

Disley Primary School Proud to Belong



Early Years Foundation Stage Policy

Approved by	Jake Nicklin Governors	Date: Sep 2025 Date: Sep 2025
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Disley Primary School Early Years Foundation Stage Policy

School Mission Statement

Disley Primary School is a happy and caring community school, where all are welcomed and valued. We believe that every child has a right to an education that prepares them for life and their place in society and we work together to achieve the best for all the pupils in our care. We strive to promote a love of learning through a broad and balanced curriculum.

Our philosophy

In the Foundation Stage children learn best through play based activities and first hand experience. Every child deserves the best possible start in life. In the Foundation Stage we aim to achieve this by observing what the children can do and by supporting them in their next steps. Children become independent learners through the provision of a balance of child initiated and adult led experiences.

We aim to provide a broad and balanced curriculum which will enable each child to develop emotionally, socially, physically, creatively and intellectually to their full potential and at their own pace. Each child is unique and is valued as an individual.

Objectives

- To provide a happy, caring, safe and secure environment for learning, which meets the individual needs and interests of the children
- To develop warm and secure relationships between children and adults
- To provide a high quality curriculum in line with the Early Years Foundation Stage Profile and start to build foundations for understanding our roles in creating sustainable futures
- For the children to become aware of moral and social values
- To encourage active learning through first hand experiences both in indoor and outdoor play and through both verbal and non-verbal communication
- To encourage children to become self-motivated and independent learners with a positive attitude to learning and self-discipline
- To foster positive home school links and share a common sense of purpose with parents

The Foundation Stage Curriculum

The revised 2021 EYFS curriculum is based around 7 key features:

1. The best for every child
2. High-quality care
3. The curriculum: what we want children to learn
4. Pedagogy: helping children to learn
5. Assessment: checking what children have learnt
6. Self-regulation and executive function
7. Partnership with parents

There are seven areas of learning and development. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas are called the **prime** areas.

- Communication and Language (C&L)

- Physical Development (PD)
- Personal, Social and Emotional Development (PSED)

There are also four **specific** areas, through which the three prime areas are strengthened and applied. The specific areas are:

- Literacy (L)
- Mathematics (M)
- Understanding the World (UW)
- Expressive Arts and Design (EAD)

In Reception at Disley, we choose to use the following schemes of work to support the teaching of learning of the following areas of learning

- Maths –NCETM Mastering Number- a scheme that aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number.
- Maths –White Rose- a whole school progressive approach to teaching mathematics
- Personal, Social and Emotional Development- Jigsaw- a holistic and progressive whole school approach to teaching PSHE
- Communication and Language -WellComm- an assessment and intervention tool that quickly identify areas of concern in language, communication, and interaction development in order to ensure early targeted intervention providing focused teaching and intervention activities to meet individual needs.
- Communication and Language- Literacy- Voice 21- a progressive approach to developing children's oracy skills and communication skills
- Communication and Language-Literacy--Poetry Basket- a tool that supports the development of literacy skills such as of prediction, rhyme and alliteration

In Reception we choose to teach our Topic (Understanding the World) knowledge and skills through our Literacy lessons making consistent and continuous links to our Topic Knowledge Organisers and Key Vocabulary. Specific RE and Art afternoons are also planned into the curriculum every half term to support children's knowledge and development of these foundation subjects. We also introduce aspects of the whole school approach to teaching writing 'Read to Write' later in the Summer Term to support transitions to Year 1.

Our EYFS Lead has devised pathway assessments for each area of the curriculum from on-entry in Autumn Term to the end of Summer Term. These Period in Time Assessments are used to help EYFS practitioners to plan for, monitor and evaluate children's learning and development throughout the Reception year.

Transition from Pre - School to full time Education

Our aim is to establish a smooth and successful transition to school. This is facilitated by

- Visits to partnership pre-school establishments
- Transition conversations with key workers and setting SENDCo
- Liaison with outside agencies
- Child visits to school during the Summer Term for two afternoon sessions
- Flexible transition offer with optional half day sessions for the first 3 days in September
- Sharing important transition information with parents via our online platform 'Tapestry'
- EYFS Parent Information evening in the Summer Term

Transition from Reception to Key Stage One

Our aim is to establish a smooth and successful transition to year one. This is facilitated by

- Transition afternoons in the summer term where children spend time with their new teacher and new class
- Visits and tours of the Key Stage One classroom and areas
- Handover transition meetings between EYFS and KS1 Staff
- KS1 coming to reception in summer term to read stories and spend time with the children
- Conversations with SENDCo and relevant staff to ensure best provision in place for children transitioning into the Key Stage One curriculum

Role of the Teacher

It is the role of the Early Years' Class teacher, under the guidance of the Head Teacher

- To organise the delivery of Early Years Curriculum and to ensure progression and development
- To keep abreast of developments within Early Years
- To monitor and update resources
- To develop and promote home school links with parents and careers
- To liaise and foster good relationships with Pre-School establishments
- To keep up to date with relevant training and implementations and ensure this is put into practice
- To continuously monitor children's learning and development, logging relevant concerns when necessary

Safeguarding

Our school recognises that every member of our school community has a key role in Safeguarding its' pupils and in the prevention of harm, early identification, intervention and support for pupils at risk of significant harm. We will endeavour to provide an environment where children are safe, valued and know that their concerns will be taken seriously. The school's vision, aims and ethos all clearly support the intention to ensure the safety and security of all children in our care, and these are highly visible in the school. Staff will report any concerns via the school's online safeguarding system 'CPOMS,' and verbally share these with the designated safeguarding lead and deputy safeguarding lead.

Equal Opportunities

All children have an equal entitlement to a good Early Years Curriculum regardless of gender, race, culture, religion, disability and special or medical needs. Disley Primary is committed to equality of opportunity and anti-discriminatory practice, ensuring every child is included and supported.

Special Educational Needs and Disabilities

Children with special educational needs will be supported as appropriate to enable them to access the curriculum fully. This includes children that are more able and those with specific

learning difficulties and disabilities. When assessing children for SEND, first concerns will be shared with our designated SEND Co-ordinator. If further support is needed, an SEN support plan will be implemented, which will identify targets in specific areas of learning for those children who require additional support commensurate with the school's Special Educational Needs Policy. The final stage of support for children, if needed, will be the referral for an EHCP with the support from other agencies. The school's SEND Co-ordinator and Early Years teacher are responsible for providing additional information and advice to staff and parents and for arranging external intervention and support as necessary. Children needing additional support with their behaviour and attitudes and personal, social and emotional development will also be provided with a tailored, behaviour support plan. Targets and strategies are devised in collaboration with parents and parents are continuously involved and updated in the behaviour support plan phase. These adapted EYFS behaviour support plans correlate with our whole school Behaviour Policy and ensure a progressive approach to supporting children's behaviour.

Assessment

During the first 4 weeks in Reception we assess the ability of each child, using the statutory Reception Baseline Assessment (RBA). The RBA is an age-appropriate assessment of early mathematics and literacy, communication and language. It is delivered in English and is administered within the first three weeks of a pupil starting reception (statutory completion by week 6). The assessment has two components, each consisting of practical tasks using physical resources. There is an online scoring system for the practitioner to use as the pupil engages with the tasks. The RBA will be used to create school-level progress measures for primary schools which will show the progress pupils make from reception until the end of key stage 2. Alongside the statutory RBA assessments, we also carry out our own internal assessments to best inform us of the cohorts' starting points, curriculum areas of strength and weakness and next steps. We also carry out non statutory communication, speech and language assessments using an assessment tool called 'Wellcomm'. This assessment supports us with the early identification of children's listening and attention, speaking and understanding and communication and language development.

We regularly monitor children's learning, and we use observations and teacher judgement to ensure that future planning reflects identified needs and ensures progression of learning. The teacher completes monitoring and assessments every half term, and then updates the Early Years tracking system on 'Tapestry' called 'flags of concerns' (6 Times a Year). Entry of Baseline data and end of year Profile data is also uploaded at the beginning and end of the academic year onto the whole school tracking system 'OTrack'.

Evidence is kept in the form of online learning journeys (Tapestry) which contain a wide range of evidence (photos/videos of children's work, conversations with children, parents, carers, other staff etc.) that can be downloaded by parents at the end of the EYFS. Parents have continuous access to their child's learning journey and are actively encouraged to contribute. We also evidence children's learning of knowledge and skills through our whole class floor books in Maths and Topic.

In the final term of the year in which the child reaches age five, the EYFS Profile/OTrack must be completed for each child alongside an end of year report. The Profile and report provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1.

Each child's level of development will be assessed against the Early Learning Goals. Practitioners must indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging').

In order for children to achieve the 'Good Level of Development' at the end of the reception year, they must be confident and secure in all three Prime areas of learning (PSED, PD, C&L) as well as 2 of the Specific areas of learning (L, M)

Reporting

We share the results of the Profile/OTrack with parents and/or carers alongside their children 'Characteristic of Effective Learning, and explain to them when and how they can discuss the Profile with the teacher who completed it. It is a statutory requirement to provide parents with the End of Reception Profile data, however it is not statutory but recommended to report on the Characteristics of Effective Learning.

Year 1 teachers are given a copy of the Profile/OTrack assessment report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning.

- **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; and
- **Creating and Thinking Critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

These should inform a dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assist with the planning of activities in Year 1.

Schools need to share their EYFS Profile/OTrack data with their local authority upon request usually in June.

It is not statutory for school to share the results on the Reception Baseline Assessment with parents, however, if parents request to receive the information schools do have an obligation to provide it.