



## POTT SHRIGLEY C OF E PRIMARY SCHOOL

*‘Be kind and compassionate to one another, forgiving each other, just as in Christ, God forgave you’*

### EYFS policy – Spring 2025

#### Introduction

The early years are a critical stage in the development of our children and provide the foundation upon which children build the rest of their lives. Children develop rapidly during this time in many areas including physically, intellectually, emotionally and socially. A child's experience in the early years has a major impact on their future development and at Pott Shrigley Primary School, we take this great responsibility very seriously.

This policy covers our Reception Class which are taught in class 1 with Y1.

This policy aims to ensure:

- That 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 working partnership between staff and parents and/or carers.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

#### Legislation

This policy is based on requirements set out in the 2024 statutory framework for the Early Years Foundation Stage (EYFS).

Structure of the EYFS In our EYFS at Pott Shrigley C of E Primary School

We have a Reception cohort which share a classroom with Year One pupils. This class has 1 part-time teacher and 1 full time teaching assistant. There is also an teaching assistant who supports the class every morning.

#### Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from November 2024.

The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

Literacy

- Mathematics
- Understanding the world
- Expressive arts and design

## **Planning**

Activities and experiences are planned for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also consider the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

Planning is sequential and a curriculum map provides a yearly overview and ensures all areas of learning are covered. Medium term plans set the learning intentions for the half term and cover all areas of learning.

RWI Phonics is delivered daily, alongside White Rose maths sessions.

## **Teaching**

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1. Children experience a wide range of activities with PE lessons, dance, gymnastics and Forest school planned throughout the year.

## **Assessment**

At Pott Shrigley CE Primary School, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning and recorded on Dojo show each child's achievements, interests and learning styles. It displays photographs, observations, and comments from the teachers, parents and children to help us build a picture of each child.

Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA).

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child. The profile is moderated internally (referring to the Development Matters guidance) and in partnership with other local schools, to ensure consistent assessment

judgements. EYFS profile data is submitted to the local authority.

### **Working with parents**

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Parents meeting are held regularly, the first being in the autumn term to discuss how the child has settled and then again in the spring term to discuss progress and achievements. In the summer term, parents receive a written report to summarise the child's achievements against the ELGs.

### **Transition**

At Pott Shrigley C of E Primary School, we aim to make the transition from pre-school to Foundation stage and Foundation stage to Key stage one, as smooth as possible providing the child with a smooth, consistent transition. Staff visit the children from other preschools in their own setting (where possible), or at least make contact over email or on the phone. Later in the summer term, we have mornings or afternoons when the children come for their school visits, working and playing alongside other pupils in school. We have a meeting with the new parents to discuss the foundation stage and ask the parents to help fill out a questionnaire about their child's interests which can then inform our planning. The school staff also visit each new Reception child at home.

When the children move from the foundation stage to key stage 1, they stay within the same classroom. Work is differentiated to suit the child's ability rather than age. Children which are still working within the EYFS in year 1 can still access the EYFS curriculum. At Pott Shrigley C of E Primary School, we consider it very important that each child has their individual requirements met. We aim to develop an inclusive ethos and environment. The children are provided with learning opportunities relevant to their ability to enable them to progress and achieve positive outcomes.

**The Governing Body reviews this policy every three years. However, the Governors may review the policy earlier than this if government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.**

Headteacher: Anne-Marie Willis

Dated: January 2025

Chair of Governors: Jane Langdon

Dated: January 2025

