



## CROXBY PRIMARY SCHOOL

### EYFS POLICY

**Effective Date:** September 2025

**Review Committee:** Primary Local Governing Board

**Review Date:** September 2026

*To be read in conjunction with the following policies: 'Safeguarding', 'Teaching and Learning', 'Health and Safety', 'EYFS Risk Assessment and related policies', 'Special Educational Needs and Disabilities Policy' and 'supporting learners with medical needs Policy'.*

#### Rationale

At Croxby Primary School, our Early Years Foundation Stage (EYFS) curriculum is designed with the holistic development of each learner at its core. We aim to create an ambitious and purposeful environment that nurtures and stimulates curiosity, creativity, and critical thinking among our learners. Our intent is to ensure that every learner, regardless of their background or starting point, develops the skills, knowledge, and behaviours necessary for their future success in our school and beyond. Central to this is the importance that learners are given multiple new learning opportunities, and it is key that professionals provide these. Through our 'Croxby Values' of **Work Hard, Aim High** and **Be Kind**, we strive to ensure that our learners are immersed in a wide range of activities which prompt an adoration for learning.

#### Principals

We place a strong emphasis on the following Early Years Foundation Stage (EYFS) core principles:

- Every learner is a **unique child**, who can be resilient, capable, confident and self-assured. We recognise that our learners are individuals with their own interests, strengths, and needs. Our curriculum is tailored to meet these diverse requirements through personalised learning experiences.
- Children learn to be strong and independent through **positive relationships**. We foster secure attachments between our learners and staff, promoting a sense of belonging and well-being. This encourages our learners to explore, learn, and communicate freely.
- 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. Our physical and emotional learning environments are rich in resources, inspiring children to engage in purposeful play and inquiry-based learning.
- We ensure that the importance of **learning and development**, where children develop and

learn at different rates, within our curriculum is rooted in the EYFS framework, providing children with a solid foundation in the seven areas of learning: Communication and Language, Physical Development, Personal, Social and Emotional Development, Literacy, Mathematics, Understanding the World, and Expressive Arts and Design.

## The EYFS Curriculum

At Croxby Primary School, we provide a language-rich environment in which high quality talk is valued. All staff model good communication skills in their interactions with pupils and each other. Through our carefully planned curriculum, quality interactions and use of assessment we ensure that we address the **seven key features of effective practice**:

- Providing the best for every child.
- Offering consistent, high-quality care for all our children.
- Planning a curriculum with a focus on what we want children to learn, deliberately providing learning opportunities that link with future KS1 lessons.
- Using a range of different approaches to ensure our pedagogy is effective in helping children to learn.
- Implementing a range of assessment strategies to check what children have learnt to inform future planning.
- Supporting children to develop their self-regulation and executive function.
- Developing a strong partnership with parents through positive and regular communications.

There are **seven areas of learning** in the EYFS curriculum. All areas of learning and development are important and inter-connected. There are **three prime areas** that are crucial for igniting children's curiosity and enthusiasm for learning and for expanding their capacity to learn.

The three prime areas that enable our children to develop are:

- **Communication and language** (Listening, Attention and Understanding and Speaking)
- **Personal, Social and Emotional Development** (Self-Regulation, Managing Self and Building Relationships)
- **Physical Development** (Gross Motor Skills and Fine Motor Skills)

The four other specific areas are:

- **Literacy** (Comprehension, Word Reading and Writing)
- **Mathematics** (Numbers and Numerical Patterns)
- **Understanding the World** (Past and Present, People, Culture and Communities and The Natural World)
- **Expressive Arts and Designs** (Creating with Materials and Being Imaginative and Expressive)

## EYFS Phonics

Phonic lessons will follow the Bug Club planning which uses the following structure: sing the alphabet song; retrieval of previous phonemes taught; introduce the new phoneme; blending to read; segmenting to spell; skywrite to practice grapheme formation; and written exercise to consolidate.

- Phonics lessons are taught daily.
- The taught content follows an 'I do, we do, you do' approach following a live model of correct pronunciation.
- Blended words read together are explained to build on deliberate vocabulary instruction.
- Live feedback will be provided during lessons in line with the **Marking and Feedback** policy.

- Written work is completed in red jotters or on Bug Club photocopiable handwriting guides.
- Deliberate retrieval practice takes place at the end of each taught phonics phase throughout the academic year.

### **CUSP Early Foundations**

CUSP lessons will follow the CUSP Early Foundations structured story time planning which uses the following structure for each focus book: introduce the text; introduce key vocabulary; reading the text; practice fluency/oracy/drama; thinking harder; and provision enhancement to consolidate.

1. **Connect:** teachers connect with what pupils already know with what they are about to learn, activating prior knowledge.
  2. **Explain:** teachers explicitly introduce the text and instruct identified key vocabulary for that day.
  3. **Example:** teachers model fluent reading of the text and pause when the key vocabulary word has been reached to explain the vocabulary meaning within context of the story.
  4. **Attempt:** through guided practice, teachers break down key language to provided deeper understanding of the text.
  5. **Apply:** learners can practice 'thinking harder' through deliberate questioning and paired partner talk.
  6. **Challenge:** all learners are challenged to deepen their knowledge of the text by taking part in provision enhancement activities/tasks.
- CUSP Early Foundations lessons are taught daily.
  - The deliberate vocabulary instruction follows the 'I do, we do, you do' approach following a correct pronunciation of the word.
  - Live feedback will be provided in line with the **Marking and Feedback** policy.
  - Each week a new text will be introduced.
  - The same text will be read daily for the week to build on fluency and deepen understanding.

### **EYFS Mathematics**

EYFS Mathematics delivery will follow the Mastering Number planning and Whiterose Education Maths planning with enhancements from Master the Curriculum planning in addition to singing number songs daily. **Mastering Number** is a programme fully funded by the Maths Hubs Programme that secures firm foundations in the development of good number sense through focusing on the key knowledge and understanding needed in Reception and progression through to KS1. **Whiterose Education Maths** schemes provide innovative approaches combining technology and collaboration providing work influenced by the work of leading practitioners and researchers. **Master the Curriculum** provide high-quality resources that support attaining mastery in maths through digging deeper into the content taught through other schemes.

- Mastering Number and Whiterose Education Maths lessons are both taught daily.
- Each week will focus on a different area within number, number patterns or shape, space and measure.
- Lessons are cumulative building on previous knowledge.
- Deliberate mathematical vocabulary instruction and retrieval practice are included in daily lessons.
- Live feedback will be provided in line with the **Marking and Feedback** policy.

### **Assessments**

- All learners will take part in the Government Reception Baseline Assessment.
- All learners will take part in the Nuffield Early Language Intervention (NELI) Language Screen.

- All learners will take part in phonics summative assessment that will be completed at the end of each taught phonics phase following the Bug Club assessment guidance.
- Summative Assessment will be completed termly against the Early Learning Goals.

### **Enabling Environments**

To effectively deliver our well-structured, vocabulary-rich curriculum—which builds on children's prior experiences while intentionally introducing cumulative learning opportunities for later primary years—we adopt a balanced approach of adult-led and child-initiated activities. Our excellent early years' environment supports all children to be fully engaged in purposeful play, either of their own choice and interest, adult led, or a blend of adult initiated that becomes child led. All resources are available to the children so the children can select what they want to do in each area. The principle is that resources are accessible to the children and they are varied, open-ended and high quality. This gives children the opportunity to select resources to support their chosen activity, adapting and amending as their play evolves.

The pedagogy in the EYFS will adapt depending on the cohort or the time of year. This may include:

- Child initiated play
- In the moment planning
- Adult focused play activities
- Adult/child led open activities
- Guided learning sessions
- Full class PE lessons
- Focus group teaching for fine and gross motor skills
- Adult led group teaching

### **Positive Relationships**

At Croxby, we recognise that children learn to be strong independent learners as a result of secure relationships. We aim to develop a caring, respectful, professional relationship and value the importance of the three-way relationship between children, parents/carers and staff. We recognise that parents/carers are children's first and most enduring educators and we value the contribution they make. We involve parents/carers in their child's learning by:

- Talking to/communicating with parents/carers in person and via email before their child starts at Croxby Primary School through: home visits, nursery visits, 'stay & play' sessions, discussing our admission criteria and offering support where necessary.
- Arranging a wide variety of activities throughout the academic year that encourage collaboration between child, parents/carers and school, such as: 'stay & play' sessions, coffee mornings, celebration performances, local school area visits, Parent/Carer Consultations and house days.

At Croxby Primary School we believe part of the core of a strong positive relationship is built on clear communication and in keeping parents informed of the exciting learning that their child engages in. Through Tapestry, X, our school newsletter and termly reports, as well as in the moment conversations at the end of the school day, we aim to share the many achievements that are being made. Our staff will get to know the children very well and have a sound understanding of child development, working diligently to fulfil their role of providing high quality learning through observing, interacting

and facilitating. This ensures that our staff can enhance and extend learning at the appropriate level for each child to enable all to make progress.

### **Monitoring of Learning Development**

If a child's progress in any prime area gives cause for concern, staff will discuss this with the child's parents/carers and agree how to support the child. This may also include a discussion with the SENDCO in order to access additional educational support.

### **Health and Safety**

There are clear procedures for assessing risk, which include procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment.

In line with the EYFS Statutory Framework 2021:

We undertake a whole school medicines policy ensuring that there are systems in place to ensure that medicines and the systems for obtaining information about a child's needs for medication are kept up to date. Details of this are on our website and are aligned with the Trust policy 'supporting learners with medical needs'. In addition to this:

- Fresh drinking water is available at all times.
- Children's dietary needs are recorded and acted upon where appropriate and communicated from home.
- The classroom has a snack and sink area that can provide healthy snacks and drinks.
- A First Aid box is accessible at all times and a record of accidents and injuries kept.
- All EYFS staff hold an Emergency First Aid at work qualification or are Paediatric First Aid trained.
- We undertake a Health and Safety Policy and Procedures which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.
- We undertake a Fire and Emergency Evacuation Procedure and Policy.
- We undertake a Safeguarding Policy stating how mobile devices are to be used and stored securely whilst children are in the setting. Digital media including photos, videos and audio recordings of children will only be shared with staff and parents.
- Staff are expected to wear clothing that supports them in getting to a child's level and playing and engaging with children at floor level.

### **Transition**

At Croxby Primary School, we work in close partnership with local nurseries to gather comprehensive information about each child before they start school. During the summer term, our SENCO and Early Years Leader meet with nursery staff to discuss individual needs and strengths. Our Early Years teachers also visit the nurseries to observe the children in their familiar settings, helping us build a clear picture of each child's development and interests. To support a smooth transition, children are invited to attend introductory 'Stay and Play' sessions at Croxby during the summer term. Additionally, our Early Years teachers and Leader carry out home visits, should they be requested, to further strengthen relationships with families and gain deeper insights into each child.

As children prepare to transition into Key Stage 1, Year 1 teachers visit the Reception classrooms during the summer term to observe the children in their learning environment. Pupil Progress Meetings are held between Reception and Year 1 staff to review end-of-year data and discuss individual needs. These meetings ensure that the Year 1 teachers are well-equipped to plan a responsive, engaging, and developmentally appropriate curriculum. To further support transition, children also spend time with their new teacher, helping them to feel confident and excited about the next stage in their learning journey.