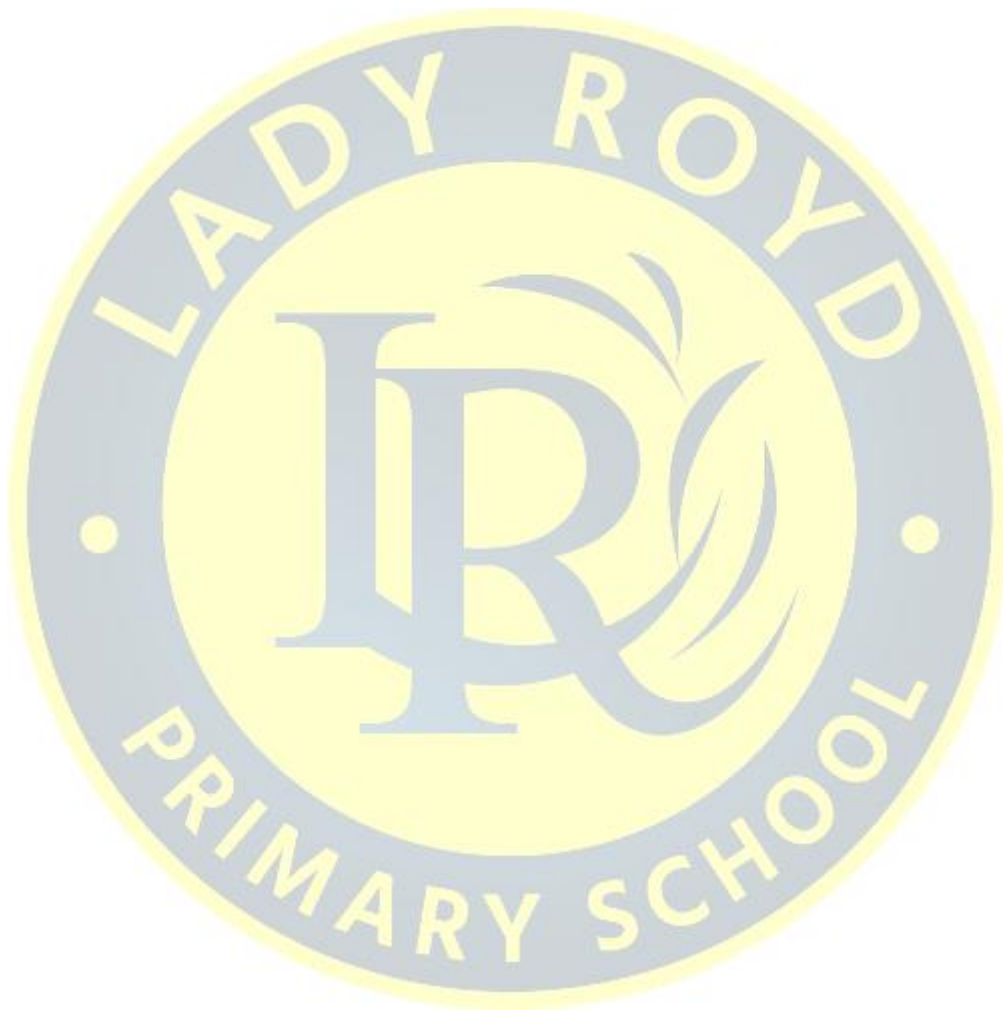


# Lady Royd Primary School

## EYFS Policy



Issued: July 2024

Reviewed: July 2025

Next Review Due: July 2026

## **Aims**

This policy aims to ensure:

- That children access a broad and balanced curriculum, that gives them a 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 statutory framework for the Early Years Foundation Stage(EYFS) September 2024.

## **Structure**

At Lady Royd Primary we have 2 Reception classes that share their indoor and outdoor learning spaces.

## **Statement of Intent**

In Reception at Lady Royd Primary we strive to provide rich learning opportunities to our children in order to prepare them for the next stage of their education. We aim to provide all our children with an engaging, diverse and purposeful curriculum that inspires, motivates, builds their confidence, challenges and excites them. Our curriculum is the cultural capital we know our pupils need to thrive. They can only do that if we embed the right habits for learning through the Characteristics of Effective Teaching and Learning – Play and Exploration, Active Learning and Creative and Critical Thinking.

Our EYFS curriculum is planned to support positive learning habits, confidence in oracy and develop dialogue skills and curiosity in playful enquiry. It is our intention to provide our children with a variety of first-hand experiences. In addition, we ensure that our children have a stimulating classroom environment that enhances their ability to learn and that they are proud of.

In Reception, the pupils spend the majority of their day engaged in Playful Learning. This involves them independently accessing a variety of indoor and outdoor resources focusing on the 7 curriculum areas of the Early Years Foundation Stage. The Reception classroom provides a balance of adult-led and child-initiated learning opportunities so that pupils can progress socially, physically and academically while developing a love for learning. Many of our pupils arrive well below national expectations for their age and a high proportion come from disadvantaged backgrounds and with complex needs. Therefore, we prioritise personal, social and emotional development and communication and language in our Reception environment.

## **The Areas of Teaching and Learning**

At Lady Royd Primary, our vision is implemented in accordance with the government's document, **'The Statutory Framework for the Early Years Foundation Stage 2025'** and guidance from **'Development Matters 2023'**.

The 7 areas of learning are:

- Personal, Social and Emotional Development

- Physical Development
- Communication and Language
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The EYFS curriculum is underpinned by a play-based approach where children have access to all areas of learning within the classroom and in the outside learning area. Children engage in self-chosen activities, as well as carefully planned adult directed sessions, including Read Write Inc Phonics. The objective lead planning covers in great detail children's interests and skilfully links all the areas of learning. The children are continually observed and assessed by teachers and support staff so that they progress rapidly towards being Year 1 ready.

At Lady Royd Primary, it is our privilege to ensure that in a safe environment, we continue to encourage every aspect of a child to develop. This is regardless of starting point. We foster this through playful activities and rich learning opportunities which are relevant to all the children's cultures and communities. We ensure they have quality play experiences balanced with quality sensitive warm and effective interactions with adults. We foster high levels of well-being which support our children to have high levels of engagement in their play.

### Curriculum

At Lady Royd we value good quality play which is underpinned by the rigour of what our children know, what they need to know and how we will get them there. The staff in Early Years understand that play is a vehicle for learning. We believe that is a physically, natural and a developmentally appropriate way of learning which supports brain development. We do this through EYFS progression documents and Skills Cards.

**Workshop area**

**Skills/knowledge:**

- Continue to explore colour and how colours can be changed
- Explore paint in different forms, using different tools and using different tools
- Use tools for a purpose: glue sticks, paint pots and brushes
- Use different materials together using a glue stick, paint pots, brushes, modelling clay
- Develop an understanding of how to create
- Begin to use colours for a purpose
- Explore powder paint and water colour using different tools such as paintbrush, plastic brush, sponges, water colours
- Use resources to create an artwork
- Use environments to create a model/place of art
- Use different materials together using a glue stick, paint pots, brushes, modelling clay

**Activity/experiences:**

- Make a moving artwork using paint pots: Children to cut out their own circles for the body
- Create artwork by cutting on a straight line, folding the card and joining them with glue or staples
- Create a bangle (b) made
- Cutting with – using scissors to cut on a straight line and begin to follow a zigzag pattern
- Create journey cards for Autumn, Winter, Spring and Summer

**Vocabulary:**

• Brother	• Brother
• Sister	• Police Officer
• Mother	• Police report
• Daddy	• Notebook
• Friends	• Can't help you?
• Policemen	• Clues
• Policewoman	• Clues
• House/home	• Bangle
• Brother	• Sister
• Sister	• Police Officer
• Police report	• Notebook
• Can't help you?	• Clues
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11. Number	
Milestones the children will experience to support their journey towards the ELO at the end of the year. If each child has the opportunity to experience these meaningful milestones it will make the learning purposeful and effective and relevant.	Statements taken from the progression model for Reception. Ideas taken from Birth to 5 matters non-statutory guidance.
<b>Milestone 1</b> I can count in my play.	May enjoy counting verbally as far as they can go
<b>Milestone 2</b> I can dial numbers from a phonebook.	Uses some number names and number language within play, and may show fascination with large numbers
<b>Milestone 3</b> I can count a specific amount of items to take on my space journey.	Beginning to use understanding of number to solve practical problems in play and meaningful activities
<b>Milestone 4</b> I can play tenpin bowling with a friend and record my scores using chalk.	Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "-"
<b>Milestone 5</b> I can put the correct number of dots on a minibeast to show an amount.	Have a deep understanding of number to 10, including the composition of each number
<b>Milestone 6</b> I can sing the number bond rhymes from number bonds.	Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
<b>Number ELO</b> Children at the expected level of development will: Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.	

9. Word reading	
Milestones the children will experience to support their journey towards the ELO at the end of the year. If each child has the opportunity to experience these meaningful milestones it will make the learning purposeful and effective and relevant.	Statements taken from the progression model for Reception. Ideas taken from Birth to 5 matters non-statutory guidance.
<b>Milestone 1</b> Daily Judith Brindle Rhythm and Rhyme sessions and the Rhyme spine.	Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs, poems and rhymes - Claps or taps the syllables in words during sound play
<b>Milestone 2</b> Complete the Christmas reading challenge by reading CVC words.	Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them
<b>Milestone 3</b> Read the words on the rocket before blasting off into space.	Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences
<b>Milestone 4</b> Dig the words from the soil and put them in the right order to make a simple sentence.	Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences
<b>Milestone 5</b> Shared read of a letter from Norman the slug	Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending
<b>Milestone 6</b> Read a phonic book on Oxford Owl with my family at home. I will draw a picture to show what happens.	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
<b>Word Reading ELO</b> Children at the expected level of development will: Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read about simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	

15. The natural world	
Milestones the children will experience to support their journey towards the ELO at the end of the year. If each child has the opportunity to experience these meaningful milestones it will make the learning purposeful and effective and relevant.	Statements taken from the progression model for Reception. Ideas taken from Birth to 5 matters non-statutory guidance.
<b>Milestone 1</b> Go for an Autumn walk in the school grounds and create an Autumnal model.	Developing an understanding of growth, decay and changes over time
<b>Milestone 2</b> I can research animals that hibernate and are ingenious to where I live.	Comments and asks questions about aspects of their familiar world such as the place where they live (the natural world)
<b>Milestone 3</b> I will complete a melting ice challenge and talk about weather from around the world.	Talks about the features of their own immediate environment and how movements might vary from one weather
<b>Milestone 4</b> I will plant and grow cress	Shows care and concern for living things and the environment
<b>Milestone 5</b> I will have a minibeast experience!	Explores the natural world around them, making observations and sharing pictures of animals and plants
<b>Milestone 6</b> I will take part in a puddle experiment during Summer!	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
<b>The Natural World ELO</b> Children at the expected level of development will: Explore the natural world around them, making observations and drawing pictures of animals and plants. Show some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	

Our themes are driven from child-centred topics based on providing our pupils with ‘enticing experiences’ which motivate the children, and are deeply rooted in the love of stories and reading. A range of educational visits (including our local community) bring ‘learning to life’. Subject knowledge of the EYFS curriculum is strong among all staff and is used to plan a broad, balanced and progressive learning environment and curriculum for all of our pupils. Effective continuous provision practise and principles support our children to develop the Characteristics of Effective Learning.

## Assessment

At Lady Royd Primary we analyse and review what we know about each child’s development and learning, and then make informed decisions about the child’s progress. This is based on ongoing observations of what the children know and can do. This enables us to plan the next steps to meet their development and learning needs. We ensure:

1. Early Years staff have expert knowledge of child development and understanding of play and progression.
2. Children reach the Early Learning Goals at the end of Reception and if they do not, transition meetings with Year 1 teachers are held to create projections and next steps for those children.
3. Evidence of children’s achievements are recorded on Class Dojo.
4. Judgements are moderated both in school and externally with schools within the BDAT trust.
5. Children are ready to transition from the Early Years curriculum to the National Curriculum in Year 1.
6. Children demonstrate curiosity, independence, resilience and other characteristics of effective learning.

## Formative assessment

This type of assessment informs everyday planning and is based on on-going observational assessment of each child’s achievements, interests and learning styles. Formative assessment may take the form of anecdotal observations, focused observations, other focused assessments e.g. sound/number and red words/spell words, annotated examples of independent work and photographs. We plan for observations when undertaking short term planning. Some of these learning experiences are recorded in a Reception Learning Journey Floor Book that covers all 7 Areas of The Early Years Curriculum. We understand that high quality interactions between adults and children demonstrate and impact on the progress of all pupils.

## Summative assessment

On-entry Statutory Reception Baseline Assessments are undertaken. At Lady Royd Primary we record

our own baselines based upon transition documents from Nursery settings and initial observations of the children. During the year the children continue to monitor children and identify 'concerns' that we have on each child's learning. We will support their progress and track their needs to ensure they are working towards or at an age-appropriate level.

### **British Values**

We actively promote the fundamental British values of democracy, rule of law, individual liberty, mutual respect, and tolerance in our Reception year. Many of our activities present opportunities for exploring and promoting each of the British values. We primarily do this through weekly Picture News sessions and through our PSHE Jigsaw scheme of learning which focuses on: spiritual, moral, social and cultural development through the promotion of fundamental British values. Through weekly Picture News sessions, the children are exposed to news from around the world and links to British Values are made through talk with the class teacher.

### **Parents**

We recognise and value the important role parents play in education as they know their child best. Therefore, we run various 'Parent Workshops' that help support parents on the EYFS curriculum. This positively impacts each child's development and parents feel secure in support their child at home. We like to create a shared level of expectation. We also run weekly 'stay and play' sessions where parents get to see their children immersed in provision.

### **Transition**

*Assessment should inform an ongoing dialogue between practitioners and year 1 teachers about each child's learning and development, to support a successful transition to Key Stage 1- EYFS Statutory Framework-2025.*

Transition between year groups is an important step for children and we acknowledge that the step from Reception to Year 1 is a significant one due to the expectations of moving from the Early Years to the National Curriculum. There are many elements to ensuring children at The Lady Royd Primary experience a smooth and effective transition, as listed above, however we believe every child is unique, so the transition experience will be tailored to meet the child's individual needs.

Prior to children joining our school:

- A Reception open day is held. Children and parents are offered the opportunity to visit the school, look around and meet staff prior to applying for a place at Lady Royd during the local authority admissions application window.
- In the term before their child starts school, the children are visited by 2 members of staff in their home. These visits are relaxed and informal, often sharing stories about summer holiday adventures, allowing the child to see the relationship between practitioner and parent. Any questions are answered, concerns eased, and every effort is made to ensure both child and parent are confident and happy to start school in September. If families do not want a home visit this is respected, and a phone call is offered in replacement.
- Once a school place has been offered, parents are invited to a 'Welcome Meeting' in the half term before their child starts school. The meeting clearly outlines the transition process their child will undertake as they move from their pre-school settings to Lady Royd Primary. Parents are offered the opportunity to complete a questionnaire on the transition process.
- Parents are given a comprehensive starting school pack (including information about School Safeguarding Leads, staff in Reception, Lady Royd procedures, our Aspire Values uniform, the Reception timetable, what our EYFS curriculum looks like, how we support language,

Schemes that are followed, and further parent sessions that are planned) so that parents have all the information they need.

- Reception class teachers contact Nursery settings in the half term prior to starting school in September to transfer information on each child's background, safeguarding issues, learning styles, friendships, interests and needs.
- Children are offered the opportunity to attend 2 'Reception Transition Days' in the half term before they start. They are introduced to their learning environment and their new teachers. These visits are typically 2.00 hours long.
- In week 1 of the Autumn term, children have half days in Reception. The older children visit in the morning and the younger children visit in the afternoon. All children are in school full time by week 2. If children need a longer transition period due to their needs, this can be extended. A bespoke plan can be arranged to support the well-being of our children.
- During the transition period, Reception teachers devise a plan which covers all that the children need to settle them in their new class.
- In week 4 of the Autumn term, parents are offered the opportunity to attend a Phonics workshop held by Reception class teachers. Further information is given on the EYFS curriculum and phonics programme. Time is allocated to allow questions to be answered.
- As soon as the children have settled into their daily routines, weekly 'Stay and Learn sessions' begin every Friday. During the first Stay and Learn session, Class Dojo is encouraged to ensure the lines of communication are immediately open and their child's learning is celebrated from the moment they begin their journey at Lady Royd Primary School.
- In October, parents are asked to make an appointment for their child's first Parents Evening. This meeting is pastoral in nature and provides parents with information on how well their child is settling in their Reception environment. During this meeting, baseline information is shared with parents and supportive next steps are clearly communicated.
- Parents of children with additional needs, are offered one to one meeting(s) with teachers and the Lady Royd SENCo, as they form part of the educational journey of their child.