

Paddox Primary School

EYFS Policy

September 2026

EARLY YEARS FOUNDATION STAGE (EYFS) POLICY

Reception Phase

Policy Information

School: Paddox Primary School
Policy Lead: EYFS Lead
Approved by: Governing Body
Review Cycle: Annual
Next Review Date: September 2027

1. Policy Statement

At Paddox Primary School, we believe every child deserves the very best start to their education. We are committed to providing a safe, nurturing, ambitious and inclusive learning environment where all children are valued, supported and challenged to achieve their full potential.

At Paddox Primary School, Reception provides a carefully planned transition from nursery and pre-school settings into statutory education. We recognise that children arrive with a wide range of experiences, backgrounds and starting points. Our curriculum is designed to build secure foundations through a balance of direct teaching, high-quality continuous provision and purposeful play. Through ambitious expectations and responsive practice, we strive to ensure every child is safe, happy, healthy and able to achieve their full potential.

Our Reception curriculum promotes curiosity, independence, resilience, creativity and a lifelong love of learning. Through high-quality adult interactions, systematic teaching, purposeful play and carefully sequenced learning experiences, children develop the knowledge, skills and attitudes required for future success.

We recognise that children enter Reception with a wide range of experiences, backgrounds and starting points. Our curriculum is designed to build secure foundations, close gaps where necessary and ensure every child experience success.

Children leave Reception ready for Year 1, having developed the language, personal development, learning behaviours and subject knowledge needed to flourish throughout primary school and beyond.

2. Vision and Aims

Curriculum Design and Implementation

Our Reception curriculum has been carefully designed to build knowledge progressively throughout the academic year. Learning is deliberately sequenced so children revisit, practise and deepen key concepts through a spiral curriculum model. Core knowledge and vocabulary are explicitly taught and revisited within both adult-led sessions and continuous provision.

Discrete teaching is balanced with opportunities for children to apply learning within meaningful contexts. Children develop and consolidate knowledge through carefully planned zone provision, enhanced learning opportunities and sustained shared thinking with adults.

Curriculum design is informed by the EYFS Statutory Framework, Development Matters and Birth to 5 Matters guidance alongside current research and school priorities.

Curriculum progression is carefully mapped from Reception into Year 1 to ensure children build upon prior knowledge and experience increasing levels of challenge whilst maintaining effective pedagogical approaches.

Curriculum documentation includes:

- EYFS Curriculum Document bridging learning into Year 1
- Progression Documents
- Medium-Term Plans
- Weekly Timetables
- Zone Planning
- Knowledge Organisers
- Reading Spine
- Vocabulary Spine
- Termly Assessment Documents
- EYFS Action Plans

Our vision is to develop children who are:

- Confident communicators
- Curious and enthusiastic learners
- Independent thinkers
- Resilient problem-solvers
- Kind and respectful citizens
- Physically and emotionally healthy
- Ready for the next stage of learning

We aim to:

- Develop confident speakers and attentive listeners.
- Foster a lifelong love of reading.
- Build ambitious vocabulary and language knowledge.
- Promote excellent personal, social and emotional development.
- Develop mathematical fluency and reasoning.
- Encourage creativity and imagination.
- Develop children's understanding of themselves, others and the wider world.
- Ensure all children, regardless of starting point, make strong progress.

Learning Environment and Continuous Provision

Reception provision at Paddox Primary School is organised into five curriculum zones:

Word Zone

Develops:

- Reading
- Storytelling
- Mark Making
- Early Writing
- Vocabulary Development
- Communication and Language

Maths Zone

Develops:

- Mathematical Fluency
- Problem Solving
- Reasoning
- Number Sense
- Shape and Measurement

Understanding the World Zone

Develops:

- Scientific Enquiry
- Exploration
- History
- Geography
- Cultural Awareness

Creative Zone

Develops:

- Art
- Design
- Music
- Imagination
- Role Play
- Story Creation

Outdoor Learning Zone

Develops:

- Gross Motor Skills
- Exploration
- Risk Management
- Cooperative Learning
- Physical Confidence

Continuous provision allows children to revisit previous learning, develop independence, build relationships and extend their oracy skills. Weekly enhanced provision opportunities, known as Star Jobs, provide additional challenge, opportunities for consolidation and purposeful curriculum application.

Children leave Reception with secure foundations in communication, personal development, early reading, mathematics and learning behaviours, enabling them to access the Key Stage 1 curriculum successfully and continue to flourish throughout their education.

3. Legal Framework

This policy should be read alongside:

- EYFS Statutory Framework for Group and School-Based Providers (September 2026)
- Keeping Children Safe in Education
- Working Together to Safeguard Children
- SEND Code of Practice 0-25
- Equality Act 2010
- EYFS Profile Handbook
- Reception Baseline Assessment Framework
- Child Protection and Safeguarding Policy
- Behaviour Policy
- Attendance Policy
- SEND Policy
- Health and Safety Policy
- Children Missing Education (DfE Guidance)

Safeguarding, Welfare and Child Protection

The Designated Safeguarding Lead (DSL) and Deputy DSLs maintain oversight of all safeguarding concerns relating to children in the EYFS. Staff record concerns promptly and follow school safeguarding procedures. Information is shared with external agencies where appropriate in line with statutory guidance and information sharing principles.
Staff understand the importance of maintaining professional curiosity and recognising indicators of abuse, neglect, exploitation, domestic abuse, mental health concerns and vulnerabilities that may affect young children and their families.

Include:

- KCSIE
- Working Together
- Safer recruitment
- Volunteer checks
- Whistleblowing

Eating and Mealtime Supervision

During snack and meal times, staff maintain appropriate supervision to promote children's safety, independence, healthy eating habits and wellbeing.

Planned snack times where children are sat and supervised. Dedicated staff members to support lunchtime in the hall.

Intimate care

If regularly required then an intimate care plan should be developed for individual children and two staff members to be present where possible.

Medical needs

Clearly identified prior to starting school and kept in the privacy folders in the classroom for all staff members' reference.

Safer Sleep Requirements

Children in Reception do not routinely sleep during the school day. Where a child is temporarily unwell, staff will provide appropriate supervision, comfort and communication with parents in accordance with school welfare procedures.

Safer Recruitment

The school follows safer recruitment procedures, ensuring all staff, volunteers and visitors are subject to appropriate vetting, suitability checks and safeguarding induction.

Volunteer Suitability Checks

Volunteers working within EYFS are subject to risk-assessed suitability checks and safeguarding procedures in accordance with statutory guidance.

Allegations Against Staff

Any concerns, allegations or incidents that may affect the suitability of adults working with children are reported and managed in line with statutory safeguarding procedures.

Banned Dog Requirement

The school complies with statutory requirements regarding animals on site and prohibited dog breeds.

Online safety

Where technology is used, children are taught age-appropriate online safety behaviours. Staff supervise the use of digital technology and ensure all online activity is undertaken in accordance with the school's Online Safety Policy.

Data Protection

Children's personal information and assessment records are stored and processed in accordance with UK GDPR and the school's Data Protection Policy.

Mobile devices

The use of mobile phones, cameras and recording devices is managed in accordance with the school's safeguarding procedures. Personal devices are not used in areas where children are present.

4. EYFS Principles

A Unique Child

Every child is recognised as capable, competent, resilient and unique.

We:

- respect individual differences
- recognise children's strengths and interests
- understand that children develop at different rates
- provide challenge and support

- promote equality and inclusion

Positive Relationships

We know children learn best when relationships are secure.

We:

- build strong partnerships with parents
- provide emotionally available adults
- model positive interactions
- encourage respect and kindness
- support emotional wellbeing

Children's emotional wellbeing is prioritised through secure relationships, consistent routines, emotional coaching and access to pastoral support where required. Staff recognise that emotional wellbeing underpins successful learning and development.

Enabling Environments

High-quality environments support learning.

We provide:

- language-rich learning spaces
- stimulating indoor and outdoor provision
- carefully planned continuous provision
- opportunities for challenge and independence
- curriculum-linked enhancements

Learning and Development

Children learn through:

- play
- exploration
- direct teaching
- small-group learning
- first-hand experiences
- adult-child interactions

Staff understand that every interaction is a teaching opportunity. Developing children's communication and language is considered fundamental to future success. Adults model ambitious vocabulary, scaffold conversations and support children to explain, justify and reason.

Vocabulary teaching is carefully mapped through the Paddox Vocabulary Spine and is revisited regularly to promote retention and application.

Staff promote the Characteristics of Effective Learning by encouraging children to:

- Play and Explore
- Actively Learn
- Create and Think Critically

These learning behaviours are modelled, observed and developed through both adult-led teaching and child-initiated learning experiences.

5. Curriculum Intent

Our curriculum is ambitious for every child and carefully sequenced to enable knowledge and skills to build progressively throughout the year.

Curriculum planning is informed by:

- EYFS Educational Programmes
- Development Matters
- Children's starting points
- Assessment information
- Research-informed practice
- Cultural capital opportunities

Our curriculum:

- builds knowledge progressively
- revisits learning through a spiral curriculum
- develops long-term memory
- balances adult-led and child-initiated learning
- promotes sustained shared thinking
- develops communication and language in every area of learning

Learning is supported through:

- Long-term curriculum mapping
- Medium-term plans
- Weekly planning
- Vocabulary progression documents
- Knowledge organisers
- Reading spine texts
- Assessment checkpoints

The curriculum reflects and celebrates diversity. Children are provided with opportunities to learn about different families, communities, cultures, beliefs and

experiences in an age-appropriate manner. Resources, texts and learning materials are reviewed to support inclusion and representation.

6. The Seven Areas of Learning

Prime Areas

Communication and Language

Language development lies at the heart of our curriculum.

Adults:

- model high-quality spoken language
- explicitly teach ambitious vocabulary
- engage in sustained shared thinking
- ask open-ended questions
- extend conversations
- encourage explanation and reasoning

Children participate in:

- daily story sessions
- talk partner activities
- Drawing Club
- Helicopter Stories
- role play
- rhymes and poems
- vocabulary-rich discussions

Personal, Social and Emotional Development

Children learn to:

- form positive relationships
- develop self-regulation
- manage emotions
- show resilience
- work cooperatively
- understand behaviour expectations

Our school behaviour systems support children in developing positive attitudes to learning and respectful relationships.

Physical Development

Children are supported to develop:

- gross motor skills
- fine motor skills
- core strength
- coordination
- handwriting readiness
- independence in self-care

We promote:

- healthy lifestyles
- oral health
- healthy eating
- physical activity
- personal hygiene

Specific Areas

Literacy

Reading is a central priority.

At Paddox Primary School we use Unlocking Letters and Sounds as our chosen Systematic Synthetic Phonics Programme.

Children receive:

- Daily phonics teaching.
- Daily handwriting practice.
- Reading practice sessions.
- Explicit teaching of common exception words.
- Fully decodable books matched to phonic knowledge.
- Daily opportunities to revisit previously taught phonemes.

Children are encouraged to read regularly at home using reading diaries and reading wallets. Repeated reading opportunities support children in developing:

- Decoding
- Accuracy
- Fluency
- Prosody
- Comprehension

Reading is promoted through:

- Daily story sessions

- Reading Spine texts
- Echo reading
- Shared reading
- Vocabulary instruction
- Text tracking activities

Early Writing

Children develop writing through a carefully sequenced approach which combines:

- Drawing Club
- Grammar Bag
- Oral storytelling
- Fine motor development
- Shared writing
- Modelled writing
- Independent application

Writing opportunities are embedded throughout both direct teaching and continuous provision to ensure meaningful application of skills.

Mathematics

Children develop secure understanding of:

- number
- numerical patterns
- subitising
- composition of number
- shape
- space
- measure
- mathematical language
- problem-solving

Learning is practical, visual and carefully sequenced. The use of manipulatives and pictorial representations support key concepts and vocabulary.

Understanding the World

Children explore:

- people and communities
- the natural world
- the past
- technology
- local environments

- wider global experiences

Expressive Arts and Design

Children develop:

- imagination
- creativity
- artistic skills
- musical understanding
- storytelling abilities
- design thinking

7. Learning Environment

Reception provision is organised into carefully planned curriculum zones.

Word Zone

Supports:

- reading
- writing
- storytelling
- vocabulary development
- communication and language

Maths Zone

Supports:

- number fluency
- reasoning
- shape and measure
- problem-solving

Understanding the World Zone

Supports:

- scientific enquiry
- exploration
- geography
- history
- cultural awareness

Creative Zone

Supports:

- art
- design
- music
- role play
- imagination

Outdoor Learning Zone

Supports:

- physical development
- exploration
- large-scale construction
- collaborative learning
- risk management

Continuous provision is reviewed regularly and adapted according to children's needs and curriculum priorities. All zones support oracy, reading and key vocabulary.

Screen Use Guidance

Technology is used purposefully to enhance learning. Staff have regard to current DfE guidance regarding children's screen use and promote a balanced approach which prioritises communication, interaction, physical activity and play-based learning.

8. Oracy and Vocabulary

Oracy is central to curriculum design.

Vocabulary is explicitly planned, taught, revisited and assessed through our vocabulary progression documents.

Adults:

- introduce ambitious vocabulary
- model correct language structures
- scaffold discussions

- encourage explanation and justification
- provide meaningful opportunities to talk

Staff recognise that every interaction is a teaching opportunity.

9. Cultural Capital, British Values and Sustainability

We are committed to broadening children's experiences.

Children access:

- high-quality literature
- visitors
- educational visits
- celebrations and traditions
- community opportunities
- outdoor learning experiences

British Values are promoted through:

- democracy through decision-making
- mutual respect
- tolerance
- individual liberty
- rule of law

Environmental sustainability is encouraged through:

- gardening projects
- recycling
- caring for nature
- environmental awareness

10. Assessment Systems

Reception Baseline Assessment

Completed within the first six weeks of Reception.

Formative Assessment

Including:

- observations
- questioning
- pupil discussions
- professional dialogue

- work scrutiny
- continuous provision observations

Assessment information informs:

- planning
- intervention
- pupil progress meetings
- targeted support
- Accelerated Learning Plans

EYFS Profile

Completed at the end of Reception in line with statutory requirements. Checkpoints across the year are used to track children's understanding and retention to allow for additional support for learners in our bottom 20%.

11. SEND and Inclusion

Leaders monitor the progress and participation of disadvantaged, vulnerable and underrepresented groups. Provision is adapted where necessary to ensure equitable access to the curriculum, enrichment opportunities and targeted support.

Early identification of need is central to effective support.

Staff may utilise:

- Visual timetables
- Now and Next boards
- Dual coding
- Concrete manipulatives
- Adapted provision
- Additional interventions

Reasonable adjustments are made where required to ensure children with SEND can access all aspects of school life, teaching, provision and enrichment opportunities.

Leaders carefully monitor the achievement, attendance and participation of disadvantaged children, including those eligible for Pupil Premium. Barriers to learning are identified early and targeted support is implemented to ensure all children access the full curriculum and enrichment offer.

Where concerns are identified, staff work closely with the SENCo using an Assess, Plan, Do, Review approach in line with the school SEND Policy.

12. Parental Partnerships

Partnerships with parents are developed through:

- Dojo updates twice weekly
- Reading diaries
- Parent consultation evenings in Autumn and Spring Terms
- Stay and Play opportunities
- Classroom learning events
- Charity events
- Nativity performances
- End of Year Reports
- Daily meet-and-greet opportunities

We believe strong communication between home and school positively impacts children's wellbeing, progress and attendance.

13.Behaviour and Self-Regulation

Children are supported to develop positive learning behaviours through:

- Dojo rewards
- Verbal praise
- Consistent routines
- Positive role modelling
- The school's Pathway System
- Mindful sitting and reflection opportunities

The development of self-regulation is embedded across all aspects of school life.

Any suspension or exclusion involving a child in Reception would only occur in exceptional circumstances and in accordance with statutory guidance and the school's Behaviour Policy.

14. Professional Development

At Paddox Primary School, Reception staff participate in weekly CPD opportunities during designated EYFS assembly time. Professional development focuses on curriculum implementation, assessment, safeguarding, SEND, communication and language development and current educational research.

Planning systems are designed to promote collaboration, reduce workload and maximise impact for children.

Reception staff meet statutory suitability and qualification requirements. All staff receive safeguarding training, child protection updates and role-specific professional development.

Staff receive regular supervision, coaching, support and safeguarding updates to ensure high-quality provision and continuous professional development.

15. Attendance

Good attendance is essential for successful learning. Whilst attendance is not statutory before compulsory school age, regular attendance in Reception is strongly promoted to support children's learning, social development, wellbeing and successful transition into Key Stage 1. Persistent absence and emerging patterns of absence are monitored and addressed in partnership with families.

We:

- monitor attendance daily
- investigate unexplained absence
- support families
- promote excellent attendance
- identify concerns early

We recognise that attendance can be an indicator of wider family need. Where attendance concerns arise, staff work proactively with families, the pastoral team and safeguarding leads to provide appropriate support and intervention. Attendance information is reviewed regularly to identify patterns and emerging concerns.

Attendance is monitored as part of the school's safeguarding responsibilities. Reception staff work in partnership with families, attendance teams and external agencies where appropriate to identify barriers to attendance and provide early support. Persistent absence, irregular attendance and patterns of concern are reviewed as part of the school's safeguarding and inclusion systems.

16. Transition

Before Children Start Reception

Our transition programme includes:

- information sharing with nurseries
- transition visits
- parent meetings
- stay and play opportunities

- induction activities
- Warwickshire Transition Day

Reception to Year 1

We support children through:

- teacher handovers
- class context pages
- moderation meetings
- classroom visits
- shared learning experiences
- curriculum continuity planning

16. Professional Development and Staff Wellbeing

High-quality provision depends upon knowledgeable practitioners.

Staff engage in:

- weekly CPD
- moderation activities
- curriculum development
- safeguarding updates
- coaching and mentoring

Leaders aim to minimise unnecessary workload whilst maintaining high standards.

17. Leadership, Governance and Quality Assurance

The Headteacher, EYFS Lead and Governing Body share responsibility for monitoring the effectiveness of provision. Leaders evaluate the impact of the curriculum through assessment information, pupil outcomes, children's retained knowledge, learning behaviours, pupil voice, parental feedback and readiness for Year 1.

Monitoring includes:

- lesson visits
- learning walks
- assessment reviews
- environment audits
- safeguarding checks
- attendance analysis
- pupil outcomes
- parental feedback
- whistle blowing

All staff are expected to report concerns relating to safeguarding, professional conduct or unsafe practice in accordance with the school's Whistleblowing Policy.

Governors receive regular updates regarding:

- curriculum implementation
- safeguarding
- attendance
- SEND provision
- EYFS outcomes

The policy is reviewed annually to ensure ongoing compliance with statutory requirements and alignment with school priorities.

Role of EYFS Lead

- Curriculum implementation
- Assessment systems
- Monitoring standards
- Supporting staff development
- Safeguarding oversight within EYFS
- Transition arrangements
- Promoting inclusion