



Early Years Policy (EYFS)

June 2025

Mersea Island School

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Sharing our vision

Mersea Island School is proud to be at the heart of our island community. We recognise the importance of strong partnerships and work together, closely, with all members of our community to provide our pupils with a wide range of learning opportunities, both within and beyond the school setting. Our school culture is founded on the belief that every child has the capacity to be successful. We believe learning should be enjoyable and memorable and embrace the creative aspects of the curriculum.

Our curriculum drivers are based on:

Community
Aspiration
Respect
Enjoyment

At our school we care about each and every child and their family. We pride ourselves on the strength of our relationships and we encourage open and honest conversation which is based on mutual respect and a shared view that every child leaves us having achieved the very best they possibly can. We equip our pupils with the necessary life skills to be successful, kind and respectful members of the wider world.

Rationale

The Early Years Foundation Stage (EYFS) applies to the learning and development of all children from birth to the end of Reception which, in Mersea Island School, includes our Nursery and Reception children.

Early childhood is the foundation on which children build the rest of their lives. It is not preparation for the next stage but is vitally important in itself.

At Mersea Island School and Nursery, all teaching staff deliver an EYFS curriculum through immersion of high quality teaching alongside an enriched environment.

Our philosophy is to nurture every child's curiosity and enthusiasm for learning, developing both skills and confidence as they take their first steps on their own unique journey of lifelong learning.

Intent

- i. To deliver the statutory requirements of the Early Years Framework
- ii. To provide a curriculum responsive to individual starting points and needs.
- iii. To engage parents in the learning of their child, recognising the fundamental influence they play on their child's development.
- iv. To engage pupils in a stimulating environment led by the children yet carefully organised and managed by adults.

- v. To develop skills and deep understanding in all areas of the EYFS framework, building on previous learning.
- vi. To innovate children to take the lead in their learning.
- vii. For pupils to be able to make connections between their learning and how it is useful in everyday life.
- viii. To promote confidence, competence and fluency in all areas of the EYFS framework.
- ix. To encourage confidence and expression in social situations, respecting the values and opinions of themselves and others.
- x. To promote engagement, enjoyment and enthusiasm for learning through practical activity, exploration and discussion.
- xi. To develop resilience and perseverance in problem solving.
- xii. To nurture a questioning and inquisitive mind.
- xiii. To nurture deep and sustainable learning which pupils are able to use and apply in a range of contexts.
- i. To plan and provide regular opportunities for pupils to use and apply their knowledge and skills in a range of contexts.
- iv. To develop skills in a range of contexts to embed learning.
- v. To promote high standards through high expectations.

Implementation

Parent Engagement

At Mersea Island School we recognise that children have two main educators in their lives – their parents and their teachers. We recognise the central importance of parents and carers as children’s first educators and therefore we strive to create and maintain partnerships with them. We know that together we can have a significant impact on a child’s learning.

Parents are encouraged to be involved in every step of a child’s journey in education. Beginning with a “pre-starting” school meeting, followed by home visits and the invitation for their child to attend ‘transition’ sessions before the autumn term commences. From our first engagement with parents/carers we strive to create a relationship where we encourage participation in their child’s education and care.

From Nursery, we use an online learning journal: ‘Tapestry’ for both parents/carers and the school to update. This records, tracks and celebrates progress made by each child, as well as reflecting on previous observations for a smooth transition in every child’s learning journey. As children transition within the Reception class, Tapestry is embedded alongside additional whole school recording and assessment practice.

At all times, we pride ourselves on building positive relationships with the families of Mersea Island, creating a ‘triangle of trust’ (Elfer et al.) between children, parents and practitioners. We understand that when parents relinquish part of the care and

teaching of their child to the staff in our setting it is a big step and therefore we create an environment that is conducive to interactions where all feelings can be taken into account.

Classroom

What should you expect to see in the learning environment?

At Mersea Island School, our approach is influenced by the work of educationalists, researchers, psychologists and practitioners.

“Knowledgeable practitioners appreciate that adult-led learning offers a child something different from, but complementary to, child led learning and it is one without the other that leads to an impoverished educational experience.” Fisher, 2016.

At Mersea Island School we aim to provide the highest quality of care and education to all our children thereby giving them strong foundations for their future learning. We create a safe, happy environment with motivating and enjoyable learning experiences to enable confidence, resilience and independence. Most importantly we aim to support every child to reach their full potential.

Our provision is underpinned by a complementary relationship between adult led, adult-initiated and child led learning. We recognise the importance of each adult to support progression however, we equally understand that a child’s independent learning journey is highly important to nurture and ensure that the environment plays a significant role in enabling this to happen.

“When it comes to what we have and where we have it, then nothing should be left to chance” Alistair Bryce-Clegg, 2015.

Using resources that are open ended encourage creativity, imagination and high order thinking skills. For example, in the classroom the children have continual access to: ribbon, wooden blocks, pinecones, lolly sticks etc. and outside role play is deconstructed with access to logs, planks, sheets and tyres. These resources can become anything and have unlimited potential.

We are ambitious in our approach using a continuous cycle of: observation and assessment, planning/teaching, structured and systematic lessons, guided group work and child led learning.

Phonics, English and maths

In the Early Years Foundation Stage, group activities are timetabled and planned with a strong focus on the development of communication and language, recognising this as the fundamental skill that underpins all areas of the EYFS framework.

Within Nursery, the ethos is child-centered and pupil’s personal interests and curiosity drive an individual’s learning. Practitioners embed the EYFS framework and ensure

that the four main themes underpin the child's learning experience (A unique child, positive relationships, enabling environments and learning and developing) Whilst the Nursery staff use skilled observations to address individual needs, they ensure that they deliver broad and balanced exposure to phonetic, English and maths experiences that support our whole school approach.

In Reception, daily time is dedicated to a systemic phonics programme as well as daily English and maths sessions. The Development Matters document (2023) is used to ensure that children can build on prior learning and ensures progression to achieve the end of year Early Learning Goal.

As children progress within the Reception class, daily learning experiences will include a balance of whole-class work, group teaching and individual practice. Initially, in the autumn term, these sessions will be similar to those in Nursery and will transition within the spring and summer term in preparation for Year 1.

As well as planned learning experiences, continuous provision and incidental learning opportunities take place within the Reception class. Alongside this children's interests and individual needs will promote enhancements, to the setting, as necessary.

Continuous Provision

At Mersea Island School, indoor and outdoor resources are organised to develop children's skills in the prime areas of learning: Communication and language, Physical development and Personal, social and emotional development. They also support the four specific areas through which the prime areas are strengthened and applied: Literacy, Mathematics, Understanding of the world and Expressive Art and Design. Resources are carefully selected to meet the development needs of the children in order to enhance potential for new learning and consolidate prior learning. Resources are dressed/displayed to reflect children's interests whilst focusing on objective led outcomes. Within this setting continual formative assessment takes place. At Mersea Island School we recognise the importance of the 'Continuous Provision' model. As a definition;

"To continue the provision for learning in the absence of an adult." Alistair Bryce-Clegg, 2013

What should a typical day look like?

Example Nursery timetable

Activity	
Registration . Hello song, days of the week song, number, shape and colour of the week.	8:45 – 9:05
Singing Phonics	9:05 – 9:10
Wake up our bodies	9:10 – 9:15
Free play	9:15 – 10:10
Group snack time	10:10 – 10:20
Exploring the outdoor environment	10:20 – 11:20
Story, songs and rhymes	11:20 – 11:40
Lunch (some children to go home)	11:40 – 12:10
Registration and welcome to the afternoon children	12:10 – 12:35
Whole group activity	12:35 – 1:00
Free play indoors or the outdoor environment	1:00 – 2:00
Group snack Time	2:00 – 2.15
Free play indoors or the outdoor environment	2.15- - 2.40
Tidy up – Story, songs and rhymes. 3.10 Home	2.40 – 3.00

All children walk over to the nursery from the gate with adult support. Once in the cloakroom they will hang up their coats and bags and go into the setting to wash hands and then sit on the rug ready for the register & lunch choice. We will then sing a Hello song. They will be asked what the day is called and the children will learn to put their hands up to answer the question linked to Personal & Social development, communication & language development. A number, shape and colour will be discussed and group activities are completed relating to these
Singing phonics is a new scheme the nursery is following to support early interest and encourage the children to do good listening and taking part. Linked to Communication and Language development, literacy development, Personal and Social Development
Various exercises are put into practice to encourage the children to get their bodies moving. Linked to Physical development and Listening skills
Continuous provision will be planned weekly. Provision will ensure both pure and facilitative skills are explored as well as ensuring formative assessment develops from basic provision to enhanced provision throughout the year. At this time skilled nursery practitioners will also engage in observations as they arise Linked to all areas of the curriculum
Whole class snack encourages the children to sit, listen and make choices. A lot of learning will go on around the snack table talking about shapes of fruit, counting out raisins and looking at colours. Healthy eating is also a topic that is discussed on a regular basis. Linked to Personal and Social skills, Physical (own independent care) and Communication and Language
When staffing allows continuous provision will be across the indoor and outdoor environment at all times however when there are not so many children the doors will open at this time to encourage full use of the outdoor facilities. Linked to all areas.
Story time will be linked to the theme. Counting and rhyming songs will be sung each session to support children's learning. Linked to Communication and Language, Literacy, Personal and Social, Expressive Arts development.

Example Reception timetable – Autumn Term

Activity	
Self Registration and early work activities and interventions	8:45 – 9:05
Whole class phonics	9:05 – 9:20
Wiggle, dance and sing	9:20 – 9:25
Literacy Teacher led session	9:25 – 9:35
CP - teacher led literacy activity/ OLP	9:35 – 10:20
Whole class – focused talk	10:20 – 10:30
Whole school break time	10:30 – 10:45
Maths Teacher led session	10:45 – 11:05
CP - teacher led math activity/ OLP	11:05 – 11:40
Tidy up - show time	11:40 – 11:40
Lunch	11:40 – 12:30
Registration	12:30 – 12:35
Whole class phonics	12:35 – 1:00
CP - OLP/ Interventions Hear readers	1:00 – 2:45
Tidy up - show time - building the learning wall	2:45 – 3:00
Story, independent packing up lining up home time	3:00-3:15
	Self-Registration and Early work. This could be in the form of: fine motor, dough disco, early writing skills, verbal maths skills etc. Early work will be planned for on weekly plan
	Whole class phonics session – follow phonics SoW. These will be delivered as a carpet session.
	Children will learn the suggested songs linked to the LTP topics and themes. This is an opportunity to: develop vocab, embed whole body movements, cover CL, KUW
	Literacy whole class sessions will appear on the weekly literacy plan. These will be delivered as a carpet session.
	Continuous Provision (OLP) and teacher led sessions - Teacher led session's link to the input. These are taught directly from the carpet session to ensure that children's learning through CP is not interrupted. Linked to baseline. OLP will be planned weekly. Provision will ensure both pure and facilitative skills are explored as well as ensuring formative assessment develops from basic provision to enhanced provision throughout the year. At this time skilled T/ LSAs will also engage in observations as they arise
	Whole class snack and focused talk – this will be planned for weekly and will be derived from previous formative assessments and observations.
	Maths whole class sessions will appear on the weekly maths plan. These will be delivered as a carpet session.
	Children will engage in “setting up” their continuous provision setting and will celebrate their learning whilst adding to the learning wall and displays in the classroom.
	LTP will support the choice of books and songs, rhymes shared each day.

Example Reception timetable – Spring Term

	Monday	Tuesday	Wednesday	Thursday	Friday
8.45 – 9.00	Children are collected from the hall Register, handwriting and book voting				
9.00 – 9.20	Phonics, shared reading/ fluency reading LSA - Interventions				
9.20-9.30	Go Noodle/ toilet and drink break				
9.35 – 9.45	English input				
9.45 – 10.30	Child led learning and Must do task CT - English task LSA OLP Tues/ Thurs Ipad				
10.30 – 10.45	Play time and snack				
10.45-11.00	Math input				
11.00 – 11.45	Child led learning and Must do task Adult led Math task LSA readers and Interventions				
11.45 – 12.30	Lunch				
12.30 – 12.50	Registration/ Phonics/ Go Noodle LSA - Interventions				
12.50 – 1.05	Adult input – see CP plan				
1.05 – 1.20	Child led learning and Must do task CT / LSA readers and interventions				
1.20 – 1.40	Whole class snack/ milk break				
1.40 – 1.55	Child led learning and Must do task CT / LSA readers and interventions				
1.55 – 2.30	Story time Assembly PSHE Assembly Story time PSHE Assembly Celebration assembly				
2.45 – 3.00	independent packing up lining up home time				
3.00 – 3.05					

What should you expect to see recorded?

Observations of children's achievements are collated from Nursery to Reception throughout the year, which enable practitioners to make quality judgments on the children's attainment. These observations also support the final judgments against the end of year ELG (2024).

Tapestry is used in a variety of ways to document observations of children, at home and in school throughout EYFS. In Reception classes, children also have an English and maths book that depicts both adult directed and child lead learning.

As the year progresses within the Reception setting, children are encouraged to record freely in their maths and English book in order to develop presentation skills and the progression to KS1.

Where possible marking and feedback is completed with the children and will follow the school's marking policy. Tangible outcomes from other areas of the EYFS framework - Expressive Art and Design (EAD), Understanding the World (UW), Communication and Language (CL), Physical Development (PD) and Personal Social Emotional Development (PSED) are collated in each pupil's topic folder.

Curriculum

At Mersea Island School and Nursery we follow the EYFS framework (2024). Within this framework there are our four guiding principles which shape our practice.

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. 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. All areas of learning and development are important and interconnected.

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

These are called the **prime areas**:

- Communication and language
- Physical development
- Personal, social, and emotional development.

Four areas help children to strengthen and apply the prime areas.

These are called the **specific areas**:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Within Mersea Island School the **Characteristics of Effective Learning** are prevalent at all times.

- **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.

These elements underpin how we reflect on each child's development and we adjust our practice accordingly. Supporting children in their individual learning behaviours and observing the context of children's play is essential.

As previously outlined our curriculum incorporates learning through: child initiated learning, adult modelling observing peers and through guided learning and direct teaching. It is also important to highlight that our plans are flexible to allow us to respond quickly to children's new interests and/or needs.

Throughout their time in the EYFS, our children partake in an ambitious curriculum which is designed in a sequential way to ensure progress towards the end of reception goals. These goals are defined as Early Learning Goals (ELGs)

Area of learning	ELG 2024
Communication and Language	
Listening	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.
Speaking	Participate in small group, class and 1-to-1 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.
Physical Development	
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.
Fine Motor Skills	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, paintbrushes and cutlery Show accuracy and care when drawing.
Personal, Social and Emotional Development	
Self-regulation	Show an understanding of their own feelings and those of others, and 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 an activity, and show an ability to follow instructions involving several ideas or actions.
Managing Self	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge Explain the reasons for rules and 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
Building Relationships	Work and play cooperatively and take turns with others Form positive attachments to adults and friendships with peers Show sensitivities to their own and to others' needs.
English	
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.
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 common exception words
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.
Maths	
Number	Have a deep understanding of numbers 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 for numbers 0-5 (including subtraction facts) and some number bonds to 10, including double facts.
Numerical patterns	Verbally count beyond 20, recognising the pattern of the number 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	
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.
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.

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	
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.
Performing	Invent, adapt and recount narratives and stories with their 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 – move in time with music

For more detail see Mersea Island School policies for reading, writing and maths.

Assessment and reporting

At Mersea Island School we recognise that effective Assessment for Learning (AfL) lies at the heart of any curriculum. The assessment procedures within our school encompass:

Short term assessments and reporting – These are usually on-going and involve responding effectively to the needs of pupils within daily teaching sessions. A great deal of short-term assessments are observed and immediate verbal feedback is given to the children. These assessments are closely matched to the teaching objectives and ‘shape’ our daily planning so that it is tailored specifically to the learning needs of the pupils. In EYFS assessments are gathered through observations of children during both adult initiated and child initiated learning and are cross referenced to the age related expectations.

Medium term assessments and reporting – These measure progress against key objectives and help inform both the teacher and the pupil about their next step targets. Formative assessments are carried out for phonic development, the counting principles in number, progress against the units of teaching in Mathematics Mastery and an assessment of each child’s stage of development for each of the seven areas of learning, based on classroom observation of continuous provision for learning. These take place half termly and inform planning of subsequent teaching and learning. In addition to the class teacher's use of assessments to inform planning and teaching, this information will be shared with the school’s subject leaders to ensure children are meeting Age Related Expectations (ARE) and, where appropriate, timely interventions can be implemented.

Long term assessments and reporting:

Progress check at age two - The EYFS framework (2024) requires a short written summary of the child's development in the three prime areas of learning and development (Personal, social and Emotional Development, Physical Development and Communication and Language Development) when a child is aged between 24 – 36 months. This is shared with parents and health visitors. If there are significant emerging concerns, or an identified special educational need or disability, practitioners will develop a targeted plan to support the child's future learning and development involving parents and/or carers and other professionals. At Mersea Island School the key person is responsible for completing the check using information from ongoing observational assessments carried out as part of everyday practice, taking into account of the views and contributions of parents and other professionals.

ELGs - In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile is completed for each child. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for Year 1.

The Profile reflects practitioners' own knowledge and professional judgement of a child to inform discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution. Each child's level of development is assessed against the ELGs (2024) indicating whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging').

Year 1 teachers are given a copy of the Early Years Foundation Stage Profile report (EYFSP) and a professional discussion is conducted based on each child's outcomes, as part of the 'class handover' in the final weeks of the summer term. Additionally the results of the EYFSP are shared with parents and/or carers as part of the whole school summer report circulation. EYFSP results are reported to the local authorities, upon request.

Transitions

Within the EYFS we recognise the significance of several, crucial transition points and strive to ensure these are managed as smoothly and effectively as possible.

Home to Nursery - Mersea Island School Nursery works closely with the parents to support the transition process. Along with the registration form an 'All About Me' booklet will be completed. Children and parents are invited to visit the nursery to encourage familiarity with the setting and staff. Additionally, a brochure, which includes photos of the Nursery and staff, is sent to the family if they have not had the opportunity to visit. A key person approach is embedded in the practice and the child and parents will work together to ensure a smooth transition. In specific cases, where

a child finds it difficult to settle, a personalised plan will be put in place to support the child.

Mersea Island School Nursery to school - Mersea Island School Nursery works closely with the reception classes and provides a variety of resources that relate to the school, e.g. uniform to dress up in, a role play area set up as a school classroom, photographs of the reception class and teachers, etc.

As part of the transition process, the Nursery invites the Reception teachers into their setting to introduce them to the children, during the summer term. At this time, children will have the opportunity (alongside their key worker and Reception teachers) to discuss their transition, share key information, share any concerns, engage in activities and begin to build relationships.

Environmental walks will also take place at this time to allow the children to become familiar with their surroundings.

In line with the whole school approach to 'class handover,' Mersea Island School Nursery will provide the Reception classes with a 'transition passport' document from the child's key worker and a copy of the child's Developmental Matter. This will enable teachers to have a good understanding of each child and will include reference to a child's interests, strengths and level of understanding and development in key areas (which will support continuity of care and early learning).

Feeder nurseries to school – Apart from Mersea Island School Nursery, Reception classes are served by at least two other local nurseries. Reception teachers begin the transition from nursery to school in the early part of the summer term.

At this time, Reception teachers make telephone contact with all families of children who have confirmed their admission to the school. This conversation will be centred on finding and sharing key information between both parties. After this, a doorstep visit to the family home will take place, where teachers are introduced to the families and children and relevant information regarding the first few weeks of the autumn term can be shared.

Following this, Reception teachers will visit children in their nursery setting and engage in professional dialogue and information sharing with the key workers of children attending Mersea Island School.

Finally, children are invited to attend 'stay and play' dates in the Reception classroom setting, to become familiar with their new learning environment and the adults in the setting. In exceptional circumstances, additional visits and transition books will be made to support those children needing further support to assist a smooth transition.

Reception classes to Key Stage One – Throughout the year Reception classes will begin to use the facilities used by the rest of the school, such as the main playground, ICT suite, PE hall, dinner hall and access to the school site.

In the summer term, Reception teachers will begin to familiarise the children with the Year 1 classrooms, liaising with Year 1 class teachers. They will also arrange for Year 1 class teacher to visit the children in their current setting, in line with whole school 'class handover'.

Additionally, class handover meetings will be carried out where Year 1 teachers are given a copy of the EYFSP report and a professional discussion is conducted based on each child's outcomes, in the final weeks of the summer term. This information will be used to shape the autumn term curriculum of Year 1.

Impact

We strive to ensure that our children's progress across the EYFS curriculum is good, from their varied starting points. We endeavor to ensure all children reach the Early Learning Goals at the end of Reception and to be at least in line with National Expectations. Evidence in children's work books, topic folder and learning dispositions should support all areas of the EYFS curriculum.

The impact of our curriculum is measured by assessment procedures which allow us to measure outcomes against all schools nationally. We measure the percentage of pupils achieving age related expectations throughout the academic year, and, where necessary, put supportive, timely interventions in place to address needs appropriately.

Class teachers use observations to make formative assessments which inform future planning and ensure that all children build on their current knowledge and skills at a good pace. Summative assessment compares children's attainment to age related expectations using Development Matters guidance.

Assessment is tracked using Target Tracker to ensure rates of progress are at least good for all children, including vulnerable groups such as those with SEND, disadvantaged or summer born children. Our assessment judgements are moderated in school and externally with local schools and others in our consortium.

We also partake in local authority moderation which has validated our school judgements. The impact of our curriculum will also be measured by how effectively it helps our pupils develop into well rounded individuals who embody our values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens.

Children enter Key Stage One ready to begin the next chapter of the educational journey. They are equipped with a broad range of knowledge, skills and attitudes to

learning that provide the right foundation for future progress through the National Curriculum

Equality

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To achieve this we will ensure:

- Curriculum planning reflects a commitment to equality;
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school;
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
- The promotion of attitudes and values that challenge discriminatory behaviour and language;
- The use of non-stereotyped materials which reflect accurately a range of cultures, identities and lifestyles.

**This policy should be read in conjunction with the following policies:
*Assessment, Marking and Feedback Policy, EAL Policy, Equalities Policy, SEND Policy, Disadvantaged Policy and Looked After Children Policy.***

This policy was reviewed, revised and approved by Curriculum and Pupil Committee in June 2025.

Next review date: June 2026