults make the most of opportunities to interact with children to develop their playing, thinking and learning. Adults also recognise that there are times when they need to take a step back to enable children to think critically and solve a problem by trial and error or perseverance.

It is our aim that children leave the EYFS with:

- a positive 'can do' attitude
- a willingness to take risks and make mistakes
- high levels of engagement in a task where they can practise and build up concepts, ideas and skills
- perseverance
- a love of learning
- ideas of their own, that they can plan and follow through
- an ability to express fears to relieve anxious experiences in controlled and safe situations

5.2 High-Quality Interactions

Practitioners actively engage with children using the **ShREC approach**, scaffolding their learning, modelling language, and encouraging deeper thinking.

5.3 Enabling Environments

Our learning environments are carefully planned to promote independence, curiosity, and exploration. We provide:

- Well-organised indoor and outdoor spaces.
- A variety of open-ended resources that encourage creativity and problem-solving.
- A rich language environment that fosters communication and literacy development.

5.4 Inclusive Practice

We celebrate diversity and ensure that all children, regardless of background, ability, or need, have equal opportunities to thrive. We work closely with families and external agencies to support children with additional needs.



6. Role of Practitioners

Practitioners play a vital role in supporting children's learning by:

- Building strong, nurturing relationships.
- Implementing the **ShREC approach** to promote rich interactions.
- Question, respond to questions and engage the child in extended conversations that support sustained shared thinking
- Providing a stimulating, inclusive, and safe learning environment.
- Observing, assessing, and planning effectively to meet individual needs.
- Encouraging children to become independent, confident learners.
- Extend vocabulary, knowledge and skills
- Add resources that stimulate, motivate and engage the learner
- Demonstrate, model and work alongside the children
- Re-direct the play if necessary
- Help children to learn how to negotiate and resolve conflict
- Promote children's well-being
- Provide feedback to child/other adult/parents
- Ensure the environment is safe and secure and that the Welfare Requirements are in place

7. Partnership with Parents and Carers

We recognise parents and carers as a child's first educators. We work collaboratively through:

- Regular communication and updates on children's progress.
- Opportunities for parents to engage in learning activities.
- Workshops and meetings to support home learning.

8. Monitoring and Review

This policy will be reviewed annually to ensure it reflects best practices and meets the needs of our children and setting.



St Thomas' CE Junior and
Infant School

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