

EYFS Policy

Crestwood Park Primary School



Policy Owner: Amy Bullas

Reviewed By: School and Governors

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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 reflective	
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.	
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.	
Teaching has pace and children are productive.		There are consistently high expectations for behaviour from all.		Additional adults in the classroom are effectively deployed to support teaching and learning.		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.	
Reading and Writing		Maths		Science		History Geography		Art Design & Technology		Music Modern Foreign Languages	
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.	
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 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.		Social 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.		Academic 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.		Physical 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.					

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'

Online Safety

At CPPS we take online safety 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.

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.

Our Intent

In EYFS at Crestwood Park, 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
- Make sure children are ready for their transition to Key Stage One by providing them with solid foundations

Our Implementation

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
- Spending quality time 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 (Next Steps, 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

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
- A learning intention may be displayed for each area. Adults will be aware of focus vocabulary
- Adults can encourage and support children to follow the specified learning intention if their play becomes less purposeful and productive
- 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
- Some photographs for observations will be taken during this time and brief notes will 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.
- Golden / class rules will be displayed 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' everyday.

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' 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.
- Rather than conduct interventions that would remove children from their play, we use objective led planning to take interventions to the child in their play where appropriate

Assessment

- We conduct the statutory baseline assessment for children within the first six weeks of them starting school. We also complete our own baseline for all areas of learning
- We assess children again at the end of the Spring and Summer terms. Internally, we assess children as working either well below, below, at or above curriculum levels
- 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