

# ICKWORTH PARK PRIMARY SCHOOL



## EYFS Policy 2025-2026

<b>DATE ADOPTED / REVIEWED</b>	
<b>PRINT NAME</b>	
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<b>DATE</b>	
<b>DUE FOR NEXT REVIEW</b>	
<b>COMMITTEE TO APPROVE</b>	

# **Ickworth Park Primary School**

## **Aims and Objectives**

“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.” Statutory framework for the Early Years Foundation Stage, Department for Education 2021.

At Ickworth Park Primary School, we believe that the early years’ experience has a huge impact on future learning and later life outcomes. We want our children to love learning and thrive in a secure, safe and happy environment as confident and resilient individuals, reaching their full potential.

## **Intent**

Within the EYFS at Ickworth Park we aim to:

- Make every child’s first experience of school positive, purposeful and meaningful.
- Create an environment where children feel safe, valued and intrinsically motivated to learn.
- Provide a curriculum that is tailored to the needs of all children, recognising and celebrating that every child is unique and has different strengths, interests and prior experiences.
- Provide children with opportunities to gain foundational skills and knowledge that will later be enhanced and embedded in Key Stage One.
- Provide positive and respectful models of behaviour while having high expectations for learning.
- Forge strong partnerships with parents and carers to ensure the best outcomes for every child.
- Ensure inclusion for all children, regardless of background, ability, or need.
- Safeguard children through rigorous, embedded procedures.

## **Implementation**

### **The Curriculum**

Our early years setting follows the curriculum as outlined in the 2021 Statutory Framework of the EYFS. The framework defines what we teach and we use the Development Matters guidance to support our curriculum. The EYFS framework includes seven areas of learning and development that are equally important and inter-connected. However, three areas known as the prime areas are seen as particularly important for building a foundation for igniting children’s curiosity and enthusiasm for learning, forming relationships and thriving (Early Years Framework 2021.)

### **Prime Areas:**

- Communication and Language (Listening, Attention and Understanding, and Speaking)
- Physical Development (Fine and Gross Motor)
- Personal, Social and Emotional Development (Self-regulation, Managing Self and Building Relationships)

### **Specific Areas:**

- Literacy (Comprehension, Word Reading and Writing)
- Mathematics (Numbers and Numerical patterns)
- Understanding the World (Past and present, People, culture and communities)
- Expressive Arts and Design (Creating with materials and Being imaginative and expressive)

The seven areas of learning and development provide a framework for planning, teaching and assessing in the early years. We aim to provide a broad and balanced curriculum that enables every child to develop and reach their potential, not only intellectually but emotionally, socially, physically and creatively.

### **Play:**

Learning through play underpins teaching and learning in the Early Years. We have indoor and outdoor environments that allow continuous provision. This provision allows children to build upon and deepen their learning experiences, and provides children with stimulating, active play to encourage creative and critical thinking. Play allows children the opportunity to follow their own interests, while consolidating their understanding and skills. Our adults take on an active role in child-initiated play through observation, modelling and questioning.

### **Characteristics of Effective Learning**

The Characteristics of effective learning support learning across all the areas and are a key element in the Early Years Foundation Stage. They detail the ways in which children should be learning from their environment, experiences and activities. The three main characteristics are:

- Playing and exploring (children investigate and experiment and ‘have a go’)
- Active learning (children concentrate, show resilience when challenges occur and are proud of their achievements)
- Creating and thinking critically (children have and develop their own ideas, make links in their learning and develop strategies for doing things)

Children who have high levels of engagement, motivation and deep-thinking skills will be creative and adventurous learners who take risks and will enjoy learning.

### **Teaching**

We ensure there is a balance of child- initiated learning through continuous provision, and adult led activities, across the school day. Although much of the time is spent with children self-selecting tasks, the interaction between the adult and child is essential. The adults respond to each child’s emerging needs and interests, guiding their development through warm, positive interaction. The adult’s role is to continually observe, model, demonstrate and question what the child is doing.

There are set routines that we follow each day. There are designated times when the children come together to be taught and we focus on maths, literacy, phonics, children’s interests and foundation subjects. These times provide the opportunity for children to develop their ability to work as a group, to listen, to take turns, to answer and concentrate. Whole class story time is an important part of the day. We want our children to develop of lifelong love of reading. Children are exposed to a wide range of high-quality fiction and nonfiction texts to provide them with opportunities to hear and use new vocabulary. We make sure there is always time for a whole class story and singing session during the day, as well as opportunities to enjoy books within the continuous provision.

In Reception every child will receive a phonics reading book, closely matched to their phonics ability, once a week. In school they will read this book in a group at least three times a week. They will also have the opportunity to select a book for enjoyment and a book to share from the school library on a weekly basis.

## **Planning**

Planning the Early Years Foundation Stage Curriculum provides the basis for our planning, which is supported by the Development Matters Statements. We plan to ensure that learning is effective, exciting, varied and progressive. Our planning is;

- Tailored to individual's needs – we have a thorough knowledge of individuals and plan learning that they will enjoy and suiting their learning style and needs.
- Takes account of interests – we make use of children's interests to provide engaging and meaningful experiences but also introduce new ideas and interests.
- Flexible and responsive – we change or adapt to follow interest or needs of children or in response to external events.
- Linked to our environment – we ensure that both our indoor and outdoor environments are planned for and resourced with enhanced continuous provision.
- Informed by ongoing assessment – we understand children's abilities and next steps and plan learning that builds upon and extends what children know and can do.

## **Assessment**

During the first four weeks of the Reception year, teachers will complete a baseline assessment. To complete the assessment, we use our knowledge of the child, make observations and play games and set up activities to assess different skills. We use our assessments, in conjunction with information from parents and preschools, to give every child a starting point. From this we are then able to measure the progress and attainment made.

In line with our school assessment cycle, we update the attainment and progress made at the end of each term using our individual and cohort tracking documents. If children's progress in any of the areas gives us cause for concern, support will be put in place for that child.

Observations form a large part of our assessment toolkit. An observation records and gauges a child's ability and needs and will inform planning and next steps. Our assessment informs our everyday planning and is based on continual observational assessment of each child's achievements, interests and learning styles. Observations are recorded onto 'Class Dojo Portfolios', our online learning journey and messaging system, which also allows parents to access and add to their child's learning journey throughout the year.

At the end of the year the EYFS Profile will be completed for each child. Pupils are assessed against each of the seventeen ELG's, indicating whether they are:

- 'Expected' - meeting the expected levels of development
- 'Emerging' – not yet reaching the expected levels of development.

## **Working with families**

We recognise that families are children's first and most enduring educators and we value being partners with them in their child's education. Our role is to ensure a two-way flow of information,

knowledge, and expertise to create caring, respectful and professional relationships with our families. To support this, we:

- Hold parent information evenings
- Arrange a home visit before joining
- Send out termly newsletters
- Share children's progress and achievements regularly with observations on online learning journeys (Class Dojo)
- Communicate on reading progress in reading diaries
- Hold two parents' evenings throughout the year (Autumn and Spring terms)
- Send out a written final report (Summer term)
- Welcome parents into school to support and volunteer
- Invite parents into school regularly to share learning experiences
- Publish our curriculum on the school website

### **Transition**

Our transition process aims to ensure that all children and their families have an excellent transition to Ickworth Park and feel welcomed, happy and confident about starting their reception year. Our transition programme is as follows:

- Parents receive a welcome letter welcoming them to the school and providing key information.
- Parent sharing evenings where families come together to meet the teachers and learn more about being in Reception at Ickworth Park.
- Stay and Play sessions are held for both parents and children. These involve listening to a story read by the class teacher and exploring the classroom environment together. These sessions allow parents and peers to meet and build relationships.
- Parents are offered a home visit. These allow the formation of a positive relationship with the children in an environment they feel comfortable in. It allows parents the opportunity to discuss their child and any questions or worries they may have.
- Children are visited in their preschool setting. This allows teachers to gain more information from the child's key person.
- A staggered transition for children in September, allowing each child to get to know their teacher and environment as part of a smaller group.

We also support children at the end their Reception year when they transition into year 1. As children grow older throughout the reception year, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning.

## **Safeguarding and Welfare Enhancements**

### **Attendance and Unexplained Absence**

- We have robust procedures in place to follow up promptly on unexplained or prolonged absences (see attendance policy).
- All absences are recorded and monitored; safeguarding concerns are escalated following our child protection and safeguarding policy.

- We require a minimum of two emergency contacts per child to support prompt and effective communication in emergencies or safeguarding concerns.

### **Paediatric First Aid (PFA)**

- All staff, students, and trainees counted in ratio hold either:
  - A full Paediatric First Aid qualification, or
  - Emergency PFA (where appropriate), in line with the DfE guidance.
- PFA training is refreshed regularly, monitored by SLT, and recorded securely.

### **Mealtime Supervision and Safer Eating**

- In accordance with the EYFS Statutory Framework, we supervise all children closely while eating and drinking.
- We follow specific choking prevention protocols, including:
  - Cutting food to appropriate sizes.
  - Ensuring calm, seated meal and snack times.
  - Staff supporting eating hold a full PFA qualification.
- All allergies are documented, displayed in key staff areas, and integrated into mealtime planning and staff training.

### **Toileting and Nappy Changing**

- Our toileting and personal care routines respect children's privacy, dignity, and developmental needs.
- These routines are managed sensitively and in a manner that promotes independence, while ensuring appropriate supervision and safeguarding measures.
- An intimate care policy in place and signed by all Early Years staff members.
- All procedures are logged appropriately in our care records and follow our intimate care policy.

### **Whistle-Blowing Policy**

- We have a formal, written whistle-blowing policy, which is available to all staff and volunteers.
- All concerns about unsafe or inappropriate practice are taken seriously, reported through internal or external channels, and handled according to statutory guidance.

### **Safeguarding Training Delivery and Practice**

- All EYFS staff receive regular safeguarding training which is:
  - Delivered in-person and/or online by accredited providers.
  - Refreshed annually and updated in line with national and local updates.
- We ensure staff embed safeguarding knowledge in daily practice through:
  - Regular safeguarding briefings.
  - Scenario-based training and role-play.
  - Ongoing supervision and reflection.

## Appendix 1. List of statutory policies and procedures for the EYFS

<b>Statutory policy or procedure for the EYFS</b>	<b>Where can it be found?</b>
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identify of visitors	See child protection and safeguarding policy
Procedures for parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy