

# Isleham C of E Primary School



## EYFS Policy

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<b>Chair of Governing Body signature</b>	
<b>Publish on School Website</b>	Yes

## **Isleham Church of England Primary School – Vision and Values**

### **Our Vision**

At Isleham CE Primary School we are a caring, inclusive Christian community where every child is encouraged to “let their light shine”. We nurture kind, resilient and compassionate young people who are curious about the world, confident in themselves and able to thrive within a diverse and ever-changing society. Our Christian values underpin everything we do, shaping a school culture where every child is valued, supported and inspired to grow into the unique individual they were created to be.

### **Our Aim**

We aim to give each child a happy, positive and secure start to their school life, establishing strong foundations on which they can build a lifelong love of learning. In the Early Years we are both aspirational and inspirational: children are encouraged to embrace challenge, explore new ideas and develop independence within a safe, nurturing environment. We celebrate every child as an individual, ensuring their needs are met and that they feel fully included at all times. Through rich experiences, purposeful play and supportive relationships, our children become confident learners who are proactive, inquisitive and eager to seek answers to new questions. Their kindness, empathy and sense of community enable them to grow, flourish and contribute positively to the world around them.

### **Our EYFS guiding principles**

Our early years setting follows the curriculum as outlined in the 2025 statutory framework of the EYFS. There are four guiding principles that shape the practice in our early years settings.

Every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured.

Every child learns to be strong and independent through positive relationships which are nurtured throughout the early years.

Every child learns and develops 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. They also benefit from strong partnership between practitioners, parents and/or carers.

The EYFS framework covers the education and care of all children in early years' provision, including children with special educational needs and disabilities, and recognises that children learn and develop at different rates.

### **This policy aims to ensure that:**

Leaders provide a curriculum that is ambitious and designed to give all pupils, including disadvantaged pupils and those with SEND, the knowledge and cultural capital they need to succeed and flourish in life.

Consistent use of high-quality assessment, focused planning approaches and high quality teaching and learning ensures every child makes good progress from their starting points.

We have close working partnerships between practitioners, parents and carers.

Every child is included and supported through the equality of opportunity we provide.

## **Curriculum**

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, Communication and Language, Personal, Social and Emotional and Physical development, also known as the prime areas, are seen as particularly important for building the foundations for children's capacity to learn, to form positive relationships, and to thrive within the wider curriculum. Strong development in these prime areas enables children to access and engage with all other areas of learning, supporting their confidence, curiosity and readiness for more formal learning as they move into Key Stage 1. They underpin everything we do in the early years, shaping our interactions, our environment and our curriculum so that every child can build secure, lifelong foundations for future success.

The early years curriculum at Isleham teaches key knowledge and skills through all seven areas of learning, and leaders across the school ensure that there is a clear development from Reception into Key Stage 1. We have developed a carefully sequenced, bespoke curriculum based around themes while maintaining flexibility to follow children's needs and interests. Our curriculum is highly aspirational in both knowledge and vocabulary. The knowledge children acquire inspires curiosity and creativity, enabling them to extend their own learning within the environment. We know that play is how children make sense of their world, build friendships and grow in confidence. At Isleham we know that language underpins every aspect of early learning, a carefully selected range of high-quality texts, combined with systematic phonics and rich provision, offers wide-ranging opportunities to expand and enrich children's spoken vocabulary and develop their language skills.

## **Phonics**

The Little Wandle Letters and Sounds Revised program is used as a whole school approach to the teaching of phonics. This ensures consistency for all children and enables good progress from one year group to the next. The children are taught to read and identify letter sounds alongside developing blending skills. Phonics teaching begins from the first day that children begin school at Isleham and continues daily with timetabled lessons. For those children who are not yet ready to join whole class lessons on the carpet, teaching takes place within the provision in a way which supports the child's individual needs.

## **Reading**

Children access a wide variety of reading books in the environment as well as those linked to the current topic. Children are given reading books which match the phonics teaching so as to practise their blending skills and reading of sight vocabulary both in school and at home. However, the love and joy of reading is the absolutely key essential factor and class teachers work to ensure develop an enjoyment of books, both fiction and non-fiction. Library books are chosen for enjoyment from the school library once a week and children are able to take these home and return the following week.

## **Maths**

White Rose Maths is the scheme upon which the daily maths teaching is based. Children develop their understanding of numbers and mathematical concepts through engaging, practical teacher led learning opportunities as well as group or 1:1 tasks. The children are provided with opportunities to apply new learning through enhancements in the classroom provision. This allows for good understanding of mathematical vocabulary and opportunities to enhance problem solving, reasoning and fluency.

## **Teaching and Learning**

Focused teaching and high-quality continuous provision support children's learning and development across all areas of the curriculum. Our environment is calm, welcoming and intentionally enhanced to reflect current topics and texts, promoting purposeful play that responds to children's emerging needs and interests. Children are introduced to adult-led challenges that encourage them to think about how they can extend their own learning and follow their own lines of enquiry. The environment is designed to build on prior learning, helping children to make connections, remember more and develop a strong sense of ownership over their learning.

Practitioners play a crucial role in this process. They respond sensitively to each child's needs and interests, using sustained shared thinking to deepen engagement and concentration. Adults value, model, facilitate, demonstrate, question and extend children's ideas. Through play, children have opportunities to think creatively and critically, both independently and collaboratively. They practise skills, revisit and build upon previous learning at their own level and pace as well as explore their own interests in ways that inspire and influence others. In doing so, they learn to adapt, negotiate, communicate, discuss, investigate and ask questions.

The EYFS curriculum is further enriched through a range of visitors, experiences and trips, such as meeting a local farmer, visits from police officers, firefighters and dentists, parents sharing cultural and religious celebrations, and off-site visits including pantomimes and our local orchard and woodland space. As a Church of England school, children also take part in regular visits to our church. These visits support their spiritual development, help them understand the Christian character of our school, and provide meaningful opportunities for reflection, celebration and connection with our local community.

Children's progress is monitored closely throughout the EYFS. This enables staff to respond swiftly to any gaps in understanding through targeted adult-directed teaching focused on specific areas of need. Individual and small-group support ensures that children make rapid progress in securing key skills.

## **Planning and Assessment**

At Isleham, daily assessment is an integral part of the learning and development processes. Staff work hard to develop positive relationships with the children which ensures observations of pupils identify their level of achievement and attainment, interests and next steps. Early years staff meet frequently to discuss the needs and achievements of the children and plan the next provision enhancements and provocations needed to continue the children's development. All staff will have access to plans and can contribute to 'feeding forward' planning.

Children in Reception undertake the Reception Baseline as directed by the Government. In addition to being assessed on entry, children are assessed and their progress tracked throughout their time in EYFS. Children's progress in all areas of the early years curriculum is assessed termly and recorded through the use of the school's bespoke assessment tracker.

At the end of the EYFS a child will be assessed against the Early Learning Goals. If they achieve the Early Goals in Communication and Language, Personal, Social and Emotional Development, Physical Development, Literacy and Maths, by the end of the school year, the children are considered to have achieved Good Learning Development (GLD). Most children will meet the expected standard. Some children have differing needs and challenges and may not meet the required expectations at the end of the Reception Year.

Parents and carers will be kept informed of their child's strengths and challenges throughout the year so we can work together to enable their child to make the best progress possible. Parents and carers are provided with a comprehensive body of knowledge about their child through parent consultations, workshop learning events and weekly class learning updates, as well as end of year reports. Teachers will meet with individual parents outside of planned events to share concerns about any aspect of their child's progress in order to discuss strategies and interventions that can be put in place to support them. Parents are also encouraged to come and speak with teachers if they have any concerns so that the home school partnership is a two way process and as supportive for the children as possible.

As part of our transition process, the Reception teacher meets with the Year 1 teacher to discuss the cohort in depth. These discussions include children's starting points, the progress they have made across the EYFS, and their next steps as they move into Key Stage 1. Assessment information is shared alongside a holistic overview of each child, including their learning behaviours, interests, levels of independence, social and emotional development, and any specific support in place. This ensures that the Year 1 teacher has a clear understanding of the whole child and can plan an appropriate, responsive curriculum that builds on their strengths and supports their continued progress.

### **Supportive practice**

Staff will have opportunities to be 'outward' facing and visit different classrooms and settings for CPD purposes and, in line with statutory requirements, termly supervisions take place to support staff CPD and well-being. External support will be provided through CPD opportunities and local networking. The Early Years lead will meet regularly with the Headteacher and the designated Early Years governor.

### **Home School Partnership and Learning Opportunities**

At Isleham CE Primary we believe that the involvement of parents and carers in a child's education is vital. Staff work closely with families to ensure they feel informed, valued and actively involved in their child's learning journey. We operate an open-door approach, where parents and carers are welcome to discuss any queries or concerns at mutually convenient times.

A well-planned transition process supports children as they join our Reception class. This includes home visits, teddy bear picnics, and sports events with older children who act as buddies, transition sessions without parents/carers, welcome information meetings, tours of the school and Reception classroom, and comprehensive information packs. This partnership continues throughout the year through open classroom events, parent workshops introducing families to the approaches used in

school e.g. Little Wandle and ongoing support provided through online weekly updates about current learning shared via Class Dojo and parent links to enriching resources such as 50 things to do before you are 5. Children also take home reading records, weekly library books and 'show-off' books to celebrate their achievements. The termly class overviews are available on our school website to ensure parents remain fully informed about their child's learning and development

This strong partnership with families reflects our Christian vision and values, rooted in respect and community. By working together, we ensure every child is nurtured, known and supported to flourish in all aspects of their development.

### **Safeguarding and welfare procedures**

Our safeguarding and welfare procedures are outlined in our safeguarding policy which can be located on the school's website. Paper copies can be collected on request from the school office.

### **Monitoring arrangements**

This policy will be reviewed annually by the Early Years Lead and will be shared with the governing board. The implementation of it will be monitored through regular drop ins, learning walks, professional conversations and scheduled meetings.