

EYFS Policy

Crestwood Park Primary School



Policy Owner: Amy Bullas

Reviewed By: School and Governors

Date of Last Review: June 2026

Frequency of Review: Annual

"Be the best that you can be"

Our Creshtwood Park Curriculum...

To be the best we can be'																	
Democracy			Mutual Respect and Tolerance of those with different faiths and for those without faith.			Rule of Law			Individual Liberty								
To be positive		To be proud	To be sociable		To be hardworking	To be curious	To be reliable	To be reflective	To be independent								
Smart		Polite		Aware		Respectful		Kind	Safe								
Learn how to communicate as part of a team, discuss things fairly and take turns.		Learn how to problem solve, ask questions, make difficult choices and be resilient.		Learn how to listen to others, cooperate, collaborate and compromise.		Learn how to explore new opportunities and be resourceful.		Learn to be confident in social situations.		Learn how to recognise right from wrong and how to manage and interpret information given to us through the news and social media.		Learn how to keep safe and maintain a healthy mind and body.					
Technologically equipped for the future.		Armed with strategies that help protect from harm and stay safe.		Aware of financial matters that affect adult life		Equipped with tools needed to maintain positive mental health.		An active member of the local community who is included and has equal rights.		Able to identify and sustain healthy relationships.							
There are consistently high expectations for behaviour from all.		Additional adults in the classroom are effectively deployed to support teaching and learning.		All children are appropriately challenged.		All children have opportunities to work at greater depth.		Lower ability and SEN children are given reasonable adjustments and are supported appropriately.		Reading materials are appropriate, move learning forward and provide challenge.		Teaching engages all children.	Learning is regularly checked against 'end points' and effective feedback is given.				
Reading and Writing		Maths		Science		Computing		History		Art		Music		Physical Education		Relationships, Sex & Health Education	Religious Education
Learn about the creative Arts and music to socialise and excel in areas other than academic.		Learn about the workplace and trades (especially locally).		Learn about places of worship.		Learn how to keep physically and mentally healthy.		Learn about politics, democracy, the role of debate and opportunities for making a difference.		Learn about local heritage and learning to be proud of it.		Learn how to communicate with the wider community, especially the older generations.		Learning how to administer basic first aid.			
Keeping safe at school, home and in the community.		Being protected from extremism.		Learning about sex and relationships.		Learning about drugs and alcohol.		Being protected from, and taught about bullying.		Being protected from, and taught about racism.							
Emotional		Social		Academic		Physical											
Children at CPPS have positive mental health and are personally well developed. They can use coping strategies when needed. Children are proud of their achievements and feel inspired to achieve more. They live without prejudice, are happy to be themselves and comfortable and confident in their own skin.		Children at CPPS behave well in different social situations. They form healthy, sustained relationships with peers and those of different generations. Children are non-judgemental, resourceful and proud of their community and heritage. They care for their environment, for themselves and for the future. They can identify dangers and know how to keep themselves safe.		Children at CPPS make the best possible progress and are inspired to make decisions about their future. They are motivated & determined to achieve their personal goals. Children are technologically and digitally confident & literate. They understand how to learn and perform in line with, or above that of other children across the country.		Children are physically healthy and understand the benefits of keeping physically fit. They know how to engage in sporting activities out of school and appreciate the benefits. They know how their body works and how diet and other substances can affect performance and their health later in life.											



Crestwood Park EYFS Curriculum

Nurturing foundations. Inspiring futures.

Be the best that you can be

OUR VISION

Every child flourishes through strong relationships, meaningful experiences and a carefully sequenced curriculum that develops the foundational knowledge, skills and vocabulary needed for lifelong learning and success.

OUR INTENT



Communication & Language

- Rich conversations
- Vocabulary
- Story, poetry and songs
- At the heart of all learning



Foundational Knowledge

- Carefully sequenced curriculum
- Story-driven learning
- Explicit teaching
- Building on what children know



Personal Development

- Strong relationships
- Independence
- Confidence & wellbeing
- Inclusion & belonging



Executive Function

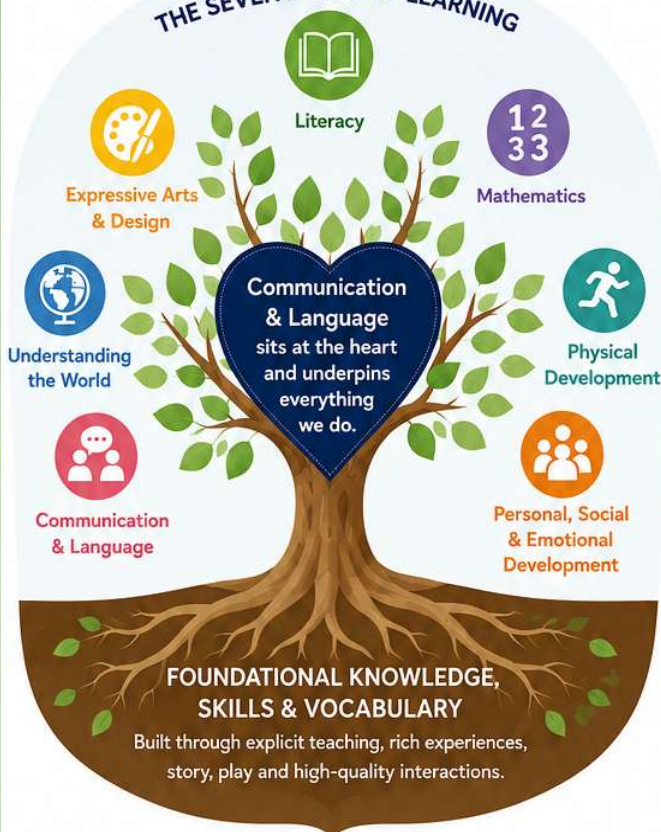
- Memory
- Attention
- Self-regulation
- Problem solving
- Resilience



Characteristics of Effective Learning

- Playing & Exploring
- Active Learning
- Creating & Thinking Critically

THE SEVEN AREAS OF LEARNING



OUR IMPACT



Children leave Reception with strong foundational knowledge.



Confident communicators with rich vocabulary.



Kind, confident individuals who feel safe and valued.



Developed executive function and independence.



Curious, resilient learners who love to learn.

READY FOR YEAR 1 AND BEYOND!

OUR IMPLEMENTATION



ADULT DIRECTED LEARNING

- Daily phonics (Supersonic Phonic Friends)
- Daily maths (White Rose Hub)
- Story time, songs, rhymes & poetry
- Drawing Club, Kinetic Letters, Dough Disco
- Explicit teaching in all areas
- Vocabulary instruction



SPECIAL LEARNING TIME

- One hour morning & one hour afternoon
- Purposeful play in continuous provision
- Free-flow indoors & outdoors
- Adults alongside, extending learning
- Rich conversations & vocabulary development
- Opportunities to revisit, practise and apply



HIGH QUALITY PROVISION

- Carefully designed environment
- Story-driven curriculum & enhancements
- Common Play Behaviours
- Meaningful experiences
- Outdoor learning & Blast on the Track
- Challenge for all

ASSESSMENT DRIVES PROVISION



Starting Points



Reception Baseline



WellComm Screening



Leuven Scales Wellbeing & Involvement



Tapestry Online Learning Journey



Foundational Skills Tracker (half termly)



Continuous Provision Enhancements



Year 1 Readiness



PARTNERSHIP WITH FAMILIES

We value strong partnerships with parents and carers: Home visits • Stay & Play • Workshops • Meetings
Tapestry contributions • Reading at home • Working together for every child to flourish.



Strong relationships ★ High expectations ★ Every child known ★ Every child valued ★ Every child can thrive

Legal Framework

This policy has been rewritten with regard to statutory legislation, including but not limited to:

- Childcare Act (2006)
- Safeguarding Vulnerable Groups Act (2006)
- The GDPR
- Data Protection Act 2018

It has also been written with due regard to statutory guidance, including but not limited to:

- DFE (2025) 'Statutory Framework for Early Years Foundation Stage'
- DFE (2025) 'Keeping Children Safe in Education'
- DFE (2023) 'Working Together to Safeguard Children'
- DFE (2023) 'The Prevent Duty'
- DFE (2025) 'EYFS Nutrition Guidance'

It has been written in line with other school policies, including:

- Safeguarding and Child Protection Policy
- Attendance Policy
- SEND Policy
- Administration of Medication and First Aid Policy

Online Safety & Safeguarding

At CPPS we take online safety and safeguarding very seriously. In EYFS, devices are used to photograph children's achievements and document their progress using our online learning journey 'Tapestry'. These devices are managed, school devices and are used solely for this purpose.

Safeguarding is everyone's responsibility and underpins all aspects of our practice.

Intimate Care

Due to the age and stage of children in EYFS, intimate care is sometimes necessary. In such an instance, we aim to treat the child with dignity and respect. We would initially encourage children to go to a private space and support them to be as independent as possible in changing themselves.

Adults would monitor and provide children with everything they need to change themselves successfully and discretely. In such an instance where more intervention is necessary from staff, children will be accompanied to a separate changing space by two members of staff. For more information about intimate care, see our Intimate Care Policy.

Safer Eating

With due regard to 'EYFS Nutrition Guidance' all food is prepared to minimise the risk of choking. Children are closely monitored when eating by paediatric first aid trained staff. All staff working in EYFS are paediatric first aid trained.

SEND & Inclusion

At Crestwood Park, we aim to identify the needs of our learners as early as possible. This is why we offer such a rigorous induction process (home visits, stay and play, independent induction). We work closely with our school SENCo and the Specialist Early Years Service to ensure the right support at the right time. We are a small family school and pride ourselves on knowing our children and our families well. We base our provision around the children we are teaching and their needs. We adapt our provision in line with those needs and aim for inclusion to support all.

Our Intent

In EYFS at Crestwood Park, our curriculum is carefully sequenced to ensure children develop the foundational knowledge, skills and vocabulary required for future success. Staff identify and teach these foundations explicitly through direct teaching, high-quality interactions and carefully planned provision. Communication and language sits at the heart of our curriculum and underpins learning across all seven areas of learning. We:

- Build good relationships with children, keeping them safe and secure
- Provide an engaging and stimulating curriculum so that children want to come to school
- Provide memorable and meaningful experiences
- Have a well organised and carefully planned environment
- Build good relationships with parents, involving them in school life

We want children to develop and explore the Characteristics of Effective Learning. These are:

- Playing & Exploring

- Active Learning
- Creating & Thinking Critically

Our Implementation

At Crestwood Park, we deliberately support the development of executive function through routines, sustained play, problem solving, memory retrieval, self-regulation and opportunities for children to persist with challenge. We provide a wide range of meaningful experiences to broaden children's understanding of the world and enrich the knowledge and vocabulary they bring to future learning. We do this by:

- Offering challenge to children in all areas of learning
- Providing rich learning experiences both indoors and outdoors
- Having high expectations of our children
- Offering a range of high-quality resources to stimulate curiosity and a love of learning
- Providing purposeful learning experiences
- Engaging in quality interactions with our children, developing their play, learning and vocabulary.
- Getting to know our families and their circumstances on an individual level
- Providing opportunities for parents to learn how best to support their children and help them to succeed

Impact

We measure the impact of this by:

- Regularly assessing children so that we know what they can do now and what they need to do next
- Using a range of assessment (Foundational Skills Assessment, Leuven Scales of Wellbeing and Involvement, Draw a Person)
- Conducting on-going assessment using Tapestry Online Learning Journal. We encourage parents to contribute to this too so we get a well-rounded picture of children. The number of observations we carry out has reduced in line with the 'Statutory Framework for Early Years Foundation Stage' (2023) reforms, in which the emphasis for extensive assessment

has been removed so that practitioners can spend more time with children, developing their play and learning

- Conducting summative assessment three times a year to determine which children are on track or not on track, so further support can be put in place.

Our Non-Negotiables

Our Curriculum

Our curriculum is carefully sequenced to take account of children's starting points and build upon these. Our curriculum is story-driven, so each week a quality text introduces the knowledge and vocabulary that will be learnt that week. Our curriculum progressively builds on prior knowledge to develop children's learning over time. Our Common Play behaviours offer sequential skills that again build over time and dictate the resources available in our continuous provision. Continuous provision is carefully designed to enable children to revisit, practise and apply previously taught knowledge and skills independently. Vocabulary is explicitly planned for across the curriculum. This comes from our enhancements planning, Drawing Club planning, weekly poem, story-driven curriculum and maths planning.

Child Initiated Learning

- Our learning landscape will be kept clean and tidy by both staff and children. We will look after our resources
- The learning landscape will be carefully designed to provide meaningful opportunities
- Areas of the classroom will be enhanced as and when appropriate, in line with needs of the cohort
- The learning landscape will be designed to address the needs identified from the most recent data we have for our current cohort. They will also centre around children's interests, our teaching or identified skills that children need to develop
- Child initiated learning is known as Special Learning Time.
- During Special Learning Time, all adults will play with and alongside children to develop and extend their play, learning and communication
- Children will have a solid hour to play both in a morning and afternoon where possible
- Some photographs for observations may be taken during this time and brief notes may be made. Observations will be uploaded onto Tapestry after the session

- Opportunities to write are available in all areas. Staff model writing for a purpose
- Books are available in all areas. Staff read regularly with children

Display Boards

- All boards will be backed in neutral colours.
- There will be a phonics board, displaying sounds and words that children have learnt to date. The sounds children are currently learning will also be displayed
- There will be a 'seasons' display in the classroom, highlighting the current season.
- There will be a birthday display in the classroom.
- A visual timetable will be displayed and completed each morning with the children.
- There will be a 'Proud Wall' for children to display work they are proud of

Outdoor area

- Children will have access to the outdoor area during Special Learning Time
- This access will be free flow so children can choose whether they wish to learn inside or outside
- In the outdoor area, there will be opportunities for children to develop skills and learn across all areas of learning
- Children will dress appropriately for outdoor play, wearing wellies brought in from home with all-weather suits provided by school where necessary.
- Children have a 'Blast on the Track' every day.

Adult Directed Learning

- Phonics sessions take place daily. We use Supersonic Phonic Friends to achieve absolute consistency across all phonics lessons. Children will use a Supersonic Phonics Jotter to document their progress
- Kinetic Letters and Dough Disco sessions take place.
- Children have story time daily. They also have additional time for signing, rhymes and poetry. We use the 'Poetry Basket' resources to teach a new poem every week.
- Maths sessions take place daily and lots of counting will be done incidentally. We follow White Rose Hub

- Greg Bottrill's *Drawing Club* is taught in Reception
- Explicit teaching for other areas of learning will take place in afternoons
- We follow our Creshwood Park EYFS curriculum which is based upon the 'Statutory Framework for Early Years Foundation Stage', 'Birth to Five Matters' and 'Development Matters'. We make adaptations to our curriculum based on the needs of our children and their interests
- We use WellComm to assess and support speech and language. Staff use the toolkit to plan interventions accordingly.
- We try not to disturb children's independent learning with adult led objectives.
- Common Play Behaviours are displayed in each area in the classroom so that staff can encourage children to further develop their skills in different areas.

Assessment

- We conduct the statutory baseline assessment for children within the first six weeks of them starting school.
- On entry, we complete our own baseline for all areas of learning, we assess wellbeing and involvement using the Leuven Scale, conduct Wellcomm screening and conduct Draw a Person assessment.
- We assess children again at the end of the spring and summer terms. We assess children's attainment against our curriculum expectations.
- Half termly, we conduct assessments against our Foundational Skills tracker. This informs planning for our continuous provision enhancements. At the end of the reception year, we use this tracker to assess Year 1 Readiness.
- We assess children against the Early Learning Goals at the end of the reception year. EYFS Profile results are reported to parents.
- We capture children's WOW moments using our online learning journey, Tapestry.

Parental Involvement

- Parents are encouraged to contribute to Tapestry and to read at home with their child
- We offer several parental workshops throughout the year to support parents

- We also offer parental meetings to give information regarding children's learning at school
- We conduct home visits before children start their reception year. We use a 'Stay and Play' afternoon as part of transition for our new intake