



EYFS POLICY

Review Date: April 2025

To be reviewed: April 2028

OUR MISSION STATEMENT

learning together, making progress, achieving goals

Introduction

At Roxeth Primary school, we recognise that the Early Years Foundation stage (EYFS) is a crucial phase in a child's learning and development. Children experience rapid development in these early years. "Experiences in Early Years have a major impact on their future chances" (EYFS Statutory framework 2024). Our EYFS policy outlines how we meet the requirements of the Statutory Framework for the EYFS and ensure every child thrives in a safe, stimulating, and inclusive environment. We believe that every child deserves the care and support they need to have the best start in life.

Aims

We aim to provide a safe, interactive, and stimulating learning experience where every child is able to succeed, feel happy, valued and will enable them to reach their full potential as they go through their school life and beyond. This includes:

- Developing a love for learning through engaging and play-based activities centred around children's interests and the skills they need to develop by the end of EYFS and as they start Year 1.
- Supporting children's physical, emotional, social and cognitive development.
- Building strong links and partnerships with parents, carers and families.
- Promoting equality and inclusion, valuing the unique qualities of every child.

This policy is based on the Statutory Framework for the Early Years Foundation Stage (2021) and other relevant guidance, including:

- Development Matters (2021)
- The SEND Code of Practice (2015)
- Safeguarding and Child Protection policies including latest versions of KCSIE
- Equalities Act (2010)

Safeguarding and Welfare:

At Roxeth, it is very important that all children are 'safe'.

- Teaching children about boundaries and rules, always supporting them to understand why these are necessary and important.
- Following the safeguarding/Child Protection policies to ensure that we protect the physical and psychological well-being for all children. Staff are aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help and protection. Staff know that any concerns they have or any disclosures that have been made to them, must be reported straight away to a member of the safeguarding team.
- Promoting healthy life styles- encouraging eating healthy snacks, drinking water and washing hands.
- Ensuring there is access first aid trained adults in EYFS.

Our Curriculum Intent and areas of learning:

At Roxeth Primary School we follow the main principles of EYFS to enable all children to have the necessary skills and knowledge they need by the time they start Year 1-

- A unique child-developing resilient, capable, confident and self-assured individuals.
- We teach the 7 areas of learning as set in the EYFS Statutory framework with guidance from 'Development Matters' which supports teaching the 7 areas in a sequential way using small learning steps.

Prime areas	Specific areas
<ul style="list-style-type: none">• Communication and language• Physical Development• Personal, Social and Emotional development	<ul style="list-style-type: none">• Literacy• Mathematics• Understanding of the World• Expressive Arts and Design

- Positive relationships-supporting the children in becoming strong, resilient and independent.
- Enabling environments-where opportunities and experiences respond to the individual needs with support from adults.
- Learning and developing- adults being aware that children learn and develop at different rates and in different ways.
- We recognise the importance of reading and have daily phonics sessions.
- Reading, Writing and Maths is taught through both structured focus activities and also through play activities both in indoor and outdoor environments.

How we Implement our Curriculum:

- We use the characteristics of effective teaching and learning:
 - Playing and exploring: children investigate, experience, and have a go.
 - Active learning: children concentrate and keep on trying when they encounter challenges.
 - Creating and thinking critically: children being creative, developing their own ideas, making links and developing their own strategies for doing things.
- 6 flexible half-termly topics planned depending on children's interests, coverage of the EYFS Curriculum and progress with all prime and specific areas linked and integrated to enable meaningful teaching and learning. Topics/stories/activities are flexible and amended as children's interests change throughout the year whilst maintaining the progression and development of skill skills throughout the year.
- Variety of teaching strategies used to fulfil the requirements of the 7 areas of learning: Structured adult-led activities, direct teaching, play-based, storytelling and singing songs
- Free flow access to both indoor and outdoor environments with a range of open ended, engaging activities enabling children to make their own choices.
- Access to construction resources, small world play, maths, writing, toys to develop gross motor skills, books, role play area and creative resources throughout the day.

- Clearly labelled resources for children to access, enabling them to become independent, confident learners and make their own choices.
- Stimulating, colourful and purposeful classroom learning environments which value children's learning, progress and development.
- Language rich environment with a range of books, vocabulary and back and forth conversations between adults and children.
- Every interaction between adults and children used as a learning/teaching opportunity.
- Children do more, learn more and understand more through embedding learning in different ways. Embedding learning helps children progress faster and gain a higher level of understanding
- British values and Cultural capital integrated into the curriculum throughout the year to ensure the children have exposure to and experience broad knowledge of understanding of our world.

How we measure our impact:

- Evidence through observations, assessments and interactions with the children that they have made good progress in all areas of learning and this also supports adjusting learning plans when appropriate and needed.
- Children feel happy, safe, secure and have developed good routines to enable them to feel confident and positive about being at school and are ready future learning.
- Children are ready at the end of the reception year to start Year 1 with the necessary skills and knowledge that they need.
- Children's communication skills with other children and adults have improved by the end of the year.
- Parents are happy with their children's learning, progress and development in all areas.

Order of bullets points has been changed

Assessments and observations:

- Baseline assessment at the start of the year enables adults to use this as a starting point and create opportunities for learning for individual children to make the best progress they can.
- Half termly Phonics assessments
- Termly Arbor assessments to track children's progress from the stages in Development Matters to support with monitoring and tracking.
- EYFS profiles for every child at the end of the year where children are assessed against the ELGs (Early Learning Goals).
- Writing books, learning folders and learning journey wall used as evidence for children's learning and progress over the year.
- All on-going assessments support planning and ensure learning is adapted for all children.
- Significant observations and interactions with the children on an ongoing basis are recorded and used to guide interventions.

Inclusion and Equality:

All children and their families are valued at Roxeth. Early discussions with parents and nurseries allow for staff to plan for children with differing needs.

- All children are made to feel safe, valued, respected in a supportive environment.
- Flexible, adaptive planning and teaching strategies allows children to learn at their own pace using a range of resources.
- Using resources which reflect diversity and which are free from discrimination and stereotyping, for example using a range of stories from different cultures, variety of toys and also ensuring a range of festivals from different cultures are recognised and celebrated throughout the year to support children's global understanding.
- Supporting children with SEND in different ways through various resources, now and next boards, work stations and visual timetables. Children receive support on an individual and group basis depending on their needs. Specific interventions are also implemented such as Phonics and Neli interventions which supports children's language development.
- Planning challenging activities for those children who are learning at a faster pace.

Partnerships with parents:

At Roxeth, we value the support from parents and always endeavour to work in partnership with them.

- Engaging parents prior to their child starting school by inviting them to a reception parents information session, individual meetings with the child and parent, and a stay and play session in the classroom.
- Parents curriculum/ meet the teacher session once the children have started in reception.
- 2 formal parents evening meeting to discuss children's progress and look at learning, plus one informal one in the summer term.
- Phonics workshop for parents.
- Comprehensive, detailed report for the parents at the end of the year showing progress against the ELGs.
- Reception staff have informal on-going dialogue about children's progress throughout the year with parents. Parents are encouraged to do the same with Reception staff.

Transition

At Roxeth we want the children to experience a smooth and supportive educational, emotional and social transition from external nursery to reception and then from reception to Year 1. We endeavour to ensure that every child feels settled, comfortable, safe and happy as they make these transitions and for parents to be fully involved in this process.

Key systems and procedures for transition from Nursery to Reception mainly during the summer term:

- Discussions with children's key workers from feeder nurseries about individual children to discuss individual needs.
- Visits to nurseries to see children within their specific setting.
- Visits to meet SEN children in their settings with SENCO.

- Initial meeting in the school hall to provide parents with information about the reception year- the curriculum, class routines and ways that they can support their child prior to starting and during their child's first year at school.
- One to one meeting for parents and children to meet their child's class teacher and enable them to ask and answer specific questions.
- Children with their parents visit their new classrooms during 'stay and play' sessions.
- Children start their first term in reception via staggered days and hours to ensure a smooth settling in process and transition process as children enter reception classes from a range of nurseries.
- Parents curriculum meeting in September once children have started to gain further information about the reception curriculum and routines.
- Children arriving throughout the year are tested using Baseline assessment.

Key systems and procedures for transition from Reception to year 1 during the summer term:

- Year 1 teachers visit Reception classes.
- Reception children spend a whole morning in their new classrooms.
- Regular phase meetings take place between reception and Year 1 teachers.
- SEND children continue to use targets devised in EYFS. The SENCO, both Reception and Year 1 teachers and support staff collaborate to discuss the best possible strategies and plans to implement for this transition process for SEND children.
- Flexible approaches to teaching and learning during the first term incorporating early years practice and then gradually moving onto more formal whole class teaching and learning. This will always be based on the cohort of children in any particular year and will also vary for individual and groups of children. A range of resources are used in Year 1 similar to resources used in reception.
- Activities during the first term continue to promote creativity, fine motor skills, develop imagination, social skills and continue to develop vital communication and language skills.
- Handover meetings between reception and Year 1 teachers ensure information is shared and communicated about all children with regard to strengths and gaps in children's learning. We will hand over assessment data, contextual information and insights into how each child learns best. ELG profiles are completed by reception teachers at the end of the summer term and read by Year 1 teachers. Year 1 teachers are able to use this information alongside discussions during the handover meetings to plan for children's next steps as they enter Year 1.
- During the 2nd half of the summer term, reception teachers will start to introduce some whole class lessons and group activities to give children the experience of learning more independently which they will encounter as they later move into Year 1. Concentrating for longer periods are also encouraged during this time. Teachers prepare children socially and emotionally through circle time activities and also read stories which support the transition process.
- The EYFS phase lead ensures that Year 1 teachers are familiar with the EYFS curriculum and requirements to ensure they feel comfortable planning in a similar way as children enter Year 1. Teachers attend courses to support this where appropriate. EYFS lead and Year 1 teachers have regular dialogue about how children are settling and what changes might be needed.

- The Year 1 learning environment continues to offer opportunities for active child initiated independent learning through planned play throughout the day and over a period of weeks dependent on the cohort.
- Children continue to be assessed on the EYFS profile where appropriate.
- Parents of reception children in the summer term are given a transition leaflet with guidance on how they can support their child as they move to Year 1.

Mrs D'Souza

EYFS lead

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