



Coleshill C of E Primary School

EYFS Teaching and Learning Policy



Policy developed by: Alison Currin/Matthew Edwards

Committee: Local Academy Board

Date of adoption: March 2024

Chair of committee signature: Mr David Lloyd

Frequency of reviews: Every three years

Date of review	Chair of Governors
September 2024 Safeguarding update	
March 2024 Revision of Policy: <ul style="list-style-type: none">• Update to Intent, Implementation and Impact• Appendices• Additional links to other policies	Mr David Lloyd 



Coleshill Church of England Primary School

OUR VISION

Our school's purpose is built upon the fundamental principle that **every child matters to God** and has the right to be treated with dignity, learn about their innate worth and understand their unique value and place in God's world. We provide positive opportunities for all children to experience a community living out Christian values and making choices which lead to **hope, aspiration and fulfilment**.

We believe our school should be **a place where we all want to be**; a place where children feel safe and secure, where God's love is reflected in our care for every individual. We nurture our community, ensuring **children flourish** physically, mentally, emotionally and spiritually thereby achieving their potential. As a church school we find inspiration in the life and teachings of Jesus Christ, celebrating the diversity around and amongst us and applying our understanding of tolerance and respect.

Our curriculum is about **bringing engagement, fun and enthusiasm to learning**. We aspire to provide outstanding educational experiences which will inspire children to develop into lifelong independent learners. **Our high expectations develop character** and pride in our identity as Coleshill Church of England Primary school, preparing every child for their future.

OUR VALUES

HONESTY

With God's love, we are truthful so we can be trusted and grow in wisdom.

"Speak the truth in love." (Ephesians 4: 15)

We want our children to be honest with their words (telling the truth not lies), honest with themselves (have I really given my best?) and honest with their actions.

KINDNESS

With God's love, our words and actions are thoughtful and friendly, so everyone in our community feels welcome.

"Clothe yourselves with kindness, humility, gentleness and patience." (Colossians 3: 12)

We want children at Coleshill to understand that kindness should be offered to all, not just our friends or those who are equally kind to us.

PERSEVERANCE

With God's love, we have the highest expectations of ourselves, so we keep trying even when we find things hard.

"Perseverance (produces) character and character, hope." (Romans 5: 4)

We want children at Coleshill to develop perseverance so that when things get hard they will keep going. If they get stuck they will find another way to solve a problem and for them to understand that to fail isn't the end, it's just the First Attempt In Learning.

RESPECT

With God's love, we care for others, ourselves and our school, so we listen and use good manners.

"In humility, value others above yourselves." (Philippians 2: 3)

We want children at Coleshill to show respect for everyone and everything around them; looking after the things we have and treating others the way we would like to be treated.

SELF-CONTROL

With God's love, we stop and think about our feelings and actions, so we keep ourselves and others learning and safe.

"The Holy Spirit produces this kind of fruit in our lives: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control." (Galatians 5: 22)

We want children at Coleshill to be able to resist the negative temptations around them and make good decisions; to laugh when it's time to laugh but to work and give their all when it's time to learn.

FORGIVENESS

With God's love, we choose to forgive and let things go, accepting when someone is sorry so we can build bridges and form trusting relationships

"Forgive us our sins as we forgive those who sin against us" (Luke 11:4)

EARLY YEARS FOUNDATION STAGE

Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that provides the knowledge and skills needed to be lifelong learners.
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

Legislation

This policy is based on requirements set out in the 2023 statutory framework for the Early Years Foundation Stage (EYFS).

"All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years 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 provide the foundation children need to fulfil their potential". Department for Education 2023

Safeguarding and Welfare Procedures

Children learn when they are healthy safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

Ratios

We ensure that the appropriate statutory staff:child ratios are maintained in our setting to meet the safety needs of all children:

- 2 year old children: 1 staff member for every 5 children.
- Preschool: 1 staff member of staff for every 8 children.
- Reception: we comply with infant class size legislation and have at least 1 teacher per 30 pupils.

Health and Hygiene

Our Nursery staff have undertaken Food Safety and Hygiene Training and hold food hygiene certificates. They are equipped to provide healthy snacks and drinks for children as necessary.

Children in Nursery and Reception are offered water, milk and fruit during morning snack time. Children bring water bottles to school that they can access throughout the day. At lunchtimes, children in Reception either bring a packed lunch or will receive a free school meal. Parents are encouraged to pack healthy lunch boxes. Our school cook offers a variety of healthy lunch options each day from which children can choose. School meal menus are available on our school website.

We keep an up-to-date list of any allergies/preferences to prevent children eating forbidden foods. This information is displayed in classrooms and the school kitchen are made aware of all needs. Parents are required to share this information on induction forms and during introductory meetings. Parents should keep the school updated with any allergies or dietary changes that differ from induction forms.

We promote good oral health, as well as good health in general, in the early years by teaching children about:

- eating a healthy and balanced diet.
- the effects of eating too many sweet things.
- the importance of brushing your teeth.
- the importance of exercise.
- how to cross the road safely.
- how to wash their hands.
- how to maintain good hygiene,
- the importance of screen time.
- the importance of sleep.

Please see school Health and Safety Policy, Supporting Pupils with Medical Needs and Administration of Medicine Policy.

Intimate Care

In Nursery and Reception classrooms, children have access to their own toileting facilities, and we teach the children the importance of hygiene and hand washing techniques.

In Early Years we understand that children in Nursery are learning to toilet themselves and there are occasions when a child may wet or soil themselves at school. Wherever possible, staff will support the child, use accidents as a learning opportunity and will follow toileting plans that have been agreed with parents where these are in place. There may be occasions where it is more appropriate for parents to be contacted. Please see Nappy changing, Toileting and Intimate Care Policy for more information.

First Aid

We have at least 1 person with a current Paediatric First Aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

Medication

Please see our [Supporting Pupils with Medical Needs and administration of Medicine Policy](#) for details around giving children medicine.

If a practitioner is taking medication which may affect their ability to care for children, they should seek medical advice. Practitioners must only work directly with children if the medical advice received confirms that the medication is unlikely to impair that person's ability to look after children properly. Staff must inform their line manager that they are on medication that may affect their ability to care for children so adequate support can be implemented. All medication on the premises must be stored securely, and out of reach of children, at all times. See BDMAT Staff Code of Conduct Policy for further detail.

Use of Electronic Devices with Imaging and Sharing Capabilities

Personal mobile phones, cameras or other electronic devices with imaging or sharing capability equipment cannot be used when in the presence of children on school premises. Staff are provided with a school iPad to ensure that only cameras and digital devices belonging to the school are used to take appropriate and relevant images of children.

Please see further detail in school safeguarding policies (See Appendix)

INTENT: *Why do we teach what we teach?*

Early Education is the foundation for future learning and we are passionate about ensuring that during this critical phase of education, children are motivated to learn, develop positive learning behaviours and that their early learning building blocks are secure to make a lifelong, positive difference to children and families. Our approach is evidence based and draws upon research as found in [Best Start in Life: A research review for early years](#) (Ofsted 2023).

At Coleshill C of E Primary School we recognise that features of high quality early education include:

- The best experience for every child, no matter their background or previous experiences, enabling each child, through encouragement and high expectations, to develop socially, emotionally, physically and intellectually in order to thrive in a diverse and ever-changing world.
- High quality care, with relationships at the centre of our practice enabling strong attachments to be formed, so that each child feels safe, loved and cared for.
- An ethos which supports a child to self-regulate and fosters the development of the characteristics of effective learning
- An effective pedagogy based on learning through high quality play: a well-planned and organised enabling environment (indoors and outdoors), with skilled practitioners who interact with children sensitively and proactively in their play counterbalanced with planned, guided learning.
- An approach that prioritises and maximises staff and child quality interactions time so that children have every opportunity to make good progress.
- An ambitious, broad, carefully sequenced curriculum that is flexible and driven by children's needs and interests, with communication and language development at the core
- Accurate assessment which identifies a child's progress and quickly supports practitioners to notice if a child is at risk of falling behind and needs additional support in order to minimise and narrow gaps through adapting provision and additional teaching as appropriate.

IMPLEMENTATION: *How do we teach what we teach?*

Structure of our EYFS

The Early Years Foundation Stage (EYFS) applies to children from birth to five years old. In our school, children can join us from Nursery (2-3, 3-4 years old) and Reception (4-5 years old). Our early years provision includes a two year old and preschool provision and two 30 place Reception classes. The EYFS Leader strategically oversees the academic provision of the Nursery and Reception classes, working alongside Senior EYFS Practitioners (Nursery) and Reception Teachers. The Nursery Manager leads the operational effectiveness of Nursery.

Admissions

Nursery: Two Year Old Provision

Coleshill CE Primary Nursery welcomes children from two years old. From April 2024, each child is entitled to a 15 hour place. Places can be booked as morning, lunchtime or afternoon sessions. Additional top up sessions can also be booked subject to charges. Parents will be invoiced half termly for this which is payable in advance. For parents that meet the 30 hours criteria, we also offer free full-time places for pupils to attend Nursery Monday to Friday.

Nursery: Preschool

We welcome Preschool children as an important preparation for starting school in Reception. Preschool children can use their entitlement of 15 hours as a Monday, Tuesday, Wednesday morning placement or Wednesday afternoon, Thursday, Friday placement. This ensures that children are getting the core preschool curriculum provision. Further sessions can be booked as part of free 30 hours criteria or as chargeable top up sessions.

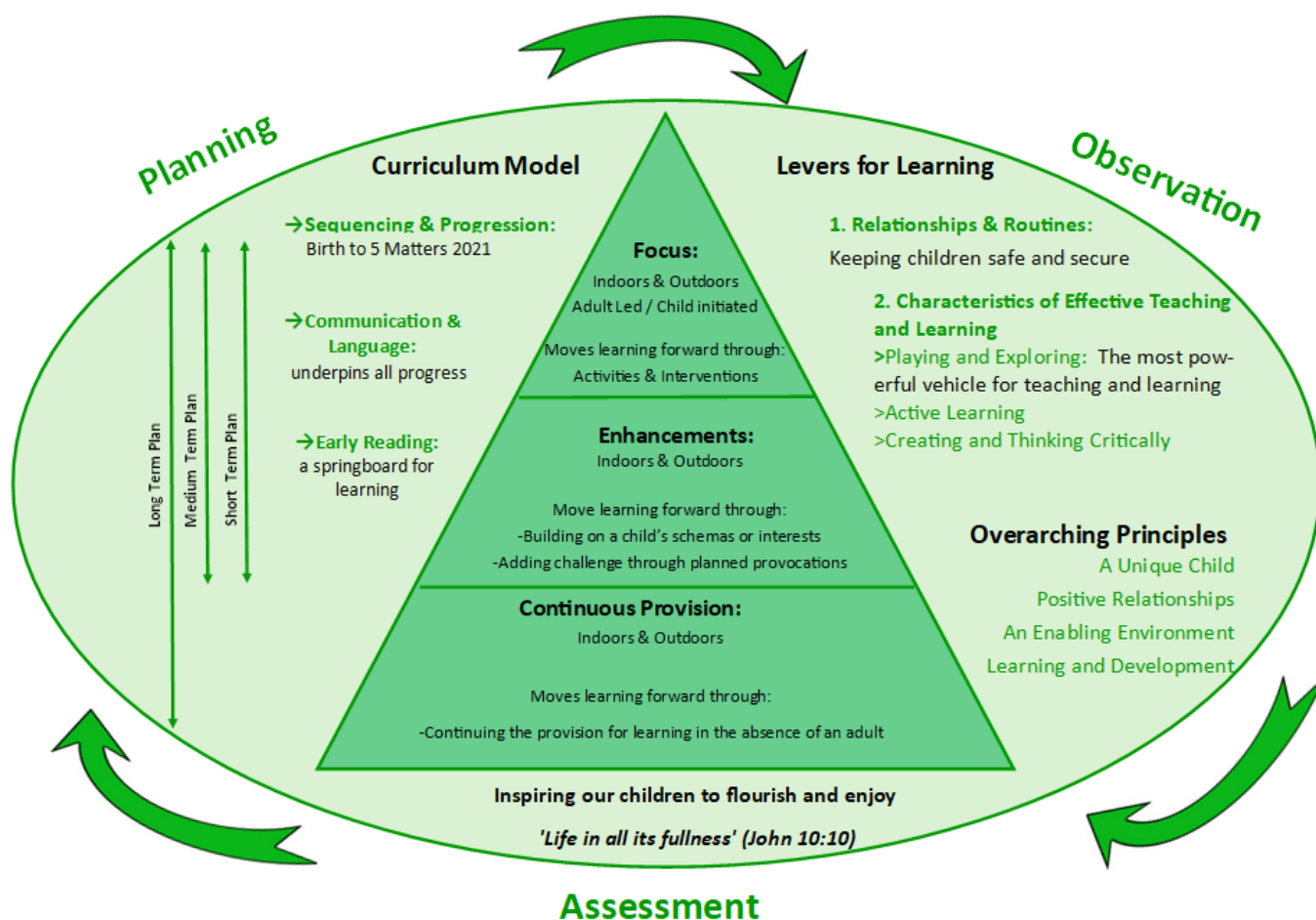
Reception

We admit children into our Reception class in the September after their 4th birthday. Reception places are full-time Monday to Friday and we are able to offer 60 places. Parents/carers must register with Warwickshire County Council to apply for their child to attend the school of their choice and these places are given following Coleshill CE Primary school admission criteria. All information regarding applying for Reception is sent directly from Warwickshire School Admissions and children who attend Coleshill CE Primary Nursery must still apply through Warwickshire for a place in Reception. Please see our [Admissions Policy](#) for further information.

EYFS Pedagogy

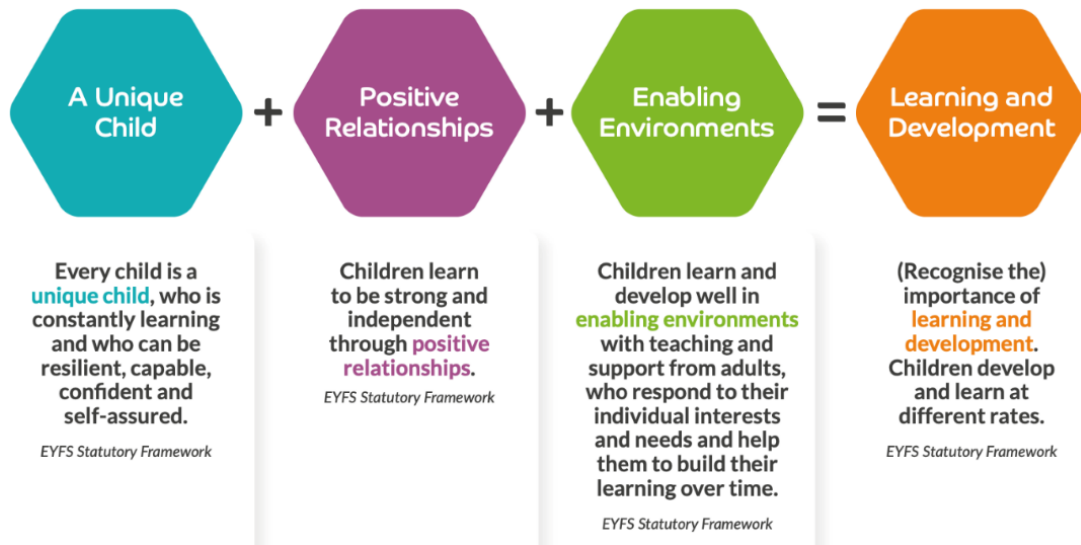
Our early years pedagogy is based upon the model illustrated below and encompasses

- EYFS Overarching Principles
- The Observation, Assessment, Planning Cycle
- Curriculum Model
- Levers for Learning



Overarching EYFS Principles

The four overarching principles of the Early Years Foundation Stage underpin our practice.



A Unique Child: At the heart of our school vision is the principle that every child matters to God, the uniqueness of every child, their innate worth and value expressed as God's love in our care for the individual. We believe that children learn best when they are happy, secure and actively involved in their own learning. We acknowledge that children learn at different rates and each is at an individual stage of development. Effective teaching and learning in the EYFS meets children's identified needs and interests and helps children to learn and develop in all seven areas of learning and development, preparing them with the dispositions, skills and knowledge for future learning.



Positive Relationships: Our caring, Christian ethos and values support children in developing positive relationships, providing a safe, secure foundation from which to learn. Personal, social and emotional development is a prime need and priority and our Behaviour Policy puts nurturing relationships and restorative practice at the centre of our interactions. As children settle in and naturally form relationships with staff, they often find an affinity (or attachment) with a particular member of staff who they may see as their key person, particularly in the younger years (Nursery). The core responsibility for teaching and learning rests with the class teacher/ lead practitioner, however all practitioners are involved in planning and assessing children's work.

Parent Partnership: We recognise that children learn and develop well when there is a strong partnership between staff and parents/carers. We are keen to develop effective parent partnership. We offer and encourage home visits in Nursery when the child is new to school; we share information and identify any needs to inform our baseline assessments of the child.

Parents are encouraged to speak to any member of the EYFS team when dropping off or collecting children from school or can make an appointment to meet with staff at a convenient time. Staff make regular contact with parents and learning observations are often shared. We invite parents to contribute to online learning journals. Throughout the school year, parents are invited to attend Parent Consultation Meetings. This is a good opportunity for parents to meet with their child's class teacher to discuss the progress their child is making and their next steps to improve.

Parents are also invited to join us for assemblies and celebrations over the year. We share news and information with parents through our online journals, epraise, our school newsletter and website.



An Enabling Environment: An enabling environment is fundamental to our early years pedagogy.

Through planning a stimulating indoor and outdoor environment, we seek to embrace children's natural inclinations to play and embed the right habits for learning through the Characteristics of Effective Teaching and Learning – Play and Exploration, Active Learning and Creative and Critical Thinking. We encourage children to play, explore, use their imagination, be active, take risks and become problem solvers. We encourage children to persevere at activities and foster a growth mindset. We encourage children to become confident learners, preparing them well for the next stage of education.



Learning and Development: The Curriculum

Our Early Years Curriculum follows the standards outlined in the EYFS Statutory Framework which includes 7 areas of learning and development that are equally important and interconnected. Three areas, known as the prime areas, are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

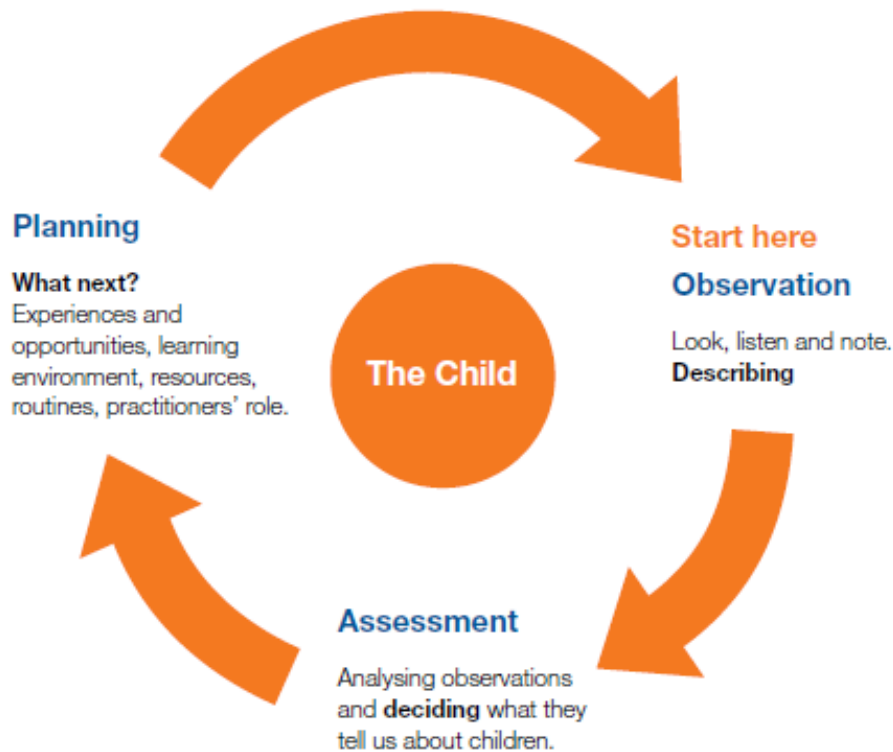
The prime areas are strengthened and applied through 4 specific areas:

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

For each area of learning, there are a set of early learning goals which summarise the knowledge, skills and understanding that all young children should have gained by the end of the Reception year.

Observation, Assessment, Planning Cycle

The learning environment is designed so that children can learn by initiating their own play. Staff observe and interact with the children in their pursuits, looking out for 'teachable moments' in which they can make a difference. Every interaction between a practitioner and a child is a teaching opportunity. The adult's role is to **observe** the play, **assess** what they see, **plan** how to respond and then teach next steps in a way that is uniquely suited to the particular child in that particular moment.



A child's journey begins through us getting to know them as an individual, using **observations** as they are absorbed in their play to notice what they are able to do, are interested in and their dispositions for learning. These observational Baseline **assessments** are recorded either in the class floorbook or in the child's learning journal (using online software). Staff also take into account observations shared by parents/carers and through this knowledge a best fit match to the Ranges within [Birth to 5 Matters non-statutory guidance](#), giving an indication of the child's level of development. These observations are used to shape future **planning** for how to move the child forward in their learning, particularly identifying if there are any gaps in learning or potential areas of need, including areas of SEND.

Ongoing observational assessment is an integral part of learning and development process. Termly tracking enables us to benchmark and monitor progress.

We use assessment to track children's progress, identifying children at risk of falling behind, always remembering that in the early years, progress can be uneven. Staff also identify the more able children (assessed as being ahead of the expected levels of development in EYFS Development Matters) to ensure that we plan rich and stimulating experiences to deepen their learning and application of skills. Progress data is entered into our spreadsheet on entry, at the end of the first term, end of the second term, and when the child leaves. We moderate our assessments internally and through moderation meetings with both the

academy and consortium as well as at county level so that every member of our team feels confident in making accurate judgements about where individual pupils are and their next steps for learning.

During each assessment window, teachers update the progress children have made onto Arbor which allows us to assess the impact of teaching and evaluate its impact on pupil progress through discussion with the class teacher. Evidence of children's learning include practitioner knowledge of the child. There is no requirement for written evidence, but some evidence is captured in Floor Books, using online learning journals (which include the child's voice) and records in a mark making/ writing book.

EYFS Statutory Assessments

Children aged between two and three starting with us will have a [Progress check at age two](#). This celebrates the child's development and progress primarily in the prime areas and identifies any developmental needs. This is shared with parents and health visitors as appropriate.

Within the first 6 weeks that a child starts reception, staff will administer the Statutory [Reception Baseline Assessment \(RBA\)](#). This is an age-appropriate assessment of maths, literacy, communication and language skills.

At the end of the EYFS, staff complete the [EYFS Profile](#) for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development (expected)
- Not yet reaching expected levels (emerging)

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child. The profile is moderated internally and in partnership with other local and BDMAT schools, to ensure consistent assessment judgements.

Planning our Curriculum

Our curriculum is the cultural capital we know our pupils need so they can gain the knowledge, skills and understanding they require for success. Our curriculum is based on developing the key knowledge and skills in the Statutory Framework for the Early Years Foundation Stage. We ensure that the learning opportunities and experiences we provide are clearly linked to both the Prime (Personal, Social and Emotional Development, Communication and Language and Physical Development) and Specific (Literacy, Mathematics, Understanding the World and Expressive Arts and Design) Areas of Learning.

[Birth to 5 Matters](#) (2021) is the underpinning progression framework for our curriculum. We always consider the individual needs of our children and with this information in mind, we are then able to plan a range of broad and balanced learning experiences. Our curriculum is outworked through practitioners understanding child development, following children's interests and schemas, guiding children skilfully deeper in their knowledge and skills

Our Curriculum Model

Learning Environment: 'The Triangle'

Our curriculum is taught through carefully planned, high-quality play experiences which is reliant on a high quality learning environment. At Coleshill CE Primary we have planned our provision through the Early Excellence Curriculum Development Model. We view the classroom environment (indoors and outdoors) as the child's third teacher, and it is therefore carefully designed to support the individual's skill development and will be continually evaluated regularly throughout the year. This model comprises of three layers: continuous provision, enhanced provision and focus tasks. Pupils are supported to build upon prior knowledge, retrieve taught knowledge and then apply their knowledge and skills in provision and focus tasks.

We have organised the environment by dividing the classrooms and outdoor area into smaller distinct areas. In each of these areas, a carefully selected and linked range of resources is presented in a way which is appealing and accessible to the children and which maximises opportunities for learning across the curriculum. We have decided on key areas within the classrooms through observation and assessment of cohort needs.

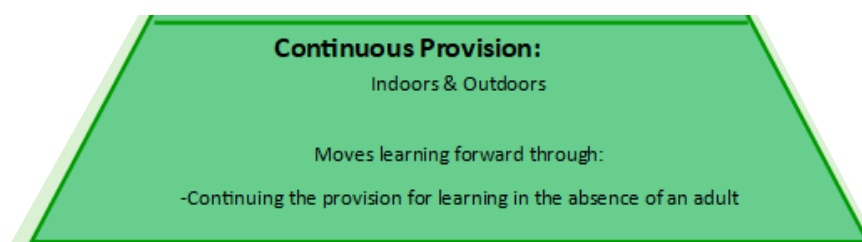
Communication Friendly: We believe classroom layout can either facilitate or hinder progress in this area and as such we plan our classroom with communication friendly principles; a communication friendly environment maximises the children's means, reasons and opportunities to communicate. We endeavour to create a calm, stimulating environment which fosters curiosity and supports high levels of interest and engagement. We prefer use of natural, open ended resources which evoke curiosity and inspire use of imagination. Resources will be presented in an inspiring manner which evoke curiosity and consequently talk. Practitioners will actively add resources to the environment based on children's interests, but also to broaden their interests and skills, opening opportunities for new vocabulary, learning and knowledge.

We do however continually improve the quality of the learning environment over the year to reflect the developmental stage of our pupils. We ensure that in doing so we reflect on:

- Opportunity: organising the space to offer a broad range of provision areas
- Familiarity: ensuring that provision areas and their resources are available everyday
- Real experiences: providing opportunities for children to have 'hands on' learning with physical resources and experiences
- Time: building sufficient periods of time into each day for children to use provision
- Choice: supporting children to make choices and decisions about what to do and for how long
- Intellectual contexts: using resources and books to enrich language, ignite curiosity, stimulate ideas and motivate children to explore and raise questions
- Engagement: ensuring that every area is well used and fully engages children to investigate deeply, return to, repeat and build new meanings
- Sufficiency: remembering that sometimes less definitely is more
- Consolidation: offering opportunities for children to truly embed their learning
- Challenge: enabling the children to develop expertise and to set their own challenges

In the outdoor area, children have a range of opportunities organised into different zones. Resources are bigger and more physically challenging, capitalising on the space and freedom the outdoor has to offer for large scale, very messy or noisy activities, activities linked to the natural world and the weather, as well as activities requiring open space. The environment supports an active approach to learning, helping our children to experience many things for the first time, as well as repeat, practice and refine what they already know and can do. Real, sensory and experiential activities are key and in our rich environment, our children are able to explore and experiment to make sense of their world.

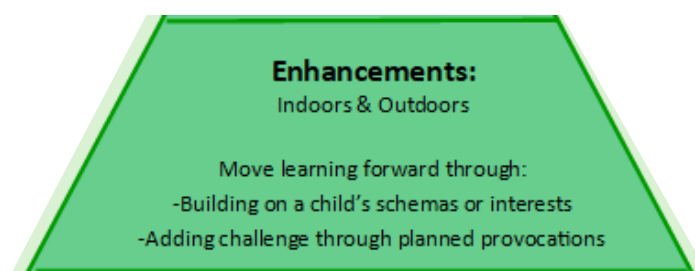
Layer 1: Continuous Provision



Our pupils have access to a broad range of equipment, resources and materials to help prompt and enable their play through continuous provision. Continuous provision provides a solid foundation for all learning and teaching, underpinning and giving context to all other activities. Continuous provision provides the basis for our rich and meaningful curriculum. It consists of a well-planned and carefully organised indoor and outdoor learning environment, which supports children's predictable interests, developmental schemas and innate curiosity. Pupils are initially taught how to use the continuous provision which has been designed to meet the specific needs of the cohort. We then aim to ensure that the learning can still be moved forward through continuing the provision for learning in the absence of an adult.

Continuous provision includes the provision areas available to children every day in the classroom and outdoor area. In each of these areas is a core range of resources that children can access all the time. The resources and the way they are organised remains constant throughout the year, offering children a familiar environment in which they can develop sustained play, practise new skills and extend their ideas over time. Resources are progressive from Nursery to Reception to ensure that pupils build on previous skills. Continuous provision creates a well-structured permanent framework for children's play and provides a rich context for children's experiences. Provision is planned well for the age and stage of the children, and with effective adult interactions, it ensures that learning is both enjoyable and challenging.

Layer 2: Enhanced Provision



Layered on top of continuous provision is enhanced provision, which is used to complement and extend opportunities. These two aspects work in tandem to provide a clear structure for active learning. Together, they support children's self-initiated play and provide the basis for more focused investigations. We use enhancements as a way of extending and further enriching children's learning. Enhanced provision extends learning by enabling children to further develop their ideas and interests. New resources, books, equipment,

artefacts or activities are made available for a fixed period of time in response to what teachers have observed children need next. These new additions do not replace continuous provision but add a new dimension alongside.

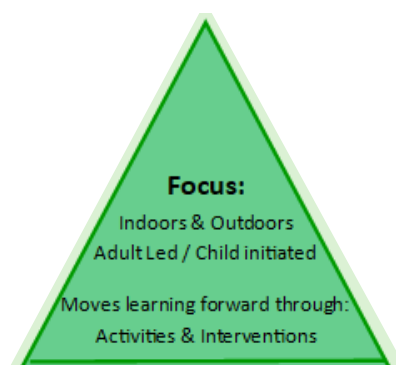
Enhancements are planned based on observation and assessment. The build upon:

- Children's predictable or emerging interests
- Story ideas and themes
- Themes linked to the big question
- Seasonal changes
- Local events or news that the children can relate to

In this way, enhancements offer either an extension to existing learning or provide a starting point for new learning; acting as a catalyst for exploring, talking and thinking about new ideas. Enhancements add breadth and increase opportunities for the children to develop knowledge and skills across the curriculum. Enhancements and provocations are not permanent additions. Enhancements need adult support and so we ensure that adults:

- Introduce the new ideas, resources and experiences
- Support and guide children's initial explorations
- Model how to use new resources and equipment
- Facilitate group discussion and provide feedback
- Observe and interact with children as they further explore
- Offer appropriate challenge to deepen their learning

Layer 3: Focus Activities



Focus Activities are mostly adult planned and led but may also be initiated by the child if they have shown a particular interest in an activity. These involve explicit teaching in either small groups, whole class or 1:1. This focused time means the teacher can support children to progress in key sequential building blocks, systematically checking for understanding, identifying and responding to misconceptions quickly and provide real-time verbal feedback which results in a strong impact on the acquisition of new learning. Focus activities target specific knowledge, skills or gaps in learning and may be designed to offer challenge to the cohort.

The timetable is carefully structured so that children have directed teaching through Carpet Times. Circle Times are used to gather together at the beginning or end of sessions and are a structured adult-directed teaching time which focus on one or more of the following:

- Reading stories from our key text collection or wider reading
- Singing and rhymes
- Phonics
- Opportunities to talk, listen, take turns and talk about the day
- Maths teaching and games
- Teaching in wider curriculum areas
- Collective Worship

As the learning environment progresses through from 2 year old to reception provision, the level of challenge increases. In Reception, we begin to explicitly differentiate and extend children in their independent play through levelled challenges in specific, identified areas of need (e.g. fine motor control, maths and writing). Challenges are based on previous assessment and aim to address gaps in learning/next steps. Children are encouraged to take risks and challenge themselves, practising skills and gaining mastery over early skills. This helps children to develop independence in their learning, sets high expectations and develops understanding of our school value of perseverance.

Our inclusive approach means that all children learn together but we have a range of additional intervention and support to enhance and scaffold children who may be at risk of falling behind. Interventions are planned responsively to need, but typically these may include, for example, Time to Talk interventions or additional 'keep up' or 'catch-up' provision in Maths or Phonics. As with the whole school strategy for supporting SEND, Provision Maps outline areas of need and additional support for individuals. Children with identified Special Educational needs and/or disabilities will have an Individual Education Plan (IEP), developed with the support of parents and any involved agencies. We work closely and in partnership with parents and any other involved agencies to meet the needs of our children through our inclusive provision. The SENDCO monitors the progress of all children with SEND to ensure that they are benefitting from an appropriate curriculum which enables them to feel safe and secure, and to learn effectively. Where children with SEND are making poor progress, further assessment is undertaken or support sought. Please see SEND policy for further information.

EYFS Curriculum Sequencing and Progression

We use Birth to 5 Matters as our progression model. Our Long Term Plan maps are sequenced and progressive working towards the knowledge that children will need in order to access the Year One Curriculum curriculum and subjects. Practitioners will use their knowledge of the children to adapt medium and short term plans to suit the learning needs and interests of the group and individual.

We know that all children are unique, with their own individual fascinations and it is for this reason that we believe a balance of child and teacher led activities is crucial in order for our children to become fully engaged and excited by their learning. We believe that children's engagement is highest based upon their interests and therefore within some areas of the curriculum there is flexibility and adaptation to the needs and interests of the cohort.

Values

We ensure that our Christian school values are weaved through our curriculum so that our pupils flourish as well-rounded individuals. These are explicitly taught through the curriculum itself and through collective worship. We aim for our pupils to experience life in all its fullness, individually and in community. Our curriculum offers opportunities for pupils to learn about these values through big questions, stories, child/adult interactions and our positive behaviour approach.

Big Questions

Each half term pupils are introduced to a 'big question'. These questions form the basis of learning for the half term across all the prime and specific areas of learning. Enhancements and activities are planned around supporting the pupils to answer the big question at the end of the half term. In the classrooms, there is a display board with the big question as the title. The children are responsible for adding information to the board over the half term in order to answer the question over time. Teachers refer back to this board weekly to reflect on progress made in answering the question. From this, next steps for improving knowledge and skills can be identified and adults can plan future activities accordingly. Questions are progressive from Nursery to Reception and the questions have been designed so that the information learnt provides the pupils with the prior learning necessary for success in Key Stage 1 and beyond.

Reading as the Curriculum Driver

Linked with the big question is a vehicle text and enhancement texts for each half term. Reading is at the heart of our curriculum. Key texts become a springboard for inspiring cross-curricular learning, embedding imagination and a love of reading at the core of our curriculum. Each half term there is a vehicle text that stimulates learning, which is flexibly chosen by the teacher to embrace the interests of the class to maximise and enhance learning potential and improve children's knowledge in order to answer the big question. Teaching is based around the texts and is carefully sequenced and progressive.

From each text, a number of themes have been identified. These will be further explored over the half term and form the basis of learning. These themes are progressive from Nursery to Reception and weave into Key Stage 1. We ensure that pupils in Nursery develop the prior learning necessary for Reception, and the pupils in Reception develop the prior learning necessary for Year 1.

Reading is taught based upon The Reading Framework (2023) and the principles of Scarborough's Reading Rope (2001), whereby language comprehension and word recognition are the two reading strands that need to be taught explicitly and become interwoven as the skills become embedded. See Appendix 2.

Phonics is taught throughout EYFS and is a high priority. Our two year olds begin with a Chatter Matters programme which teaches listening skills. Preschool build on these foundations working on Phase One of Letters and Sounds and the foundational aspects of Soundstart! In Reception children quickly move forward into our Soundstart! Phonics Programme which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school so that they achieve good outcomes for reading. We also model the application of phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum.

Mathematics

Maths is taught through a mastery approach through using National Centre for Excellence in the Teaching of Maths resources and professional development from the Origin Maths Hub. There is an emphasis on studying key skills of number, calculation and shape so that pupils develop deep understanding and the acquisition of mathematical language. Pupils learn through games and tasks using concrete manipulatives which are then rehearsed and applied to their own learning during exploration. Nursery pupils begin to develop these key skills during maths circle times and activities where they explore sorting, quantities, shape, number and counting

awareness. These early mathematical experiences are carefully designed to help pupils remember the knowledge and skills they have been taught and to support them with integrating their new knowledge across the breadth of their experiences and into larger concepts.

Communication and Language

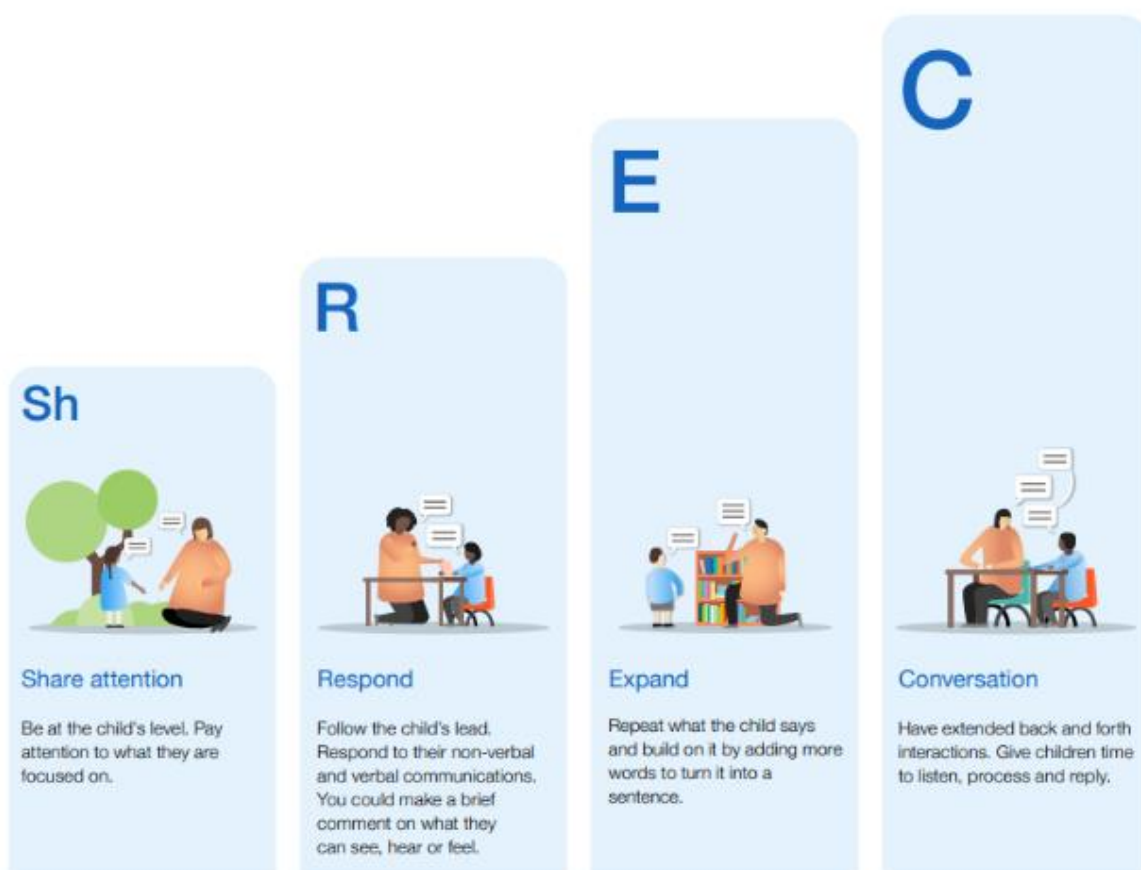
Underpinning our whole curriculum is language development. It is important for us provide experiences that help pupils to develop their communication skills, oracy skills and increase their vocabulary. We ensure that educators are skilled in supporting language development (through continuous professional development) and are able to support children in being able to communicate their thoughts and ideas and explore the meaning of new words. We use repetitive stories, rhymes and songs as a starting point to help them to develop their language skills.

We are a Time to Talk Setting, meaning that our rigorous approach to teaching Communication and Language gives every child the opportunity to close any gaps in their language capacity. Children are assessed upon entry, gaps are quickly identified and interventions put in place to support the child's progress. Our Time to Talk Champions are responsible for assessing and planning language interventions.

Educators will use the following Time to Talk strategies to support progress in communication and language:

- ✓ Seek to speak to children face to face; this will often require the adult coming down to the child's level.
- ✓ Slow their speech or songs/rhymes to match the development of the individual/ cohort following time to talk principles.
- ✓ Reduce the number of questions to give the child time to think and respond
- ✓ Recast language, matching and adding
- ✓ Reduce noise levels, encouraging use of indoor and outdoor voices for children and adults

This is underpinned by the ShREC approach (Education Endowment Foundation) which is a set of specific evidence informed strategies that can be embedded into everyday practice.



Levers for Learning

Relationships: The Role of the Adult

High quality teaching and learning has effective interactions between adult and child (or peer to peer) at the centre. In the child's moment of curiosity, puzzlement, effort or interest (the 'teachable moment'), the skilful adult makes a difference. By using the cycle of observation, assessment and planning when playing with children, the adult will be moving the child's learning forward by consolidating their knowledge/skills and extending their exploration and thinking further (next steps), leading to progress. This approach ensures that educators keep their focus on interacting with the child rather than creating unmanageable documentation. Adult interaction strategies at Coleshill CE Primary will also involve educators

- Implementing Time to Talk/ ShREC strategies in interactions with the child.
- Scanning the areas and deciding where they think they are most needed or could be of most benefit
- Following the child's lead and responding to their communication
- Being interested, open, relaxed and smiling
- Listening, watching and waiting (while waiting, they are assessing and planning how or if to respond)
- Spotting 'teachable moments' and tailoring responses to the particular child, particular situation and particular moment
- Responding in a way that will help the child to make progress (communicating, modelling language, showing, explaining, demonstrating, exploring, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating, setting challenges)
- Pondering if they want to find out something (I wonder...)
- Reflecting on the impact they have made
- Constantly observing, waiting and responding (writing up observations afterwards if necessary)
- Scaffolding and modelling language
- Commentating as the child plays
- Having extended back and forth interactions

Routines

Children thrive on familiar routines and consistency ensures that children feel safe and secure. Routines are embedded within our daily practice to ensure that children learn through familiar repetition and avoid cognitive overload. Routines are embedded as part of our positive behaviour policy. (See Appendix).

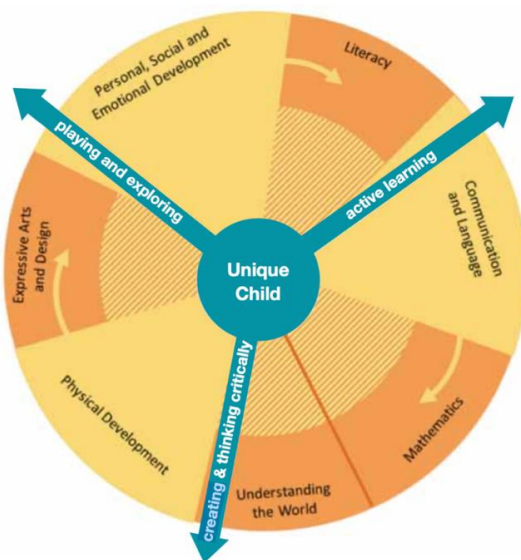
Characteristics of Effective Learning

In planning and guiding children's activities, our early years staff reflect on the different ways that children learn, and then promote these in their practice. The Characteristics of Effective Learning describe how children learn. These learning dispositions, behaviours and habits of mind are particularly important because they build the foundations needed to support children to become strong lifelong learners and independent thinkers.

Three Characteristics of Effective Teaching and Learning identified by the EYFS are:

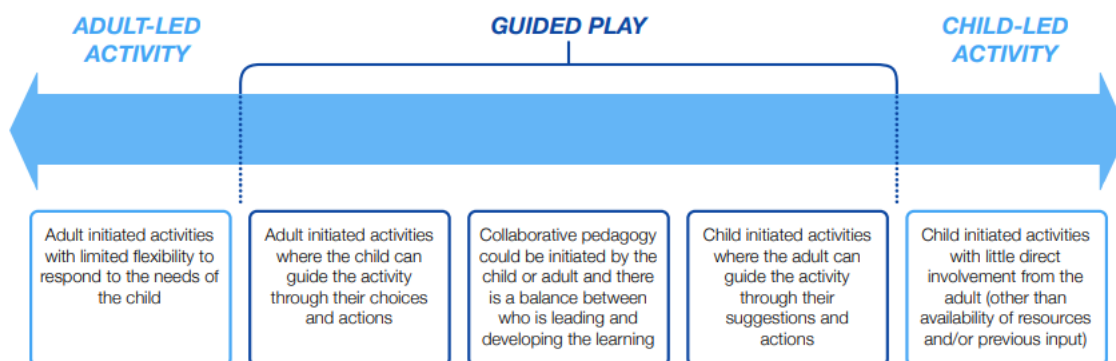
- **Playing and exploring:** Children are finding out and exploring, playing with what they know and are willing to have a go at new things.
- **Active learning:** Children are involved in what they are doing and concentrating, they keep trying and enjoy achieving what they set out to do.
- **Creating and thinking critically:** Children have their own ideas, make links and choose ways to do things.

The Characteristics of Effective Learning and the Prime and Specific Areas of Learning and Development are all inter-connected. Different elements of learning are identified in the EYFS, to make the complex picture of learning clearer. But children’s learning is not compartmentalised and many or all of these elements are in action at the same time as children interact with people and things.



We believe play is a naturally powerful process of learning and as such has a highly valued place in our setting as one of our Levers for Learning. In their play, children are actively learning about relationships and the world around them through exploration, being imaginative, taking risks and persevering to solving problems to mention but a few. Our role as adults is to provide a high quality learning environment which encourages play and exploration in areas of learning need, to support their exploration, to interact sensitively to move their learning forward and to give children time to explore independently and to learn with their peers and adults. We aim to provide a responsive balance between child-initiated play and adult guided learning, which progresses appropriately from 2-5 years old; often there is a powerful learning zone where the child leads the play and the skilled practitioner interacts sensitively to move the play forward to the child’s next steps in learning. Skilful interactions with our Early Years Practitioners means that teaching and learning is supported, adults respond to children’s individual interests and needs to help children to build their learning over time. The below illustration is taken from research by the [Education Endowment Foundation \(EEF\)](#).

Figure 1: The Early Years Pedagogical Continuum



Carpet Times (whole class teaching) are followed by continuous provision sessions in which there is an effective balance of child-initiated and adult-directed activities. Children are provided with time to engage in 'exploration' throughout the variety of experiences carefully planned to engage and challenge them in the provision. The curriculum is planned for the inside and outside classrooms in a cross-curricular way to foster development of all aspects of the children's development as well as to promote sustained thinking and active learning. Within a session, practitioners teach children through:

- Making opportunities for the child to make a contribution and to make choices in their learning
- Scaffolding the child's development, to support increasing independence and control
- Asking questions to check or develop children's understanding
- Working collaboratively to solve problems and find answers
- Communicating and modelling language
- Showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, facilitating and setting challenges
- Structure and routines of day to establish expectations
- Assessing what children know and moving learning forward
- Understanding what children can do, take into account children's interests and disposition (characteristics of effective learning)
- Provision of resources to support or extend learning further

IMPACT: *how do we know what pupils have learnt and how well they have learnt it?*

Children join our EYFS at varying points, whether that be at 2, 3, or 4 years old. The effectiveness of our two year provision is seen in the transition into preschool; children generally arrive secure, toilet trained, and ready to listen and learn in a larger group, making a confident start to the preschool year. Likewise, whilst we have on average a third of new children joining us in reception, we usually have a seamless start to the Reception year, meaning that we can very quickly get our children into full time education, usually within the first week.

In EYFS we constantly monitor the number of pupils who are making expected progress throughout the academic year and put supportive interventions in place when needed. Class teachers use observations to make formative assessments which inform future planning and ensure that all children build on their current knowledge and skills. Summative assessment compares children's attainment to age related expectations using the bands in the *Birth to 5 Matters* guidance. We complete a data drop termly and teachers record the progress children have made onto a tracker. This allows us to assess and evaluate the impact of teaching on pupil progress through discussion with the class teacher. Evidence of children's learning includes teacher knowledge of the child, completed work in books and observational evidence which includes pupil voice. Our assessment judgements are moderated and validated both in school by senior leaders and externally with local schools and BDMAT schools.

An appropriate focus on the prime areas, especially within our two year old provision, means that many of our children, quickly close the gap and arrive in preschool or reception having made strong progress. Our pedagogy and curriculum ensure that our children are inline or above national outcomes for children achieving a Good Level of Development (GLD) across the Early Learning Goals. Despite the exceeding descriptor being removed from the new Early Learning Goals (2020), we continue to have high expectations and support our more able children to gain depth and breadth of knowledge and skills for application across the curriculum. We understand that when assessing children against the Early Learning Goals, there will be many children who are awarded the same level but may be working at differing levels within that range. Effective communication

between EYFS and KS1 staff is therefore crucial to achieve an effective transition for children and to plan accordingly for the next stage of their learning journey.

Our curriculum ensures that children remember what they have learnt in Reception and can absorb new knowledge into larger ideas. Each subject in KS1 is valued as its own discipline and has a knowledge and skills map, which is delivered through various exciting ways. We aim to ensure that the knowledge and skills learned in EYFS are then applied and built upon later in KS1. Therefore, learning is progressive from EYFS into KS1.

The impact of our curriculum will also be measured by how effectively it supports our pupils to flourish and develop into well rounded individuals who embody our values and carry with them the knowledge, skills and learning behaviours which will make them lifelong learners and valuable future citizens. We endeavour for pupils to be Key Stage 1 ready and have our school values embedded by the time they leave reception, preparing them for their future.

ROLES AND RESPONSIBILITIES

Governors

The Governing Body will monitor the effectiveness of this EYFS Teaching and Learning Policy and hold the Headteacher to account for its implementation. The Governing Body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Provision is made for pupils with different abilities and needs, including pupils with Special Educational Needs and Disability (SEND) and those pupils in receipt of Pupil Premium Grant (PPG) referred to in DfE documentation as Disadvantaged Pupils (including Looked After Children – LAC)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

Headteacher

The Headteacher is responsible for ensuring that the EYFS Policy is adhered to, and that:

- All required elements of the EYFS curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the vision and values of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Governing Board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The Governing Body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Governing Body is advised by School Leaders about the school's performance and pupil outcomes to make informed decisions for the School Improvement Plan and CPD program for all staff
- Appropriate provision is in place for pupils with different abilities and needs, including pupils with SEN and Disadvantaged Pupils (including Looked After Children – LAC)

EYFS Leader

- The EYFS Leader is responsible for monitoring the curriculum, including the implementation of medium term and short term planning. The EYFS Leader evaluates the Quality of Education for each year EYFS year group by learning walks, pupil voice and professional discussion with practitioners. This provides key strengths and areas of development to further develop the curriculum.
- The EYFS Leader is given training and the opportunity to keep developing their own subject knowledge, skills and understanding; as a result, they can support curriculum development and their colleagues throughout the school.
- The EYFS Leader also has the responsibility for monitoring the storage, maintenance and management of resources.
- This EYFS Policy will be reviewed by the EYFS Leader. At every review, it will be shared with the Full Governing Board to be approved. The EYFS Policy will be reviewed, in line with any:
 - Amendments or review of National EYFS requirements
 - Relevant curriculum updates linked to current educational research, practice or policy
 - DfE advice, guidance or recommendations about the EYFS curriculum
 - Review of the school's approach, practice or policy for the EYFS Curriculum Intent, Implementation and Impact

EYFS Practitioners and Teachers

- Teaching staff will ensure that the EYFS provision is planned in line with our EYFS pedagogy and that the school curriculum is implemented in accordance with this EYFS Policy.
- All EYFS practitioners follow the school's agreed planning for the curriculum provision in EYFS.
- Educators will maintain high expectations for all pupils. They will use appropriate assessment and plan for all pupil groups including:
 - More able pupils
 - Pupils with SEND
 - Pupils with low prior attainment
 - Pupils with English as an additional language (EAL)
 - Disadvantaged Pupils
- Educators will plan so that pupils with SEND are able to access and can study every area of learning; resources will be carefully planned and additional adults purposefully deployed to support learning in sessions. Educators will also take account of the needs of pupils whose first language is not English. Sessions will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all learning .

[Birth to 5 Matters](#)

[Early Years Foundation Stage Framework DFE 2023](#)

[Early Years Foundation Stage Profile Handbook](#)

[Best Start in Life: A research review for early years](#) Ofsted 2023

[Contexts for Teaching and Learning: The Early Years Pedagogical Continuum; Education Endowment Foundation](#)

[Ofsted; Teaching and Play in the Early Years- a Balancing Act?](#) 2015

[Keeping Children Safe In Education](#)

[Time To Talk](#)

[The ShREC Approach](#)

[Soundstart!](#)

[National Centre for Excellence in the Teaching of Mathematics \(NCETM\)](#)

[The Reading Framework](#) (July 2023)

[Progress check at age two](#)

Links with other policies

This EYFS Policy links to the following policies and procedures:

- Coleshill CE Primary Behaviour Policy
- Coleshill CE Primary SEND Policy
- National Curriculum Area Policies
- Coleshill CE Primary Child Protection and Safeguarding policy for Child Protection
- BDMAT Intimate care policy
- BDMAT Staff Code of Conduct.
- BDMAT Induction policy.
- BDMAT Preventing Radicalisation policy.
- BDMAT Recruitment and Selection policy
- BDMAT Drug and Alcohol policy.
- BDMAT Health and Safety policy.
- Coleshill CE First Aid policy
- BDMAT Supporting Pupil at School with Medical Conditions policy.
- BDMAT Educational Visits policy

All the above policies can be accessed via our [school website](#) and the [BDMAT website](#)

SCARBOROUGH'S READING ROPE (2001)

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURE
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING
(alphabetic principle,
spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)

