



**P a d d o x**

**Paddox Primary School**

**EYFS Policy**

**October 2025**

## **OVERVIEW**

In this school we want our children in Reception to enjoy and achieve. We offer a broad a varied curriculum that fully supports their transition into Key stage 1.

### ***Early Years Framework Nov 24' DFE***

The EYFS is about what children learn, as well as how they learn. Effective practice is a mix of different approaches. Children learn through play, by adults modelling, by observing each other and through adult-guided learning. 4. The EYFS seeks to provide:

- Quality and consistency in all early year's settings, so that every child makes good progress, and no child gets left behind.
- A secure foundation through planning for the learning and development of each individual child and assessing and reviewing what they have learned regularly.
- Partnership working between practitioners and with parents and/or carers.
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported. Overarching principles 5. Four guiding principles should shape practice in early years. These are:
  - Every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured.
  - Children learn to be strong and independent through positive relationships.
  - Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
  - Importance of learning and development. Children develop and learn at different rates. (See "the characteristics of effective teaching and learning" at paragraph 1.18). The framework covers the education and care of all children, including children with special educational needs and disabilities (SEND).

## **AIMS**

1. Broad range of knowledge and skills that prepare for future learning in line with statutory documents and legal requirements.
2. This policy will ensure that staff, children and parents are aware of our learning opportunities and expectations.
3. To give a clear understanding of the systems and processes used in EYFS to support the delivery of our curriculum.
4. To understand the progression steps required across all areas of the EYFS framework.
5. To ensure that all children reach their full potential.
6. To set high expectations for all, ensuring all children are safe, happy and healthy.
7. Quality and consistency that provides a secure foundation for their schooling.
8. Partnership working
9. Equality of opportunity

## **STRATEGIES**

1. Teachers will be responsible for planning quality learning opportunities.
2. All members of staff will be responsible for the delivery of the curriculum.
3. All staff will understand how to support young children's oracy skills.
4. Continuous and enhanced provision provides a large proportion of the learning opportunities within their Reception year.
5. Modelled examples, scaffolds and adapted tasks are present in learning opportunities.
6. Teachers will be responsible for seeking opportunities to close attainment gaps.
7. The setting is zoned into 5 areas – Word, Maths, Understanding the world, Creative and Outdoors
8. All staff are responsible in the maintaining and resourcing of these spaces.

9. The children will be supported to develop their early oracy skills as well as being exposed to new and exciting vocabulary.

10. Concrete manipulatives/pictorial representations to support abstract thinking.

### **OUTCOMES**

All children receive an environment which is engaging and purposeful. The staff who work in EYFS model, scaffold and further enhance learning opportunities. Staff in Reception understand the importance of every interaction and how crucial it is to facilitate oracy skills in the Early years.

### **WORKLOAD & WELLBEING**

Staff will have continued CPD opportunities weekly provided within work time while the children have an EYFS assembly. These CPD sessions cover all the policy points and support them to be embedded into our daily practise. Enhanced learning jobs should be accessible where possible from continuous provision and further enhanced to minimise set up and resourcing time. Planning preparation document shares workload in PPA.

### **TRANSITION FROM NURSERY**

- Receive numbers from parent school selections
- Offers /acceptance
- Welcome letter/Registration form
- Responses received
- Nursery transition meetings- Contacting nurseries- in person or via telephone
- Class lists made- ensuring EAL, SEND Boy/Girls, PP are level of learning needs are addressed
- Open evening for new parents– open evening – reception parents – send out main letter, FOPS, brochures in brown envelopes
- Create a teacher power point to introduce yourself to parents
- Warwickshire Transition day -New intake 50% morning and 50% afternoons

## **EYFS CURRICULUM**

*Refer to the 3 I's document:*

Our EYFS curriculum has been designed to build and grow throughout the year. Key learning is built upon termly to ensure children are given the opportunity to re visit and extend Key concepts. Discrete lessons are taught to ensure children get a deeper understanding. This is then balanced with opportunities for children to practise and consolidate their learning during their zone sessions. The spiralised curriculum allows children to revisit, repeat and build on key concepts and learning throughout the year.

### ***Early Years Framework Nov 24' DFE***

There are seven areas of learning and development that set out what providers must teach the children in their settings. All areas of learning and development are important and inter-connected.

Three prime areas are particularly important for learning and forming relationships. They build a foundation for children to thrive and provide the basis for learning in all areas. These are the prime areas:

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

Providers must also support children in four specific areas, which help strengthen and develop the three prime areas, and ignite children's curiosity and enthusiasm. The specific areas are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

## **CORE SUBJECTS**

Phonics- unlocking letters and sounds

Maths- Maths Mastery

Writing- Drawing club and Grammar Bag

## **EARLY READING**

Paddox use Unlocking letters and sounds – a systematic synthetic phonics programme which follows the progression of the 2007 Letters and Sounds framework, with the addition of some KS1 National Curriculum objectives.

Through ULS children will learn the 150+ graphemes that are represented by the 44 phonemes of the English language along with common exception words (CEWs) in a planned, progressive way. This is achieved through daily phonics lessons, reading practice using fully decodable books matched to the child's phonic knowledge and daily handwriting practice.

Children are encouraged to read daily at home and are all given separate reading diaries and wallets to take home. Once a child has read three times and parent /carers have written in the reading diaries the child will receive a new book to read. The books that are selected are matched to the individual child's reading ability and phoneme ability. The three reads ensue the child reads for decoding, blending and by the third read is reading with more fluency and with a level of comprehension.

## **CURRICULUM DOCUMENTS**

- EYFS Paddox curriculum document that bridges into year 1.
- Progression documents across all areas
- Termly assessment documents
- Medium term plans for each half term
- Weekly timetables
- Zone planning weekly
- Termly Action Plans
- Knowledge organisers
- Reading spine
- Vocabulary spine

## **PLAY BASED LEARNING**

EYFS at Paddox is zoned into 5 areas. Word, Maths, understanding the world, creative and outside. This allows all children to access ALL 17 areas of the Early year's framework. Each zone offers continuous provision opportunities which are set up to allow children to build on previous learning, learners interests, build relationships and extend and expand oracy skills. Alongside these opportunities we build in weekly enhanced provision activities/experiences across all 5 learning zones (Star jobs) These allow children to experiment, practise and consolidate learning within a stimulating and purposeful environment. The children will rotate around these zones throughout the week. Some activities and experiences may need adapting or developing to deepen or extend the learning depending on the cohort or time of year.

- Star Job template-
- Progression documents-
- EYFS curriculum

## **CULTURAL CAPITAL**

- Our Reception curriculum builds cultural capital by providing children with rich experiences, vocabulary, and knowledge. Through stories, celebrations, outdoor learning, and purposeful play, children gain the foundations needed to thrive in school and beyond.
- British Values are promoted in Reception through daily routines and interactions. Children learn about democracy by making choices, mutual respect through collaborative play, and individual liberty by expressing their ideas. Staff model tolerance and fairness, and diversity is celebrated across the curriculum.
- Environmental Sustainability. Children in Reception learn to care for their environment through activities such as recycling, gardening, and nature walks. We promote sustainability by using natural resources and embedding eco-friendly practices into our routines.

## **PARENTAL INVOLVEMENT**

Strategies to involve parents in their child's learning, such as regular updates, parent-teacher conferences, and opportunities to participate in classroom activities.

- Dojo updates twice a week
- Charity events
- Nativity performance
- End of year reports
- Two parent meetings – Oct and April
- Updates in child's reading logs
- Meet and greet on the gates at the beginning and the end of the day.
- Designated days where parents can attend to work alongside their child in their learning environment.

## **NEW INTAKE PREPERATION**

- Coat pegs and drawer labels
- Books- yellow story sketcher, green maths book, red writing book.
- Reading folder A5 with reading diary- phase 2 and phase 3 sound sheets and common exception words.
- Stickers- name label for all 3 books and reading folder (4 in total)
- Dojo login details

## **ASSESSMENT**

How the school will assess children's progress in Reception, including observations, informal assessments, and baseline tests. We use a balance between formative and summative assessments to inform next steps. (AFL)

- Writing next steps- pictorial representations
- Termly trackers to support assessment judgements
- Termly assessment documents
- Cold calling

- Teacher judgement
- Dojo evidence
- Accelerated learning plans (ALP's) generated after data drops
- Insight – platform used to collate summative data.
- Progression documents
- Teacher observations
- Termly progress reports to the school's assessment lead and pupil performance meetings.
- End of year Statutory profile data.

### **MONITORING AND EVALUATION**

- Reception provision is monitored through observations, learning walks, pupil voice, and data analysis. Staff reflect on practice and use assessment outcomes to inform planning and provision. Moderation and performance reviews ensure consistency and high standards.

### **SUPPORTING INDIVIDUAL NEEDS**

Procedures for identifying and addressing the needs of children with special educational needs or learning difficulties.

- Additional meetings may be required with parents for specific children
- Early identification and intervention of progress and achievements
- Meetings with school SENCO and complete an assess, plan, do, review cycle. Graduated approach. (refer to the SEND school policy).
- Dual coding to support learners
- Visual timetables or specific now and next boards
- Additional SEND notes page added to on the planning board.
- Concrete manipulatives
- Additional support daily for children below expected standards

### **INCLUSION AND DIVERSITY**

- Our Reception environment reflects the diverse backgrounds of our children. We use inclusive resources, celebrate a range of cultures and languages, and adapt planning to meet individual needs. All children are supported to feel valued and included.

## **STAFF DEPLOYMENT**

- In Reception, children build strong relationships with consistent adults. Staff are strategically deployed across zones to support learning and interactions. While not formally a key person system, staff ensure every child is known, supported, and nurtured.

## **BEHAVIOUR MANAGEMENT**

Positive approaches to managing classroom behaviour, including expectations for appropriate conduct and strategies to promote positive social interactions.

- Dojo rewards
- Super stars
- 6 R's- please refer to the school's behaviour policy
- Verbal praise
- 5 S's
- Star sitting
- Use of visuals on lanyards to support all learners

## **RESOURCES AND BUDGET**

- Effective use of resources and budget allocation
- Ensuring children have high quality resources to enhance their learning opportunities.

## **HEALTH AND SAFETY**

- School policies will inform procedures. Risk assessments will be carried out for additional experiences or trip.

## **SAFEGUARDING**

In our Reception class, safeguarding is embedded in daily practice. All staff follow school-wide safeguarding procedures and receive regular training. The Designated Safeguarding Lead (DSL) oversees all concerns, and staff maintain vigilant supervision and model safe behaviours throughout the day.

## **KEY LEGISLATION AND FRAMEWORKS:**

- **Childcare Act 2006:**

This Act is the foundation for early years childcare and education, establishing the Early Years Foundation Stage (EYFS) framework.

- **Early Years Foundation Stage (EYFS) Statutory Framework:**

This framework sets out the standards that all early year's providers (childminders, nurseries, schools, etc.) must meet to ensure children learn and develop well, are kept healthy and safe, and have the knowledge and skills they need to start school.

- **Childcare Act 2016:**

This Act includes the 30 hours free childcare offer for working parents.

- **Health and Safety (First-Aid) Regulations 1981:**

These regulations require employers to provide adequate resources to ensure that employees receive immediate medical attention while they are at work, which is relevant to early years settings.

- **The Children Act 1989:**

This act makes clear the expectations and requirements around duties of care to children and creates accountability for these.

- **The Children Act 2004:**

This act aims to improve and integrate children's services, promote early intervention, provide strong leadership and bring together different professionals in multi-disciplinary teams in order achieve positive outcomes for children and young people and their families.

- **The Children and Social Work Act 2017:**

This act is also relevant to early years settings.

- **The Equality Act 2010:**

This act aims to end discrimination and consolidate discrimination law within a single Act.

- **The Counter Terrorism and Security Act 2015:**

This act places a duty on early years and childcare settings to prevent people from being drawn into terrorism, through the prevent duty.