

SLATER PRIMARY SCHOOL



“Together we believe; together we achieve”

EYFS Policy 2025-2026

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Policy Review Date:	February 2026	Headteacher	R Miah
Ratified by Governing Body:			
		Chair of Governors	R Kettle

INTRODUCTION

The Early Years Foundation Stage Curriculum provides the framework for working with children in their Reception year. The policy describes the key features necessary to provide high quality Early Years education for children. The DfES Curriculum Guidance for the Foundation Stage curriculum is divided into two sections, prime areas and specific areas.

Prime areas are:

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

Specific areas are:

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

INTENT

Our aim at Slater Primary School is to support, foster, promote and develop the prime and specific areas. We do this by providing a supportive, high-quality play-based learning environment for the children to thrive and develop skills. We aim to provide a broad and balanced curriculum which will enable each child to develop personally, socially, emotionally, spiritually, physically and intellectually to their full potential. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates and at different times.

We aim to:

- Provide a curriculum that offers children a wide range of opportunities. We will work on broadening their experiences providing opportunities to try new things and encouraging them to relish a new challenge.
- Provide a learning environment that helps children achieve their potential, achieve good progress from their starting point and support those who need additional help in order to maximise their chances of achieving the Early Learning Goals.
- Provide children opportunities to develop their sense of wellbeing and ability to regulate their feelings so that they feel confident in our community and are equipped with all the tools they need to transition to Year 1 effectively.
- Form good working relationships with our families, so that together, we can best support a child's learning and individual needs.

IMPLEMENTATION

Our curriculum follows the Early Years Statutory Framework for the Early Years Foundation Stage 2021. This document specifies the requirements for learning and development in the EYFS and provides the prime and specific areas of learning we must cover in our curriculum. The statutory curriculum is supported by Development Matters 2021. Through our knowledge of each child and formative assessments the EYFS team plan exciting and engaging activities that will move the children's learning forward. The Early Learning Goals define the level of progress children should be expected to have reached by the end of the EYFS (end of Reception year). They support practitioners to make a holistic, best-fit judgement about a child's development and their readiness for Year 1. Teachers draw on their knowledge of each child to assess using their expert professional judgement

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;
- **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.

Reception at Slater creates its own unique blend of whole class, guided, adult-directed play and child-initiated play activities independent on the nature and needs of the class of individuals. Each half term, the EYFS team introduce a new theme to provide inspiration for learning, whilst providing the flexibility for children to follow their own interests and ideas. These themes have been selected to build upon a child's existing knowledge of the world and broaden their understanding of the wider world. The curriculum is delivered using a range of pedagogical tools in line with the rest of the school, for example use of Little Wandle and White Rose Maths. At the heart of each of these themes is literature, with the aim to inspire a love of reading and curiosity in non-fiction texts.

Our inclusive approach means that all children learn together, however we also use a range of additional interventions to support, enhance and scaffold children who may not be reaching their potential or to help move on children who are having difficulties making progress. We provide effective and focused intervention for those children who are finding learning challenging and are not on track to meet expectations at the end of the year. This will be provided in an inclusive way and support from parents is also enlisted at an early stage to ensure that the children have every chance to achieve the Early Learning Goals.

Within our setting, vulnerable children are identified and supported through targeted interventions known as *Mini Stars*. These daily sessions take place within continuous provision and are carefully woven into high-quality interactions, ensuring children do not feel singled out but instead experience

the support as purposeful play alongside familiar adults. Each session focuses on specific areas where children require additional support. Progress is closely monitored and regularly shared between adults in the setting to inform assessment and next steps, with the aim of narrowing gaps in learning and development. High-quality interactions are central to our practice and are vital in supporting children's oracy and Personal, Social and Emotional Development (PSED). Adults model play, language, and positive behaviours, and appropriately challenge and extend children's learning through responsive, child-led interactions.

Communication and Language: with opportunities for all children to talk and communicate in a widening range of situations, to respond to adults and to each other, to practise and extend the range of vocabulary and communication skills they use, to listen carefully, to express ideas and feelings and to organise thoughts.

Personal, social and emotional development: by supporting the transition to and between settings, allowing children to explore and take risks, promoting an inclusive ethos and providing opportunities for each child to become a valued member of the community so that a strong self-image and self-esteem are promoted. In particular an enthusiasm for knowledge and learning and a confidence in their ability to be successful learners. Their social skills will be supported, by providing opportunities that enable them to cooperate and work alongside and with each other and to listen to each other. They will be encouraged to concentrate on their own play and on group tasks with opportunities to become deeply involved.

Physical development: with opportunities for all children to develop and practise their fine and gross motor skills and to increase their understanding of how their bodies work and what they need to do to be healthy and safe.

Literacy : with opportunities for all children to explore, enjoy, learn about and use words and text in a broad range of contexts and to experience a rich variety of books. We follow the 'Little Wandle' Systematic Synthetic Phonics scheme of learning to teach phonics using a wide range of physical and online resources to support this. Every child has access to a phonics session every day with intervention opportunities for those who find this area of learning more difficult. We use the phonics session to also develop children's expertise in handwriting. In handwriting, we support children to achieve correct letter formation so that they can enjoy the process of writing and access the writing opportunities on offer. Children are encouraged to read at home and are listened to regularly in school by one of the EYFS team. They are given books that match their phonic knowledge in order for them to apply their learning with the aim of becoming successful, confident and fluent readers.

Mathematics: with opportunities for all children to develop their understanding of number, measurement, pattern, shape and space by providing a broad range of contexts in which they can explore, enjoy, learn, practise and talk about them. We follow White Rose to support our Mathematics learning. Pupils learn through games and tasks using concrete manipulatives which are then rehearsed and applied to their own learning during exploration and in adult directed activities.

Expressive Art and Design: with opportunities for all children to explore and share their thoughts, ideas and feelings through a variety of art, design and technology, music, movement, dance and imaginative and role play activities with a focus on being imaginative and expressive. Understanding of the world: with opportunities for all children to solve problems, make decisions, experiment, predict, plan and question in a variety of contexts, and to explore and find out about their environment/natural world and people and places that have significance in their lives both in the past and at present.

We know what an important role parents/carers play in their children's learning journey and we aim to involve them as much as possible in school life. We recognise the huge contribution that parents make to their child's learning and we work hard to develop and sustain links with parents. We seek to start building relationships with parents from the term before their child starts school, through clear communication and the initial visits and information sessions. We do this in a range of different ways, which range from communication with home to inviting parents into the school setting.

These include:

- Introductory sessions
- Reading books shared between home and school
- Parent workshops
- Interactive sessions in class
- Home/School diaries

IMPACT

The impact of the EYFS curriculum is reflected in having well rounded, happy and confident children transitioning into Year 1. We measure progress and children's learning across the year through formative and summative assessment which are based on the teacher's knowledge of the child, their evidence in books and photographs. Observations are key to assessment in the Foundation Stage and are used to inform future planning and as evidence to support judgments made in the Foundation Stage Profile. Initial assessments and observations, completed by the class teacher allows a baseline to be established. The class teacher will complete the Government Reception Baseline Assessment with all children on a 1:1 basis within the first 5 weeks of children arriving. This information then feeds into our planning. Each child's progress is tracked each half term. All children have a work book, which includes each child's work and evidence towards reaching the Early Learning Goals. Together these support future planning and evidence to support judgements in the Early Learning Goal final assessment at the end of their Reception year.