

Early Years Foundation Stage Policy



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Date: October 2025

Review date: October 2027

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Legislation

This policy is based on requirements set out in the [Early Years Foundation Stage Statutory Framework \(for group and school-based providers\) 2025](#).

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 cohorts. 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, an additional weekly payment of £6.74 is applicable. Please This is because a full-time school week totals 31.5 hours, while government funding covers only 30 hours. This cost is divided into three termly payments of £94.50, and will be added to the family's Arbor account. If termly payments are not received by the final week of the term, the child will no longer be able to attend for the additional 15 minutes per day in the following term until payment has been made in full. Any arrears that remain on a family's Arbor 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)
- 2X Teaching assistants (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)

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 (2025). 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. **Importance of learning and development**. 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

Curriculum Approach

The Early Years curriculum at Clapgate Primary School is a knowledge and skills based curriculum that is ambitious and progressive. It effectively meets the needs of all our children. Our curriculum clearly outlines what the children will learn, know, and be able to do 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 their subject's foundational skills and knowledge are sequenced, taught and built upon throughout the Early Years. Early Years statements have also been added to our whole school skills progression documents.

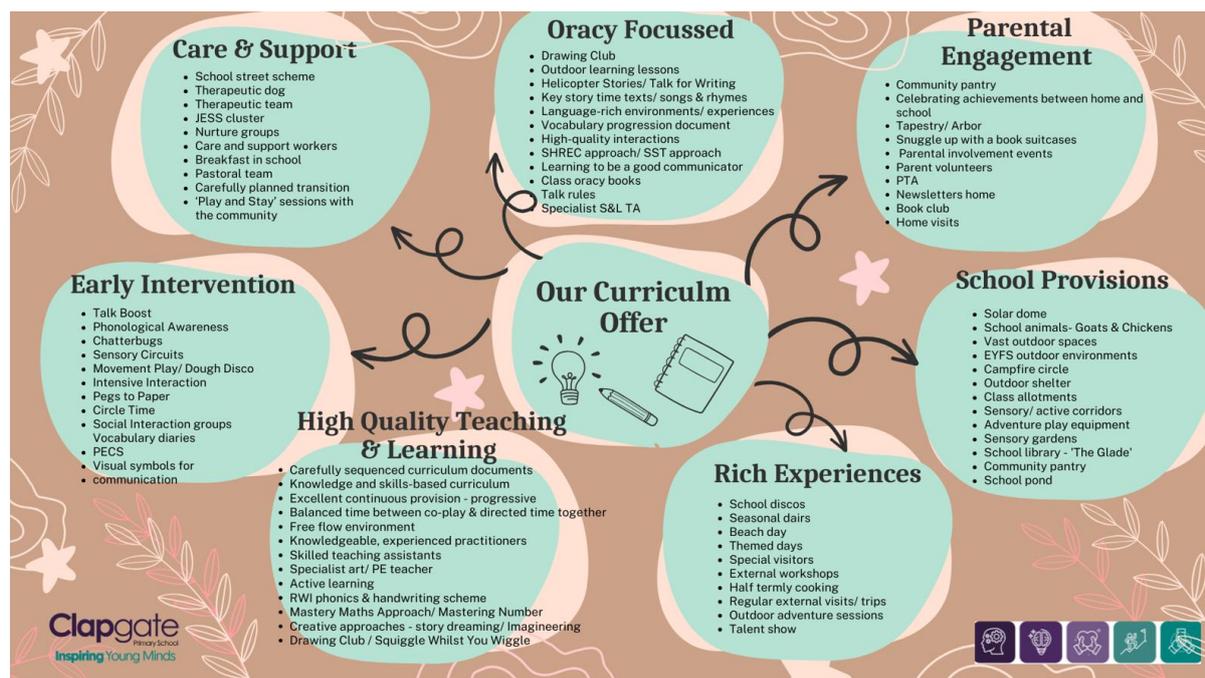
Current curriculum documents in place:

- 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.

“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).

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



***'Children make a flying start to their education in the early years. They settle quickly into the school's routines.'* (Ofsted, 2024)**

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 aim to ensure that children leave the foundation stage confident in learning through talk, effective in their communication skills, and enriched by a wide range of meaningful childhood experiences.

High-quality interactions are central to our approach, and we are committed to fostering sustained shared thinking, where adults and children work together to solve problems, clarify ideas, and deepen understanding. Our practitioners use the SHREC approach (Share attention, Respond, Expand and Communicate) to skilfully scaffold conversations and extend children's thinking. This structured method enables adults to tune into children's interests and ideas, while enriching language, promoting curiosity, and supporting meaningful dialogue.

***'Adults are very skilled practitioners. They model speaking and listening skills with expertise.'* (Ofsted, 2024)**

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; regular 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, and on other

occasions, the children have characters turn up in the classroom, such as the Grinch played by the Deputy Head. The children also regularly participate in drama experiences such as workshops with Alive and Kicking, Helicopter Stories, 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 adventure sessions.

We place great importance on developing our children's cultural capital, ensuring they gain the essential knowledge, skills, and experiences to give them the best possible start to their education. To broaden their understanding of the world, we regularly organise visits and welcome visitors into school. These include exciting opportunities such as firefighters bringing a fire engine, a mobile farm visiting with a variety of animals, donkeys and sand transforming the playground into a beach, and even a life-sized T-rex making an appearance in the hall. Children also explore their local community by visiting places like the church, library, and post office to post letters to Santa, as well as venturing further afield—for example, visiting a restaurant to make their own pizza.

Our children experience the wonders of nature first-hand by observing chicken and caterpillar eggs hatch and spending time with our school dog, chickens, and goats. We also provide regular opportunities for digital creativity, including making weather or news reports, creating digital artwork themed around minibeasts, and engaging in under-the-sea role play using iMovie. Cooking is a regular part of our curriculum, with both Nursery and Reception children taking part in half-termly cooking sessions. Musical development is carefully supported through weekly music lessons and our thoughtfully planned progression of songs and rhymes, as outlined 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, 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 progress rates 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/ knowledge 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 Clappgate 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 and 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	Little Red Hen Super Duper You Giraffes Can't Dance My Mum and Dad Make Me Laugh Once there were giants We're Going On a Bear Hunt Owl Babies	Goldilocks and the three bears Big Feelings Time A Pair of Socks The Old Bear The Tiger who Came for Tea Gruffalo	Little Red Riding Hood Augustus and his smile The emperor and his new clothes One is a snail, ten is a crawl Lost and Found/ Freddie and the Fairy Whatever Next	Chicken Licken The Wornasaurus Pink is for boys 10 Little Dinosaurs How to Grow a Dinosaur Jaspers Beanstalk	Three Billy Goat Gruff Maize and the Mountain My World and you world A Squash and Squeeze Rainbows Monkey Puzzle There is a Dragon in My Book	Ugly Duckling Rainbow Fish 5 minutes Please The Train Ride My Granny's Market Supermarket Zoo Aliens Love Underpants
1X Traditional tale/ fairy tale 1X PSED focus 1X Culture/ tolerance/ diversity focus 1X Nursery songs 1X Understanding of the World 2X teacher choice	N1- Oh Dear	N1-Spot Goes to the Park	N1- Rabbit's Nap	N1-Foxs Socks	N1-That's not my tractor	N1- Dear Zoo
Songs and Rhymes <i>These are the fixed songs and rhymes the children will learn each year.</i>	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	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	Nursery Songs- 1. 5 little men in a flying saucers 2. Twinkle Twinkle Dinosaur	Nursery Songs- 1. Old Mcdonald had a Farm 2. 5 little Monkey 3. Baa Baa Black Sheeo	Nursery Songs- 1. 5 speckled frogs 2. Wheels on the Bus 3. 1, 2, 3, 4, 5 Once I

Reception Key Texts- Reading for Pleasure	Gingerbread Man The Story of Rosa Parks Black History Month Ruby's Worry The Runaway Pea Zog Peace at last	Rumpelstiltskin My Hair Owl who was afraid of the dark Digger Stickman Shark in the park The Slightly Annoying Elephant	Pinocchio Mixed The Colour Monster Peepo Oi Frog Princess and The Wizard Grandad's Island	The Enourmous Turnip 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	The Little Mermaid Amazing Grace Ossie! Sharing a Shell Elves and the Shoemaker The Day the Crayons Quit
1X Traditional tale/ fairy tale 1X Culture/ tolerance/ diversity focus 1X PSED focus 1X Understanding of the World 2-3X Teacher choice	Reception Songs- 1. 1, 2, 3, 4, 5 Once I caught a fish alive 2. Little Miss Muffet	Reception Songs- 1. We wish you a Merry Christmas 2. Rudolph the red nose Reindeer	Reception Songs- 1. The Grand Old Juke of York 2. Sally goes round the sun 3. 10 little fingers	Reception Songs- 1. Spring chicken 2. 10 green bottles 3. I hear thunder, I hear thunder 4. The animals went in two by two	Reception Songs- 1. 10 in the bed 2. Here we go round the Mulberry bush 3. Hey diddle diddle	Reception Songs- 1. Cobbler, Cobbler mend my shoe 2. A sailor went to sea sea sea 3. 10 fat sausages 4. Pirate song
Weather Song and Days of the Week song to run across the year.	3. One finger, one thumb keep moving 4. 1, 2 buckle my shoe 3, 4...	3. When Santa got stuck up the Chimney 4. Jingle Bells 5. A selection of Nativity songs	4. Pop goes the weasel	5. Jack and Jill went up the hill	4. Zoom, Zoom, Zoom... were going to the moon 5. Polly put the kettle on	

'A love of reading is evident in the setting's well-resourced and organised reading area.

Children also get to vote for their favourite story on a daily basis' (EYFS Consultant, November 2022).

At Clappgate 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 that 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 to different letter sounds when they begin to read. We also use our bodies as instruments 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 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, 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.

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.

'The school prioritises reading as soon as children enter the Nursery. The school provides a free lending library for families at the front gate. Adults teach the school's phonics scheme consistently and accurately. They make sure that pupils' reading books are well matched to the sounds they know. Pupils read with enthusiasm. They try to read with expression. They show tenacity and resilience when reading unfamiliar or difficult texts. Pupils who find reading difficult receive the extra help they need to catch up and keep up.'
(Ofsted, 2024)

Early Writing

In Nursery, we use Squiggle Whilst You Wiggle to help children develop early mark-making skills. This approach supports the first steps in writing by encouraging children to practise large, controlled movements before transferring them to paper. During sessions, children hold small pieces of fabric in each hand and follow the teacher's gross motor movements to music. These movements may include going up and down, side to side, making circles, or creating wavy lines. Once children are confident with these actions, they repeat them using thick pens on paper. Over time, the marks they make begin to connect with the themes we are exploring. For example, during a minibeasts topic, children may practise wiggly lines before using them to draw a worm. These sessions are energetic, engaging, and enjoyable, while also building the motor control and confidence needed for early writing.

In our Reception classes, we use Greg Bottrill's *Drawing Club* as the foundation for our literacy lessons. Drawing Club provides a rich and imaginative context in which children explore stories, picture books, and animations. Through whole-class teaching and small-group sessions, children deepen their language, broaden their vocabulary, and continue to develop their fine motor skills.

Drawing Club supports children in the early stages of writing, guiding them from writing individual sounds and simple words to composing short, dictated sentences. Children learn to apply their growing phonics knowledge in meaningful contexts and begin to understand how spoken language is represented in writing. Over time, this structured approach helps them build simple sentences with increasing confidence and enables them to express their own ideas more independently.

Explicit vocabulary teaching forms an important part of each Drawing Club session. We introduce key words linked to the story world and model how these can be used throughout the week. This deliberate focus helps broaden children's language and equips them with the vocabulary needed to express detailed ideas in both their drawings and developing writing. Drawing Club encourages creativity and supports children in expressing their ideas through both illustrations and early writing, all within the context of high-quality stories. It enables children to immerse themselves in imaginative worlds while steadily developing the foundational skills necessary for writing. Further information can be found in our whole school Writing Policy.

Handwriting in EYFS

Explicit handwriting sessions (lasting around 10 minutes) will be taught four times a week from Reception to Year 6. Children will be taught how to hold their pencil correctly using a secure and comfortable tripod grip. Fine-motor interventions will continue to support pupils who require additional provision to meet age-related expectations in handwriting. Reception to Year 4 will follow Letter Village (Ruth Miskin Handwriting Scheme), which targets the explicit teaching of correct pencil grip, accurate letter formation, and early joins. An additional Intention Marks document has been created to support Reception children who are not yet ready to begin Letter Village. This resource focuses on developing early mark-making skills needed before formal handwriting instruction.

All handwriting lessons from Reception to Year 6 will take place at a table, with children encouraged to maintain good posture: feet flat on the floor, backs against the chair, and chairs tucked in close to the table. Children will also be taught how to tilt their book appropriately depending on their writing hand and to use their non-writing hand to steady the paper. Seating arrangements should ensure that left-handed children have sufficient space to write comfortably. While children practise their letters, joins, or words, teachers should circulate the room, checking work and providing immediate support. This may involve modelling correct formation or joins directly in pupils' books to address misconceptions and reinforce expectations. Further information can be found in our whole school Writing Policy.

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 high-quality classroom provision based on 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. Alongside this, our teachers use White Rose Maths materials to support their teaching of Maths across EYFS.

Deepening our children's mathematical understanding, reasoning, problem-solving, and fluency remains our key priority. 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 manipulating resources, gestures, pointing, body language, mark-making, and talking. 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. 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 strongly 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 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.

***'Adults have the highest ambition for every pupil, including pupils with special educational needs and/or disabilities (SEND). Children, including those with SEND, make particularly good progress from their starting points.'* (Ofsted, 2024).**

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 Clappgate 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 2024)

"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 2024)

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 regular 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, intimate care procedure 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 or afternoon 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.

'Activities such as 'stay and play' help build positive relationships with parents and carers from the start.' (Ofsted, 2024)

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, procedures and risk assessments 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 caring for them and their peers.

In both Nursery and Reception, we offer a safe, secure environment alongside a curriculum that encourages children to take appropriate risks, understand and follow rules, and learn how to keep themselves safe. We fully adhere to all safeguarding and welfare requirements outlined in the **Statutory Framework for the Early Years Foundation Stage 2025** and **Keeping Children Safe in Education 2025**. As a school, we also carry out regular reviews of our comprehensive risk assessments to ensure the highest standards of safety are maintained. Safeguarding and child protection training for all staff in Early Years is completed every two years (alongside an annually refresher).

As a school we understand that we must:

- Safeguard children.
- Promote the welfare of all children.
- Support and understand behaviour.
- Promote good health.
- Manage behaviour effectively and appropriately.

- Ensure the people who have contact with the children are suitable to do so.
- Ensure that the environment is safe and that all equipment and furniture are fit for purpose.
- Maintain records, policies and procedures.

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.

Food and Drink

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 a Paediatric First Aider is sat facing the children to ensure that adequate supervision is provided. 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 a selection of staff who are responsible for preparing the toast on a morning in the school kitchen. These staff members have achieved their level 2 in food hygiene training. All staff preparing food are aware that food must be prepared in a way to prevent choking.

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, intolerances or other special dietary requirements are catered for and where needed Individual Health Care Plans are put in place. 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.

Oral Health

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 Suitability and Conduct

Clapgate Primary School has robust systems in place to ensure that all practitioners who have regular contact with children are suitable for their role. More information relating to this can be found in our recruitment and selection policy. In addition to this, staff qualifications across our nursery teams are deemed full and relevant in relation to staff: child ratios. Staff supervision meetings happen termly across the setting and are led by the staff member's line manager.

Supervision meetings provide opportunities for staff to:

- Discuss any issues, particularly concerning children's development or wellbeing, including child protection concerns.
- Identify solutions to address issues as they arise.
- Receive coaching to improve personal effectiveness.

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.

Safe Sleep

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.

Paediatric First Aid

The majority of the staff that work within our early years setting 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 and red medicine bag readily available and accessible in both the reception and nursery classrooms. One or more of our first aiders are always present when children are eating. 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 Oakes



Miss Sutcliffe



Miss Munro



Mrs Hewitt-Hill



Mrs Furbank



Ms Maden



Mrs Haigh



Miss Handley



Miss Papa



Miss Batty

The rest of our safeguarding and welfare procedures are outlined in a range of other whole school policies. More information about these policies can be found in appendix 3.

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 progress for all children within our setting. 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



Intent, Implementation, and Impact Statement- EYFS

CURRICULUM INTENT	Our School Mission						
	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.	
	Our Golden Threads		 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- High Quality Interactions-Sustained Shared Thinking- SHREC Approach Highly Skilled Adults- Play Based Learning Approach- Child Centred- Following Children's Interests Inspired by Creativity & Curiosity – Open Ended Resources - Invites to Learn- Awe & Wonder Outdoor Learning - Risk Taking - Free Flow Access Indoors and Outdoors Enabling Environments- High-Quality Provision- Purposeful Enhancements- Calm & Inviting Learning Spaces Experience Rich- Hands On & Practical- Non-Negotiable Experiences- Cultural Capital Adult Directed & Child Initiated Learning-Effective Modelling - Guided Learning & Direct Teaching Inclusivity - Positive Relationships- Sense of Belonging- The Unique Child
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?								
Awe and Wonder	Outdoor Learning	Active Learning	Parental Engagement Events	Engaging Experiences	Key knowledge/ skills/ vocabulary				

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.

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 knowledge and 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. Additional 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>Creating and Thinking Critically - 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</p>

	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>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. Through high-quality interactions 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. Additional 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 from the beginning of Nursery to the end of Reception. Children, including those from disadvantaged backgrounds, do well, and children with SEND achieve the best possible outcomes. 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
- Calming Corner

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 children missing in education	See Child protection and Safeguarding policy See Attendance 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 Devices policy
Procedures for Whistleblowing	See Whistleblowing Policy and Procedures policy
Monitoring child absences	See Attendance policy
Procedures for safer recruitment	See Recruitment and Selection 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.

Appendix 5- Educational Programmes

The educational programmes are high level curriculum summaries which set out what should be taught in settings for each area. They must involve activities and experiences that enable children to learn and develop, as set out under each of the areas of learning.

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to

early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what

children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.