



# EYFS Policy on a Page:



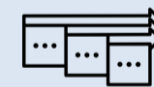
## Curriculum Intent:

The intention of our Early Years curriculum is to teach key knowledge which will help to develop fundamental skills across the seven areas of development and beyond. We want to give each child a positive and meaningful start to their school life, in which they can establish strong foundations on which to develop into independent and fearless lifelong learners. Our bespoke seven rainbow promises permeate through everything we do. We demonstrate this through rich and stimulating play, following the EYFS Framework and using Development Matters as a supporting document.



## Curriculum Vision:

To give each child a positive and meaningful start to their school life, in which they can establish strong foundations on which to develop into independent and fearless lifelong learners. We will encourage children to develop independence within our secure and friendly atmosphere; to support children in building relationships through the development of social skills such as cooperation and sharing; to help each child to recognise their own strengths and achievements through experiencing success and by developing the confidence to work towards personal goals.



## EYFS Principles:

A Unique Child – we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We acknowledge that children develop in individual ways, at varying rates.

Positive relationships – we recognise that children learn to be strong and independent from secure relationships and aim to develop caring, respectful and professional relationships with the children and their families.

Enabling environments – we recognise that the environment plays a key role in supporting and extending the children's development. Through observations we assess the children's interests, stages of development and learning needs before planning, challenging and achievable activities and experiences to extend their learning.

Learning and development – our foundation stage has one nursery classroom, a reception classroom and an outdoor area, which is shared. All our learning environments are organised to allow children to explore and learn securely and safely.



## Curriculum Areas:

### Prime Areas:

Communication and Language  
Physical Development  
Personal, Social and Emotional Development

### Specific Areas:

Literacy  
Mathematics  
Understanding the World  
Expressive Arts and Design



## Reading as the Beating Heart

Reading is embedded in our EY's Setting:

Gift of 2 books on entry to YN & YR  
Our Beloved Books.

Reading Workshops for Parents.  
Weekly books to share x2 and phonics books when children are ready.

Themes are based around key texts  
Reading spines across subject disciplines and within continuous provision.



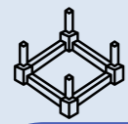
## EYFS As the Bedrock:

Our high expectations will enable each child to develop socially, physically, intellectually and emotionally and to achieve their full potential. We will offer a structure for learning that has a range of starting points and unlimited availability for development through a wide range of new and exciting first-hand experiences that will give children the opportunity to consolidate, explore and test their skills, knowledge and understanding alongside existing experiences. We will ensure that children are kept healthy and safe and that they achieve the knowledge and skills they need to start school. We promote cultural capital by building on our early experiences to give children opportunities to be curious, explore, try new things, and experience awe and wonder.

"Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up." (The Early Years Foundation Stage Statutory Framework 2017)



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## Strong Foundations:

At Parish Primary School, we are committed to laying strong foundations for every child's lifelong learning, well-being, and success. Our approach is rooted in the principles of the Early Years Foundation Stage (EYFS), recognising that the early years are critical for building the skills, attitudes, and knowledge children need to thrive. We believe that high-quality early education begins with strong relationships, a secure and stimulating environment, and a well-planned curriculum tailored to each child's needs, interests, and developmental stage.



## Inclusive Practice - Meeting the needs of all learners:

At Parish, we aim to provide all children with equal access to all aspects of school life and work to ensure that every child is valued fully as an individual. Children will be given appropriate support to enable them to benefit from the curriculum. This includes children that are more able, those with specific learning difficulties and disabilities. This means that every child makes progress at their own level.



## The Learning Environment:

We are proud of our attractive, welcoming and stimulating learning environment which encourages all children to explore, investigate and learn. The staff ensure that the environment is a place where children feel secure and confident and are challenged to develop their independence. Within the classroom the seven Areas of Learning are offered to the children through continuous provision, alongside a wide variety of child initiated and adult led activities to support and stretch their learning. Continuous provision develops throughout the year with adaptations to resources. In Autumn term, there is a focus on Physical Development, Spring term this advances to more precise experiences detailed in Literacy and Expressive Arts and Design. Finally, in Summer term, increasing opportunities to be independent.



## Developing Cultural Capital:

At Parish Primary School, we understand Cultural Capital as the essential knowledge, experiences, language, and values that children need to prepare them for future success. To support this each class go on two 'Pots of Gold' trips each year and participate in our Passport of Experiences to further enhance their learning. Each child brings with them their own cultural capital based on their life experiences and background. Our role is to build on what each child already knows and can do, while enriching their experiences and broadening their understanding of the world.



## Our Impact:

The impact is reflected in having well rounded, happy and confident children transitioning into year one. We measure progress and children's learning across the year through assessments based on teacher's knowledge of the child, work collated in special files and 'Evidence Me' observations.



## Staffing and Organisation:

There are two classes within the Foundation Stage at Parish; Nursery and Reception.

Nursery:  
Nursery Teacher  
Deputy Nursery Manager  
Teaching Assistant

Reception:  
Class Teacher/EYFS Champion  
Teaching Assistant



## Assessment:

Effective planning builds on and extends what children know and can do and is the key to making their learning exciting, varied and progressive. In order to understand and consider the child's current learning and development needs, planning starts with observations of the child. Assessments are then made on the basis of observations about the child's learning and development. These assessments are then used to inform planning the "next steps" of the child's learning and experiences. Observations are carried out in variety of ways - individually, in small groups, as part of class, adult led or child-initiated. (This will be gathered via 'Evidence Me'). Assessments are the decisions then made about the child's learning/development. The EYFS Profile is used as a summative assessment at the end of the Reception year. It summarises and makes statements about the child's progress towards the revised Early Learning Goals. Planning has two stages - long term and short term. 'Long Term' planning shows an overview of the experiences to be covered and skills to be taught and 'Short Term' planning (weekly/daily) shows how each child's learning and development is to be supported. In addition, we have 'Knowledge Planners' that outline the discipline of each subject, including assessment, continuous provision opportunities as well as termly planning.