

Early Years Foundation Stage Policy



Written by: Sadie Procter (EYFS Leader)

Approved by: Headteacher and Governing Body

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Legislation

This policy is based on requirements set out in the [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

Mission Statement

Throughout school, from Nursey to Year 6, we will:

- Create memories
- Nurture talents
- Spark curiosity
- Raise self-esteem and aspirations
- Motivate children to adopt healthy, active lifestyles
- Equip all children with the skills and attitudes they need to be happy, successful, and caring individuals.

Golden Threads

Central to our decisions about our curriculum and our approach are the keywords that form the basis of our learner profile in the Early Years. We intend for our children at Clapgate Primary School to leave school having embodied the following attributes.

These are our golden threads:

- Spark – We want children to be imaginative and creative.
- Grit – We want our children to be motivated and resilient.
- Team – We want our children to be communicators and collaborators.
- Humanity – We want our children to be respectful and caring.
- Knowledge – We want our children to be knowledge seekers and keepers.



Structure of the EYFS

The Early Years Foundation Stage (EYFS) at Clapgate Primary School consists of a 78-place nursery, with 39 spaces at each end of the week and two 30-place reception classes.

Within our Nursery, we have a mix of both 30-hour and 15-hour government-funded places across our Nursery 2 cohort and only 15-hour places across our Nursery 1 cohort. Our 15-hour children have the choice of the first half of the week (full day Monday, Tuesday and half day Wednesday) or the second half of the week (half day Wednesday, full day Thursday, Friday). We also have space for five rising three places within the nursery for each Nursery 1 intake.

For our children who attend 30 hours, there is an additional weekly payment of £3.47 applicable. This is because a full school week equates to 31.5 hours and not 30 hours. Therefore, the payment will cover the extra hour and a half. This charge is split into three payments of £44 per term and will be added to the family's Arbor account. Overdue Nursery Fees may affect a child's place in school, and arrears on the account that remain after the payment date will be passed to the Finance Department at Leeds City Council.

Staffing Structure

Nursery

- 1X Class teacher with QTS (Level 6 Early Years Full and Relevant)
- 1X Nursery nurse (Level 6 Early Years Full and Relevant)
- 1X Teaching assistant (Level 3 Early Years Full and Relevant)
- 1X Teaching assistant (Level 2 Early Years Full and Relevant)

Ratios in Nursery work at 1:13 when the class teacher works directly with the children, and they drop to 1:8 whilst dinner staff cover the lunchtime period. Each term, the third member of support staff in the nursery works at a 1:5 ratio with any rising threes currently placed within the setting.

Children in Nursery start school at 8.55 am and finish at 3.10 pm. The nursery uses key worker groups where staff regularly check in with their key children and provide various learning experiences at set times across the week.

Reception

- 2X Class teachers with QTS (one for each class)
- 2X Teaching assistants (one for each class)
- 1X Additional member of support staff (shared across the cohort)

Children in reception start school at 8.45 am and finish at 3.20 pm. The class teachers in reception act as the key person for all the children in their class.

We also have an additional member of staff whose role is dedicated to delivering communication and language support to a range of children across the setting. Extra teaching assistants are employed for children with complex needs or with an education health and care plan.

The Early Years Foundation Stage Curriculum

At Clapgate Primary School, all teaching staff deliver our EYFS curriculum through immersion in high-quality teaching alongside an enriched environment. Our philosophy is to nurture every child's curiosity, creativity, and enthusiasm for learning, developing both skills and confidence as they take their first steps on their own unique journey of lifelong learning.

We follow the Statutory Framework for the Early Years Foundation Stage (2021). Within this framework, there are four guiding principles which shape our practice.

These are:

1. **Every child is a unique child**, who is constantly learning and can be resilient, capable, confident, and self-assured.
2. Children learn to be strong and independent through **positive relationships**.
3. 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.
4. Children **develop and learn at different rates**. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

Our curriculum also encompasses seven areas of learning and development that are equally important and interconnected. However, three areas known as the prime areas are particularly important for igniting curiosity and enthusiasm for learning and for building children's capacity to learn, form relationships and thrive both in EYFS and into Key Stage 1.

The three prime areas are:

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

The children are also supported through the **four specific areas**, through which the prime areas are strengthened and applied:

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

Throughout their time in the Early Years, our children partake in an ambitious curriculum which is designed in a sequential way to ensure progress towards achieving the 17 Early Learning Goals (ELGs) at the end of Reception.

We weave the three **Characteristics of Effective Teaching and Learning** throughout everything we do at Clapgate Primary School, teaching our children the key skills and learning behaviours which will facilitate their future success.

These 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
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Curriculum Approach

The Early Years curriculum at Clapgate Primary School is a heavily skills-based curriculum which is progressive and effectively meets the needs of all our children. Our curriculum clearly outlines what the children will learn, know and be able to do during each year in the EYFS. We have detailed long-term plans for Nursery 1, Nursery 2 and Reception which carefully map out and sequence the progression of skills and knowledge the children will need to acquire to meet the end-of-year expectations for each year group.

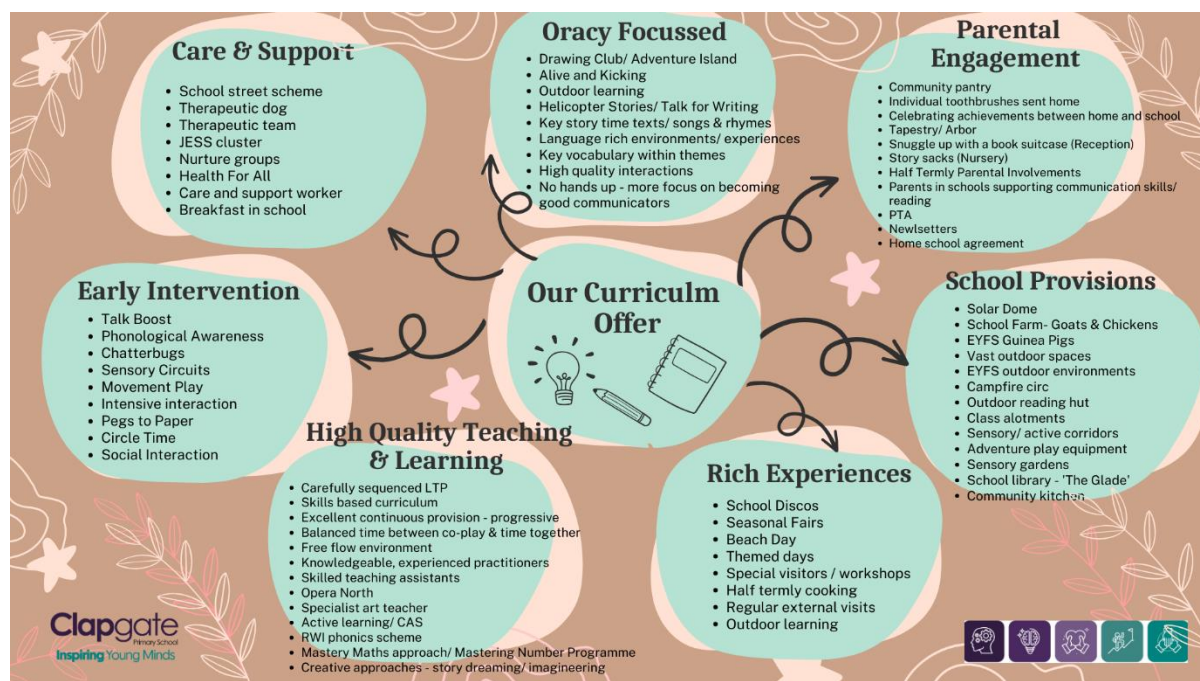
As part of our curriculum design, careful thought has been put into ensuring that by the end of EYFS, children acquire the skills they need to prepare them for later school life and that teachers in Key Stage 1 know how to build on these skills effectively. Within the long-term plans, visible links have been made between the seven areas of learning and the National Curriculum subjects, enabling subject leaders to see how the foundational skills and knowledge for their subject are sequenced, taught and built upon throughout the Early Years. Early Years statements have also been added to all our whole school skills progression documents.

Current curriculum documents in place:

- EYFS End of Year Expectations
- Nursery 1 Long-Term Plan
- Nursery 2 Long-Term Plan
- Reception Long-Term Plan
- Outdoor Learning Long- Term- Plan

Links to our curriculum plans can be found on the Early Years section of our school website.

Curriculum Offer - What do we intend to offer our children at Clapgate Primary School?



“Staff have carefully considered the experiences they would like to offer children based on children’s strengths and areas of development. These experiences have been developed with skill progression in mind to support children to be prepared for Year 1. The long-term plans have non-negotiables and have texts and rhyme as a key focal point threaded throughout the 7 areas of learning.” (Early Years Consultant, November 2022).

As a school, we pride ourselves on what our curriculum offers the children in the Early Years. Our children experience a rich, engaging, and exciting curriculum designed around their strengths and needs, with a strong oracy focus. Communication and language underpin children’s thinking, learning and development across all areas of learning. As a school, we strive to ensure that children leave the foundation stage able to learn through talk, be good talkers and communicators, and have broader and enriched childhood experiences.

‘Early years staff are intent on developing children’s confidence and language skills’ (Ofsted, 2019).

At Clapgate Primary School, we use a range of creative approaches when delivering learning experiences to the children. Drama is used extensively to inspire the children in their learning; weekly Imagineering sessions take place, which include situations such as destroyed classrooms, crime scenes and missing person clues to collect, or spaceships landing in the playground. On other occasions, the children have characters turn up in the classroom, such as the Grinch, played by the Deputy Head. The children also participate in drama experiences such as workshops with Alive and Kicking (an external drama company), helicopter stories (regularly), and an annual pantomime experience. Full use is made of the extensive school grounds, and children enjoy a range of experiences such as campfire sessions when they listen to stories and toast marshmallows,

gardening sessions in our allotments, workshops in our solar dome, sensory walks, and weekly whole class outdoor learning sessions.

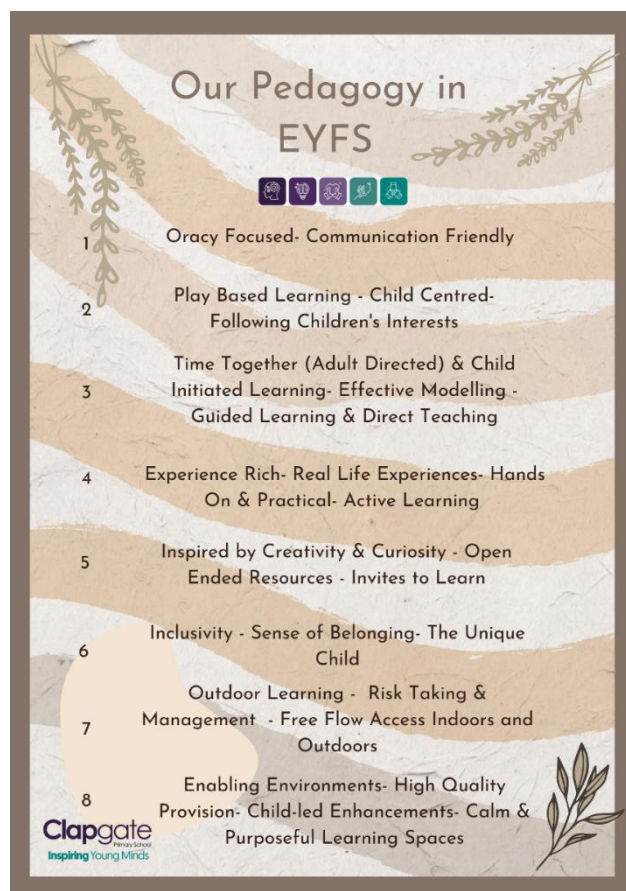
Regular visits and visitors are arranged to develop the children's understanding of the world, for example, firefighters bringing fire engines, the mobile farm coming with a range of animals, donkeys and sand arriving for a playground beach day, a life-size T rex in the hall, visits to local places such as the church, the library and the post office to send letters to Santa and further afield for example to a restaurant to make pizza. Our children have the experience of seeing chicken eggs and duck eggs hatch, they have guinea pigs to take of, and they have regular opportunities to interact with our school dog and visit our chickens or goats. Half-termly digital art experiences take place, for example, the making of a weather report or news report, making firework digital art or under the sea role play through iMovie, and the children have half-termly cooking opportunities in both Nursery and Reception. The children's musical development is supported through weekly music sessions taught by a specialist through our links with Opera North and through our carefully selected songs and rhymes progression, evidenced in our long-term plans.

All adults across the Early Years have a key role in children's learning and development. Therefore, they are required to be knowledgeable and skilled in the EYFS curriculum. Any training needs for existing or new staff members are identified and addressed through carefully planned continual professional development.

Pedagogy in the Early Years Foundation Stage

Our pedagogy at Clapgate Primary School involves a mix of different approaches. Our children learn through play-based experiences, by effective adult modelling, observing each other, and through guided learning and direct teaching. Developing a sense of 'awe and wonder' and fostering a lifelong love for learning is embedded within our pedagogy in the EYFS.

Our high-quality learning environments, indoors and outside, are also an important aspect of our pedagogy in the Early Years. At Clapgate Primary School, the learning environments in both Nursery and Reception are highly engaging, well organised, and carefully thought out, and provide rich opportunities for children to develop all areas of learning. The progression of skills development within the continuous provision is carefully considered when planning provision for the different stages of the foundation stage from Nursery 1 through to Reception.



The enabling environment at Clapgate stimulates children's curiosity, it offers children the opportunity to be independent in their selection of resources, whilst promoting the key fundamentals of reading, writing and mathematics. (EYFS Consultant, November 2022).

'The inside provision is a calm and purposeful environment where the children are engaged and accessing all areas. It is an environment that supports the children in their learning and gives them the best start in their school career' (EYFS Consultant, September 2021).

'There is clear progression between nursery and reception between the skills that the children will develop in the different areas' (EYFS Consultant, September 2021).

Teaching and Learning

We intend to develop curious, creative, resilient, independent learners who show high levels of well-being and engagement. This will result in deeper level learning and higher rates of progress across all seven areas of learning. Our children make the most progress when they are interested, engaged, fully immersed, and actively involved in their learning. For this reason, our curriculum is mainly planned from the children's interests; however, we incorporate a range of key themes and non-negotiable learning experiences for all our children, and we recognise the need for a blended approach towards teaching and learning.

When planning for teaching and learning, our staff regularly observe which areas, experiences and interests the children seem most motivated by, gathering possible lines of enquiry. The teachers then reflect on these and collect ideas for a driving theme/topic, ultimately creating a focus for their medium-term planning. When planning a theme, the teachers think deeply about what the children already know, the big questions that they want the children to be able to answer, the key teaching texts that will be used, what knowledge and skills the children will learn, what enriching experiences they will have, what specific vocabulary will be introduced and embedded and how the parents will be involved within their child's learning. Within each theme, teachers also incorporate and ensure that children learn, deepen, and revisit the key skills outlined in the long-term plan each half-term.

Within each theme or topic, the children experience both child-initiated and adult-directed learning opportunities. Adult-directed sessions are carefully planned and are sequenced across all seven areas of learning to ensure pace and progression for all and to provide children with the solid foundation skills they need to access the next stage of their learning journeys.

As a school, we ensure that a sufficient amount of time is given to the discrete teaching of early reading, phonics and maths in both Nursery and Reception.

Early Reading and Phonics

At Clapgate Primary School, we are eager to instil a love of reading in children from a young age. Learning to read is one of the most important things a child will learn to do at our school. Everything else depends on it, so we put as much energy as possible into ensuring that every child learns to read as quickly as possible. We want our children to love reading and to want to read for themselves.

Therefore, we put our efforts into making sure they develop a love of books as well as simply learning to read.

As part of our curriculum, we have carefully planned out which key stories our children will know and love by the time they leave the Early Years. Each half term, the children in the Early Years are exposed to a selection of books, and poems which they read continuously over the half term during our daily story time sessions. This repetition allows our children to understand the story structures, characters, vocabulary, and key themes, as well as learn to love well-known children's stories. In addition to this, we have also carefully planned out which nursery rhymes and songs each year group will learn.

| | | | | | | |
|--|---|--|--|--|---|--|
| Nursery Key Texts- Reading for Pleasure 1X Traditional tale/ fairy tale 1X PSED focus 1X Culture/ tolerance diversity focus 1X Nursery book 1X Understanding of the World 2X teacher choice | Little Red Hen Super Duper You Giraffes Can't Dance My Man and Dad Make Me Laugh Once there were giants We're Going On a Bear Hunt Owl Babies N1- oh Dear | Goldilocks and the three bears Big Feelings Elmer A Pair of Socks The Old Bear The Tiger who Came for Tea Gruffalo N1-Spot Goes to the Park | Little Red Riding Hood Augustus and his smile The emperor and his new clothes There is a snail, Tort is a crab Freddie and the Fairy Whatever Next N1- Rabbit's Nap | Chicken Licken The Worryaurus Pink is for boys Lost and Found No More Dinosaurs How to Grow a Dinosaur Jaspers Beanstalk N1-Foxs Socks | Three Billy Goat Gruff Maise and the Mountain My World and your world A Squash and a Squeeze Rainbow Monkey Puzzle There is a Dragon in My Book N1-Dear Zoo | Ugly Duckling Rainbow Fish 5 minutes Peace The Train Ride My Granny's Mop Supermarket Zoo Aliens Love Underpants N1-That's not my tractor |
| Songs and Rhymes These are the fixed songs and rhymes the children will learn each year. Weather Song and Days of the Week song to run across the year. | Nursery Songs- 1. Five Current Buns 2. Miss Polly had a Dolly 3. Head, shoulders, knees and toes 4. If you're happy and you know it 5. This Little Pig went to market | Nursery Songs- 1. Wind the bobbin up Little Star 2. Twinkle Twinkle Little Star 3. 5 little fireman 4. 5 fat snowman 5. 5 mince pies in a bakers shop | Nursery Songs- 1. 5 Little ducks 2. Pat-a-cake Pat-a cake 3. Humpty Dumpty 4. Row row row your boat 5. Dingle Dangle Scarecrow | Nursery Songs- 1. 5 little men in a flying saucers 2. Twinkle Twinkle Dinosaur 3. Wee Willie Winkie 4. Hop Little Bunnies 5. Jack in a box | Nursery Songs- 1. Old Mcdonald had a Farm 2. 5 little Monkey 3. Baa Baa Black Shee 4. There's a tiny caterpillar on a leaf 5. Incy winky Spider | Nursery Songs- 1. 5 speckled frogs 2. Wheels on the Bus 3. 1, 2, 3, 4, 5 Once I caught a fish alive. 4. I had a little Turtle 5. Horsey, Horsey don't you stop |

| | | | | | | |
|---|--|--|---|--|--|---|
| Reception Key Texts- Reading for Pleasure 1X Traditional tale/ fairy tale 1X Culture/ tolerance diversity focus 1X PSED focus 1X Understanding of the World 2-3X Teacher choice | Gingerbread Man My Hair Ruby's Worry The Runaway Pea Zog Peace at last | Hansel and Gretel The Story of Rosa Parks Black History Month Owl who was afraid of the dark Dogger Stickman Shark in the park The Slightly Annoying Elephant | Three Little Pigs Mixed The Colour Monster Peeps Oi Frog Princess and The Wizard Grandad's Island | Jack and the Beanstalk My Uncle Bobby's Wedding Smartest giant in town Here we are What the Ladybird Heard The Bog Baby | Cinderella Julian is a mermaid My heart in a bottle Tidy Scarecrows Wedding Funny Bones The Extraordinary Gardener | Rumpelstiltskin Amazing Grace Ossie Sharing a Shell Eves and the Shoemaker The Day the Crayons Quit |
| Songs and Rhymes These are the fixed songs and rhymes the children will learn each year. Weather Song and Days of the Week song to run across the year. | Reception Songs- 1. 1, 2, 3, 4, 5 Once I caught a fish alive. 2. Little Miss Muffet 3. One finger, one thumb keep moving 4. 1, 2 buckle my shoe 3,4... | Reception Songs- 1. We wish you a Merry Christmas 2. Rudolph the red nose Reindeer 3. When Santa got stuck up the Chimney 4. Jingle Bells 5. A selection of Nativity songs | Reception Songs- 1. The Grand Old Duke of York 2. Sally goes round the sun 3. 10 little fingers 4. Pop goes the weasel | Reception Songs- 1. Spring chicken 2. 10 green bottles 3. I hear thunder, I hear thunder 4. The animals went in two by two 5. Jack and Jill went up the hill | Reception Songs- 1. 10 in the bed 2. Here we go round the Mulberry bush 3. Hey diddle diddle 4. Zoom, Zoom, Zoom...were going to the moon 5. Polly put the kettle on | Reception Songs- 1. Cobber, Cobbler mend my shoe 2. A sailor went to sea sea sea 3. 10 fat sausages 4. Pirate song |

At Clapgate Primary School, our early reading journey begins in Nursery where children share daily stories with adults and have access to a wide range of stories they can read comfortably in our welcoming and cosy reading area. In Nursery, we hope for the children to develop a love of reading and be motivated to read, however, for children to learn to read, they first need to develop a foundation of pre-reading skills. This includes communication and language, an understanding that print carries meaning and phonological awareness.

The children are involved in one to two adult-directed phonics sessions each week. During these sessions, the children develop their phonological awareness by discriminating between general sounds in the environment. This encourages the children to develop their listening skills so they can

compare the different sounds they hear. We will do this by going on listening walks, using everyday objects to make sounds, and using recorded sounds for the children to listen to. We use instruments for the children to replicate different sounds they hear, which will develop their ability to listen for different letter sounds when they begin to read. We also use our bodies as an instrument to teach the children about sound and rhythm, for example singing songs like 'If you're happy and you know it' and tapping our knees, clapping our hands or stamping our feet. We also use our speech to develop rhythm and rhyme, breaking words down into syllables and reading rhyming stories. Although the children will have direct teaching sessions to develop their phonological awareness, it will also be incorporated into their play and their everyday routine and environment.

Systematic synthetic phonics is taught using the Read, Write, Inc phonics scheme. Once our children enter Reception, they begin their Read, Write Inc journey. Children have daily phonics lessons, in which they are streamed based on their half-termly assessments. In these lessons, the children learn to read and write a new letter sound daily. There is also time for the children to practise their spelling, word reading, reading fluency, and reading comprehension skills. Children in Reception continue to share stories every day with the adults in their room. The children



are asked to bring their book bags into school on a Thursday morning so that their reading books can be changed and sent home again on a Friday afternoon. Each child takes home one decodable phonics book, closely matched to their phonics ability, and a book that facilitates reading for pleasure. Our children are encouraged to read their school reading book at least three times across the week to help improve their confidence, fluency, and comprehension. Our parents also have access to Oxford Owl, where they can read the exact phonics book that their child has been reading in school during their phonics lessons that week. There is also a short quiz to support this learning at home.

To complement our daily story sessions in Reception, we encourage our children to apply their knowledge of stories and story language using 'Helicopter Stories'. In these sessions, the children are invited to create their own story, which is then scribed for them and acted out to and by the rest of the class. Removing the physical writing aspect from story writing enables all children to succeed in becoming creative storytellers. Clear progression in the children's oracy and language development can be seen in the stories throughout the year. In Reception, when children are ready, they progress to writing some or all of their stories independently.

A love of reading is evident in their well-resourced and organised reading area, children also get to vote for their favourite story on a daily basis. (EYFS Consultant, November 2022).

Mastery Maths

At Clapgate Primary School, we teach maths in Early Years following a Mastery approach to ensure high expectations for all our children, and we avoid putting a ceiling on their learning. Successful teaching of Mastery maths in the EYFS lies within the context of high-quality classroom provision based in our indoor and outdoor learning environments. Our mathematically rich environment provides a range of contexts for our children to explore concepts using different representations on multiple occasions, using concrete, pictorial and abstract resources.

It is vital that we focus on deepening our children's mathematical understanding, reasoning, problem-solving and fluency. We aim to develop well-rounded, confident mathematicians. As a setting, the emphasis is placed on enjoying mathematical ideas, language, and activities and having regular high-quality, purposeful interactions with confident adults.

Our children are encouraged to communicate their mathematical thinking in various ways, including manipulation of resources, gestures, pointing, body language, mark-making and talk. This allows our children to acquire a secure and long-term understanding of key mathematical concepts, meaning they can progress effectively when moving on to more complex topics.

Mastery Maths in Reception is planned in many ways, including whole-class focused sessions, adult-directed small group work, continuous provision, and well-planned interventions. Our curriculum is designed to focus on the six key areas of early mathematics, collectively providing a platform for everything children will encounter as they progress through their mathematical learning at primary school and beyond.

These areas are:

- Cardinality and counting
- Comparison
- Composition
- Pattern
- Shape and Space
- Measure

These areas form the fundamental mathematical basis of a CBeebies series of five-minute animated programmes called Numberblocks. We use these and the NCETM materials to draw out and build on the maths embedded in the stories contained in each episode.

Our mathematics curriculum explores each number in depth, focussing on its links to real life and functions. For example, when exploring the number 3, we look at the '3-ness' of 3, 3-sided shapes, 3-step patterns and real-life links such as house number 3 and being the 3rd house in the road. The children are encouraged to explore patterns within numbers and, in turn, innately experiment with relationships between our six key areas of mastery. As a school, the children in Reception also take

part in the NCETM Mastering Number Programme, which 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.

Children have an opportunity to consolidate their understanding of numbers to 10 through daily routines, such as snack and registration. (EYFS Consultant, November 2022).

Similarly to Reception, Maths in Nursery is also taught through a mastery approach. The learning of maths is heavily taught through play-based experiences both indoors and outdoors. We focus on deepening the children's understanding of mathematical concepts through practical adult-led activities, songs and rhymes, co-play experiences, and a range of high-quality resources (e.g. concrete/ pictorial/ abstract). We have a strong focus on using sentence stems to develop reasoning during play and within the daily routines. Through adult-directed and child-initiated play, we also focus on the six key areas of mastery stated above.

Inclusion and Special Educational Needs

At Clapgate Primary School, we value all our children as individuals, irrespective of their ethnicity, culture, religion, home language, background, ability, or gender. We plan our curriculum so that it effectively meets the needs of the individual children in our setting, and an individualised learning approach is taken.

We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and, in doing so, work closely with parents/carers and outside agencies. We have a designated full-time Special Educational Needs and Disability Co-ordinator (SENDCO) in school who supports us with any additional needs a child may have.

All children in the setting receive quality first teaching daily, and learning experiences are carefully scaffolded accordingly. Early intervention is a priority within the setting due to the increased number of children identified with a Special Educational Need or Disability (SEND). The Early Years staff carefully plan which children will access additional intervention programmes on a half-termly basis, and they work together to deliver these effectively across the setting. The SENCO works closely with the staff in the Early Years to ensure that any additional interventions are monitored accordingly, ensuring they have the highest level of impact on our children and their learning and development.

We also work closely with the parents/carers of our high-achieving children to ensure that their individual needs are met and their talents fostered. We ensure that these children are challenged appropriately to reach their full potential.

More information on how we support children with Special Educational Needs and Disabilities can be found in our SEND and Inclusion Policy on our website.

Observation, Tracking and Assessment

At Clapgate Primary School, ongoing assessment is an integral part of the learning and development process. All our assessment in the Early Years supports children's learning and development and ensures progress for all. Our ongoing, daily observations and interactions with the children give us an accurate picture of the strengths, needs, interests and next steps for all of our children.

Observations

Practitioners observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. They also consider observations shared by parents and/or carers. Observations of children's achievements and significant 'wow' moments are collated in their Tapestry learning journal. Parents/carers receive a notification when an observation has been added to their child's learning journal, and they can then view this observation along with any related photographs or videos.

At Clapgate Primary School, we do not carry out any long observations or in-depth written observations of the children within our setting. We value the importance of play and high-quality interactions with the children, and as a result, we do want staff time to be taken up with unnecessary recording. We empower practitioners to talk confidently about the children and their development without having to complete excessive paperwork.

Statutory Assessment Requirements

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

At the **end of the EYFS** (end of reception), staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting 'expected' levels of development
- Not yet reaching expected levels of development ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are shared with parents/carers and with the child's Year 1 teacher.

The profile is moderated internally and in partnership with other local schools to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

Internal Assessment Requirements (Non-Statutory)

We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the foundation stage takes the form of both formal and informal observations and through planned activities. The assessment cycle is completed termly and involves the teacher, teaching assistants, parents, and children, as appropriate.

At each assessment point, we record each child's level of development and record whether each child is 'on track' or 'not on track' to meet the 17 Early Learning Goals at the end of their reception year.

When assessing, class teachers use exemplification materials, the end-of-year expectations document, observational checkpoints, and their knowledge of the children to make a 'best fit' judgement for each child.

We assess our children internally at the following points in the year:

1. **Baseline** (on entry to each year group)- These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children.
2. End of the **Autumn term**
3. End of the **Spring term**
4. End of the **Summer term** (In reception this is before the closing date of the EYFSP submission).

Pupil progress meetings are held following each internal data submission and are used effectively for in-depth discussions about the children's achievements, progress, and next steps. If a child's progress gives cause for concern, practitioners will discuss this with the child's parents/carers and agree how best to support the child both in school and at a home.

Working with Parents

At Clapgate Primary School, we recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. We recognise the central importance of parents/carers as children's first educators. We believe they have a significant role to play in the lifelong education of their child. We strive to create and maintain partnerships with parents/carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education and care in numerous ways.

Parents are overwhelmingly positive about the start their children make to the school. They value how nurtured and challenged their children are and how well the adults in the Early Years know them.

"My son has blossomed in reception, both socially and academically, making lots of new friends in such a lovely environment with approachable staff." (Reception Parent, September 2021)

"As soon as my daughter started at Clapgate, I knew I had chosen the right place for her. The staff are amazing...My very shy daughter settled very quickly with the support of the staff, and has flourished during her time at Clapgate Nursery." (Nursery Parent, September 2021)

We ensure that parents and/or carers are kept up to date with their child's progress and development through the following ways:

- Offering two parent-teacher consultation meetings per year at which their child's progress and well-being are discussed (1X in the autumn term and 1X in the spring term). At these meetings, the child's class teacher will facilitate discussion about the child's progress and work in partnership with parents/carers to set next steps and offer support and advice of how everyone can work together to support these both at school and at home.
- Sending a written report on their child's attainment, progress, and attitude at the end of each year group in EYFS. At the end of the reception year, parents are informed of their child's attainment against the EYFS profile. This information helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities when leaving EYFS.
- Encouraging parents/ carers to regularly share information about their child, their interests, their progress, and their experiences at home.
- Sharing photos, updates and 'wow moments' on Tapestry (our online communication and home learning platform).
- Sending out half-termly newsletters outlining what knowledge and skills the children will be learning each half-term and also highlighting how parents/ carers can support their child at home.
- Operating an open-door policy at the end of the school day for parents/carers with any queries or concerns. Conversely, if EYFS staff have concerns about the progress of a child, they will approach parents and carers to discuss them.
- Phone calls home (as and when necessary).
- Inviting parents/ carers in to attend our half-termly parental involvement experiences. Parents are invited to a range of activities throughout the school year, such as special events, workshops, Christmas productions and sports day etc.
- Asking parents to sign a generic permission form for local visits and walks, food-tasting, photographs etc.
- Offering opportunities for parents and carers to visit the school as a volunteer to assist with the children's learning e.g., hearing readers, delivering story time sessions, and talking with the children about a given topic.

We also draw on our links with the community to enrich children's experiences by taking them on outings and inviting community members into our setting to talk about their lives, work and experiences.

Transition Arrangements

Starting school can be a difficult time for young children. Therefore, at Clapgate Primary School, transitions are carefully planned for, and significant time is given to ensure it is as smooth as possible for each child and that they settle into their new class quickly and happily. At times of transition, we acknowledge each child's needs and establish effective partnerships with those involved with the child and other settings.

Nursery Transition Arrangements

Children starting our Nursery have the following transition procedures in place:

- A home visit carried out by the nursery teacher and a teaching assistant. This is a valuable time to talk 1:1 with parents/carers and to answer any concerns/queries they may have.
- A 1-hour 'play and stay' session which parents are invited to stay for.

We also stagger the start date for new children starting Nursery at each intake. We usually have no more than two new children starting per day. On the child's first day, they are given an earlier start time to allow them time to settle into the environment and separate from parents/ carers while fewer nursery children are in the setting. In circumstances where we have a child who appears to be struggling with their transition into nursery, we may start the child on reduced hours (half days) and build their time in Nursery up over a couple of weeks to help make for a smoother transition.

Reception Transition – Before the end of the summer term

Children starting our reception classes have the following transition procedures in place:

- A home visit carried out by the reception teacher and teaching assistant for those children who have not attended our Nursery. This is a valuable time to talk 1:1 with parents/carers and to answer any concerns/queries they may have.
- A ten-minute 'Meet the Teacher' appointment slot for parents and children to attend so that teachers can get to know the families and can ask about the individual children. During this time, the teacher gives parents practical information such as the ethos of the school, vision and values, and information about equipment and uniform needed.
- A 1-hour 'play and stay' session so the children can get to know the teachers, school staff and classroom environment with their parent present.
- A transition morning where the children attend a half-day session in their new reception class.

In September, we provide our children with a gradual introduction into full-time school. Children starting in our reception classes will have one full taster day in the first week of term, where they will spend the day in a reduced class size of around 10 children. This introduces the children to their new routines gradually and enables the children to be less overwhelmed when building those initial relationships with the staff and their peers.

For children that have not attended our Nursery, the reception staff liaise with and, in some cases, visit the local nurseries and preschools to familiarise themselves with the children and to fully understand each child and their individual needs.

Transition into Key Stage 1- Before the end of the summer term

Towards the end of the summer term, the children are informed of who their new class teacher will be. In the final few weeks of the term, the Year 1 teachers regularly drop into reception so the children can become familiar with them.

Children starting Key Stage 1 have the following transition procedures in place:

- A full transition day in their new class so the children can experience being in their new classroom before the summer holidays. On this day, the children and parents also experience new drop-off and collection arrangements for Key Stage 1.

At the end of the Early Years Foundation Stage, our reception teachers meet with the Year 1 teachers during a handover meeting where they discuss the individual children in each class, their specific needs, relevant information about their welfare and their attainment and development. The Year 1 teachers are provided with a copy of each child's assessment data outlining their EYFS Profile results and their most recent workbook. This helps to inform the professional dialogue between EYFS teachers and the Year 1 teacher about each child's stage of development and learning needs, highlighting their readiness for Year 1. It also ensures that Year 1 teachers are able to carefully plan each child's 'next steps' in learning from the moment they enter their new class.

Safeguarding and Welfare Procedures

The safety and welfare of our children is paramount at Clapgate Primary School. We have robust policies and procedures in place to ensure their safety at all times. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. We help children to self-regulate and manage their emotions appropriately, and personal, social and emotional development is at the heart of everything we do.

We believe that children should be allowed to take risks but must be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all our children. We know that children learn best when they are healthy and safe, when their individual needs are met and when they have the chance to build positive relationships with the adults around them and their peers.

In both Nursery and Reception, we provide a safe and secure environment and a curriculum that teaches children how to take risks, follow rules and stay safe. We comply with the welfare requirements set out in the Statutory Framework for Early Years Foundation Stage and understand that we must:

- Promote the welfare of all children.
- Promote good health.
- Manage behaviour effectively and appropriately.
- Ensure all adults working with children are suitable to do so.
- Ensure that the environment is safe, and all equipment and furniture is fit for purpose.
- Ensure all children have a challenging and enjoyable learning experience.

We promote the good health of the children in our care in numerous ways, including providing nutritious fruit snacks, access to fresh water throughout the day, allocating significant time for physical

development and following set procedures when children become ill, have an accident or require the administration of medication.

We are a healthy school and participate in the free fruit and milk for under-fives scheme. In both nursery and reception, we operate a rolling snack time for 1 hour in the morning and 1 hour in the afternoon. When the snack areas are open within the classrooms, we ensure that adequate supervision is provided and that children are always in sight and hearing of an adult. Children within our setting are also provided with toast each morning for breakfast to ensure that every child has a positive start to their school day. We have two dedicated staff members who are responsible for preparing the toast on a morning in the school kitchen. Both staff members have achieved their level 2 in food hygiene training.

For our reception children, we provide universal infant-free school meals, and our catering providers regularly monitor the menu, ensuring it provides our children with a healthy balanced diet. We cater for those children who have special dietary requirements and have robust systems in place ensuring that all children receive the correct meal. We also ensure that children with allergies or other special dietary requirements are catered for. We also have a healthy-packed lunch and snack policy for those children who bring their own lunches/ snacks to school. This can be found on our school website. School dinners are also available to our nursery children at a chargeable daily fee unless an application has been made for free school meals through the government website.

In the Early Years, we promote good oral health, as well as good health in general, in the early years at Clapgate Primary School by:

- Talking about the effects of eating too many sweet things
- Talking about the importance of brushing your teeth
- Sharing stories about looking after your teeth
- Ensuring children are eating a healthy school dinner or packed lunch

Staff and visitors are prohibited from using their mobile phones and any other electronic devices with imaging and sharing capabilities in our classrooms. Smartwatches must only be used in the classroom to tell the time. Only the class iPads are used to photograph children (for Tapestry observations and assessment purposes), and permission must be obtained from parents before children are photographed in school. For more information on the use of mobile phones and electronic devices, see mobile phone and electronic device policy.

Clapgate Primary School has robust systems in place to ensure that all practitioners who have regular contact with children are suitable for their role. In addition to this, staff qualifications across our nursery teams are deemed full and relevant in relation to staff: child ratios.

We have clear procedures in place for when children are sleeping within the setting which adheres closely to the latest government safety guidance. Most children by the age of three tend not to have

an afternoon sleep, however, if the child requires a rest or a nap within the setting, then staff will ensure that the safe sleep steps below are carefully followed.

Children who fall asleep will:

- Be moved to a safe sleeping mat in a quiet area of the classroom that is not cluttered with toys and is not accessible to the other children
- Be placed on their backs to sleep with their feet pointing towards the bottom of the sleeping mat
- Be undressed as appropriate to avoid overheating (e.g. coats and thick jumpers are to be removed)
- Have their mouth checked before they are left to rest
- Be checked on regularly by an adult to ensure they are safe at all times
- Not be covered by blankets or provided with any form of comforter (unless specified and agreed by the child's parents)

The adult checking on the child will ensure that the room temperature is not too high and that the child is breathing normally. To check a child's breathing the adults will place a gentle hand on the child's chest or put the back of their hand near the child's mouth to feel for breath. Wall-mounted thermometers are available in both the nursery and reception classrooms.

We currently have five members of staff across the setting who hold the Paediatric First Aid qualification, which is a statutory requirement of the EYFS. Paediatric first aid training is refreshed every three years at Clapgate and there is a stocked first aid box accessible in both the reception and nursery classrooms. Our first aid procedures and practices, including administering medicine, are detailed in our whole school first aid policy.



Clapgate EYFS
First aid trained staff



Miss Alam



Miss Sutcliffe



Mrs Wilson



Mrs Thompson



Mrs White

The rest of our safeguarding and welfare procedures are outlined in our safeguarding and child protection policy and our intimate care policy, which have been written in accordance with **'Keeping Children Safe in Education 2023'**.






Monitoring Arrangements

We are committed to providing the best possible experiences for our children. The Early Years leader is responsible for the monitoring of provision, teaching and learning, assessment, and pupil progress for all children within our setting. Staff supervision meetings happen termly across the setting and are led by the staff member's line manager. Information gathered from monitoring arrangements is regularly shared with the Headteacher, senior leadership team, and the staff within the foundation stage, as appropriate, and any necessary actions are taken.

This policy will be reviewed by the Early Years leader and approved by the Headteacher every 2 years. At each review, the policy will be shared with and approved by the governing board. The Early Years linked governor will meet with the Early Years leader three times each year to discuss the Early Years action plan and relevant sections on the School Improvement Plan. Following each meeting, the Early Years governor will then provide a written report to the governing body, outlining the strategic direction of the setting.

Appendix 1 – Intent, implementation, and impact statement EYFS



| | | | | | | | | | |
|-------------------|---|-----------------|---|---|---|---|---|------|--|
| CURRICULUM INTENT | <u>Our School Mission</u> | | | | | | | | |
| | Throughout school, from Nursery to Year 6, we will: | | | | | | | | |
| | Create Memories | Nurture Talents | Spark Curiosity | Raise Self-Esteem and Aspirations | Motivate children to adopt healthy and active lifestyles. | Equip all children with the skills and attitudes they need to be happy, successful, and caring individuals. | | | |
| | <u>Our Golden Threads</u> | |  |  |  |  |  | | |
| | | | Knowledge | Spark | Humanity | Grit | Team | | |
| | Knowledge | | Spark | | Humanity | | Grit | Team | |
| | In the Early Years, <i>‘The Characteristics of Effective Teaching and Learning’</i> and <i>‘The Fundamental British Values’</i> underpin all of our golden threads. | | | | | | | | |
| | What do we mean by our golden threads? | | | | | | | | |
| | We want our children to be knowledge seekers and keepers. | | We want our children to be imaginative and creative. | | We want our children to be respectful and caring. | | We want our children to be motivated and resilient. | | We want our children to be communicators and collaborators |

In Early Years Foundation Stage at Clapgate Primary School, our curriculum intent aligns with the whole school mission and golden threads. In the EYFS, our ambitious, carefully sequenced, and progressive curriculum provides all our children with the knowledge, skills and understanding that they need to become confident, inquisitive, curious, creative, and independent learners and influences their wider thinking across all seven areas of the curriculum. We believe that providing an education that does all of this gives children the best chance to become successful, well-rounded, happy, and caring individuals, ready to succeed in an ever-changing world.

At Clapgate Primary School, we will make a positive difference to every child's life. In the Early Years, we recognise the importance of giving our children the best possible start to their education by planning and implementing teaching and learning opportunities that support them in reaching their full potential.

Implementation

Our pedagogy at Clapgate Primary School involves a mix of different approaches. Our children learn through play-based experiences, by effective adult modelling, observing each other, and through guided learning and direct teaching. Developing a sense of 'awe and wonder' and fostering a lifelong love for learning is deeply rooted within our pedagogy in the EYFS.



| IMPLEMENTATION | Our Pedagogy in the EYFS | |
|----------------|---|--|
| | <ul style="list-style-type: none"> • Oracy Focused- Communication Friendly • Play-Based Learning • Child-Centred- Following Children's Interests • Time Together (Adult Directed) & Child Initiated Learning- Effective Modelling - Guided Learning & Direct Teaching • Experience Rich- Real Life Experiences- Hands-On & Practical- Active Learning • Inspired by Creativity & Curiosity – Open-Ended Resources - Invites to Learn • Inclusivity - Sense of Belonging- The Unique Child • Outdoor Learning - Risk Taking & Management - Free Flow Access Indoors and Outdoors • Enabling Environments- High-Quality Provision- Child-led Enhancements- Calm & Purposeful Learning Spaces | |




| | Key Principles for Effective Teaching and Learning: | | | | | | | | |
|---|---|--|---------------------------------|--|---|---------------------------|-----------------|----------|-------|
| | Knowing and supporting all children | High challenge and expectations and developing learning behaviours | Staff CPD and subject knowledge | Rich opportunities and motivating environments | Effective questioning, AFL and feedback | Creativity and innovation | Active approach | The Arts | Oracy |
| | Developing Learning Behaviours: | | | | | | | | |
| | Relationships | Ready, Respectful, Responsible | Mastery approach | Marvellous mistakes | Independent thinking | Collaboration | | | |
| | What is included within each driving theme? | | | | | | | | |
| Extensive use of Drama and Imagineering | Outdoor Learning | Active Learning | Parental Engagement Events | Engaging Hooks and Experiences | Product (including trips, and visits) | | | | |

We know that our children make the most progress when they are interested, engaged, fully immersed, and actively involved in their learning. For this reason, our curriculum is mainly planned from the children's interests; however, we incorporate a range of key themes and non-negotiable learning experiences for all our children, and we recognise the need for a blended approach towards teaching and learning.

When planning for teaching and learning, our staff regularly observe which areas, experiences and interests the children seem most motivated by, gathering possible lines of enquiry. The teachers then reflect on these and collect ideas for a driving theme/topic, ultimately creating a focus for their medium-term planning. When planning a theme, the teachers think deeply about what the children already know, the big questions that they want the children to be able to answer, the key teaching texts that will be used, what knowledge and skills the children will learn, what enriching experiences they will have, what specific vocabulary will be introduced and embedded and how the parents will be involved within their child's learning. Within each theme, teachers also incorporate and ensure that children learn, deepen, and revisit the key skills outlined in the long-term plan each half-term.

How are the golden threads embedded in the Early Years Foundation Stage?

| | |
|--|--|
|  <p>Knowledge</p> | <p><i>We want our children to be knowledge seekers and keepers.</i></p> <p>Our curriculum is heavily skills-based, progressive, and effectively meets the needs of all our children. It clearly outlines what the children will learn, know and be able to do during each year in the EYFS. We have detailed long-term plans for Nursery 1, Nursery 2 and Reception which carefully map out and sequence the progression of skills and knowledge the children will need to acquire to meet the end-of-year expectations for each year group. The careful sequencing of the curriculum allows us to revisit learning to help our children know more, remember more, and do more with their knowledge.</p> <p>We teach and provide experiences and opportunities across all seven areas of learning, as well as using strategies to make learning "stick". We encourage children to ask questions and develop a thirst for knowledge. The key knowledge the children will be taught each half-term relating to their driving theme or topic is mapped out within the medium-term plans for each year group.</p> |
|  <p>Spark</p> | <p><i>We want our children to be imaginative and creative.</i></p> <p>Our children experience a rich, engaging, and exciting curriculum. We use a range of creative approaches when delivering learning experiences to the children which spark their curiosity and enrich their childhood experiences. We nurture children's ability to think and express their ideas creatively and imaginatively across themes and topics, seeking solutions to problems, exploring ways to tackle questions, and having their own ideas. We harness children's ability to revel in a world of imagination.</p> <p><i>Links with CEOTL - Playing and Exploring - Children investigate and experience things and 'have a go'.</i></p> <p><i>Creating and Thinking Critically</i> - Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.</p> |

| | |
|---|--|
|  <p>Humanity</p> | <p><i>We want our children to be respectful and caring.</i></p> <p>Developing our children's personal, social, and emotional development is at the heart of everything we do. We are focused on meeting the children's social and emotional needs, taking time to listen to them and responding effectively. We always model positive learning behaviours and have high expectations for all children regarding behaviour and attitudes. We demonstrate and reinforce our values of respect and responsibility and have these at the core of our ethos across the school. We ensure that we give the children opportunities to show empathy, understanding, care and compassion and demonstrate our expectation that they will act to make a positive difference in the lives of others and in the diverse world around them.</p> |
|  <p>Grit</p> | <p><i>We want our children to be motivated and resilient.</i></p> <p>We facilitate children in becoming resilient and independent learners who show high levels of well-being and engagement. Through well-informed, high-quality, engaging teaching and discussion of their progress, we help children to be excited to learn and determined to achieve goals and next steps set for them and by them. We help them to see opportunities to further their learning both when they are successful and when they get things 'wrong' (e.g. marvellous mistakes). A 'can do' and 'can't do yet' approach will be celebrated within the EYFS.</p> <p><i>Links with CEOTL – Active Learning- Children concentrate and keep on trying if they encounter difficulties and enjoy achievements.</i></p> |
|  <p>Team</p> | <p><i>We want our children to be communicators and collaborators.</i></p> <p>Underpinning our curriculum in the Early Years is a strong oracy focus. Communication and language underpin children's thinking, learning and development across all areas of learning. As a school, we strive to ensure that children leave the EYFS able to learn through talk and being good talkers and communicators. We provide a range of opportunities for speaking and listening and for developing communication skills, language skills and vocabulary. We help children learn how to work collaboratively, listening carefully to the perspectives of other individuals and groups.</p> <p>A progression in vocabulary is set out in our long-term curriculum plans for all three-year groups in the EYFS and for the different areas of provision within the classroom. Key vocabulary that the children will know and be able to use when learning about a driving theme or topic can be seen in our medium-term plans. We also include three specific oracy-based experiences for children to participate in across the academic year. This is in addition to the daily opportunities to develop oracy within the classroom.</p> <p><i>Links with CEOTL – Creating and Thinking Critically - Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.</i></p> |

Impact

As a setting, we are highly aware that all aspects of our EYFS curriculum must meet the needs of all our children, including those who are disadvantaged and those with SEND. Therefore, we spend time observing and evaluating how our children are learning. This is achieved through talking to children, looking at their work, observing their learning experiences and analysing data and progress of cohorts, classes, groups, and individuals. We use ongoing observational assessments to identify children's starting points from which learning experiences are planned to ensure progress. This assessment is tracked three times a year as part of our internal data collection and is moderated accordingly. Closely monitoring pupil progress within the setting allows us to measure the impact of teaching and learning within the Early Years.

From low starting points, children make rapid progress in all areas of learning from the beginning of Nursery to the end of Reception. We believe our high levels of progress are due to our rich curriculum offer and the rigorousness of high-quality teaching, learning and assessment throughout the Early Years.

| IMPACT | What will we see from our children at Clapgate Primary School? | | | | |
|--------|--|-----------------------------|---|---|---------------------------------|
| | Positive attitudes and behaviour | Good outcomes for all | Healthy and active lifestyles | Skilled staff and CPD opportunities | Good attendance and punctuality |
| | Engagement of families | Life skills and aspirations | Good development of skills, knowledge and understanding | High levels of confidence, self-esteem, and self-belief | Happiness |

| What are the key attributes and behaviours our children will show? | | | | | |
|--|---|--|---|--|---|
| | Knowledge: Enquirer Lifelong learner Critical thinker Questioner Curious Applies and uses Recalls | Spark: Explorer Link maker Flexible Playful Enterprising Individual Proud Adventurous Passionate | Humanity: Honest Tolerant Open-minded Fair Inclusive Principled Kind Appreciative Global citizens | Grit: Independent Ambitious Risk taking Self-disciplined Perseverant High aspirations Strength Self-belief Self-esteem | Team: Orator Listener Presenter Debater Articulate Confident Sense of humour Works with others |
| | | | | | |

We believe our approach is very successful. Children thrive at Clapgate Primary School, and we most certainly inspire young minds!

Appendix 2- Key terminology used within the setting

EYFS Terminology

- Carpet Kingdom – Carpet time
- Rhythm of the Day- Daily timetable
- Co-play- Embedding time
- Time Together- Adult directed time
- Adventure Books- Reception topic books
- Story Dreaming- The use of imagination
- Learning Landscape- Continuous provision
- Where will you explore? Where will you adventure?- Children accessing child-initiated play

Areas of Provision

- Problem Planet- Maths
- Message Centre- Writing
- Jigsaw Jungle- Jigsaw
- The Land of Far Away- Home Corner
- The Zone of Construction- Construction
- Technology Table/ Trolley- Technology
- The Workshop- Creative/ Paint
- Water World-Water
- Sand Land- Sand
- Reading Den (Rec)- Reading
- Snuggle Sofa (Nur)- Reading
- Tinker Table- Loose Parts
- Number World (Rec)- Number of Week
- Playdough Parlour (Rec)- Playdough
- The Tiny Kitchen (Nur)- Playdough
- Story Kingdom- Small World
- Snack Club- Snack
- Curiosity Cube
- Exploration Station- Tuff Tray
- Funky Fingers- Fine Motor

Appendix 3- A list of statutory policies and procedures for the EYFS

All the policies linked below can be found in the policy section of the school website.

<https://www.clapgateprimaryschool.co.uk/>

| Statutory policy or procedure for the EYFS | Where can it be found? |
|---|---|
| Safeguarding policy and procedures | See child protection and safeguarding policy |
| Procedures for responding to illness | See first aid policy |
| Administering medicines policy | See first aid policy |
| Emergency evacuation procedure | See evacuation and lockdown procedures policy |
| Procedures for checking the identity of visitors | See child protection and safeguarding policy |
| Procedures for a parent failing to collect a child and for missing children | See child protection and safeguarding policy |
| Procedures for intimate care | See intimate care policy |
| Procedures for dealing with concerns and complaints | See complaints policy |
| Procedures for dealing with first aid | See first aid policy |
| The use of mobile phones and electronic devices | See mobile phone and electronic device policy |

Appendix 4- The Early Learning Goal descriptors

Communication and Language

ELG: Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development

ELG: Self-Regulation

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

- Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

ELG: Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Physical Development

ELG: Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.

ELG: Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

ELG: Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play.

ELG: Word Reading

- 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 aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Mathematics

ELG: Number

- 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.

ELG: Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

ELG: Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –when appropriate – maps.

ELG: The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know 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.

Expressive Arts and Design

ELG: Creating with Materials

- Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive

- Invent, adapt, and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music.