



# SHERSTON C OF E



## PRIMARY SCHOOL



### EYFS Policy

Date Approved	Review Date	Signed
May 2025	May 2027	

Year	Amendments (in Yellow)
May 2025	Reference to curriculum overviews Clarity to Observation, Assessment & Planning
Sept 2025	Updates to reflect relevant changes to EYFS Framework 2025



At Sherston we believe that every child deserves the best possible start in life to enable them to reach their full potential. We believe that all children should be able to achieve their full potential academically, socially and emotionally and this is in line with our vision statement Learning, Caring & Achieving Together. We are committed to a safe and inclusive environment where learning is nurtured and encouraged in a happy, caring and fun environment and where good behaviour is expected as all children enjoy their educational journey.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year.

## EYFS Curriculum

At Sherston School we follow the Statutory Framework for the Early Years Foundation Stage. Within this framework there are four guiding principles which shape our practice.

These are:

**Every child is a unique child**, who is constantly learning and can be resilient, capable, confident, and self-assured.

Children learn to be strong and independent through **positive relationships**.

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.

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).

In line with the 2025 Statutory Framework for the EYFS (effective from September 2025), our curriculum design is ambitious and language-rich. We place particular emphasis on the development of spoken language and vocabulary, ensuring children are well prepared for the demands of Key Stage 1.

## EYFS learning and development requirements

Our curriculum encompasses seven areas of learning and development. All areas of learning and development are important and inter-connected.

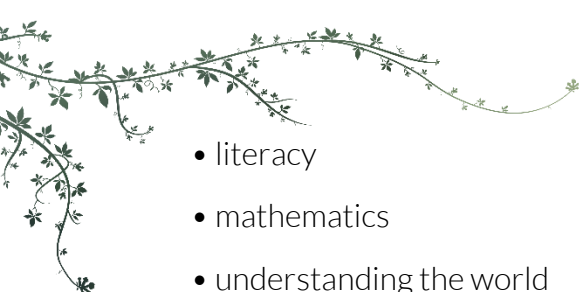
Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships, and thriving.

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:

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- literacy
  - mathematics
  - understanding the world
  - expressive arts and design

Throughout their time in the Reception year 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) and the descriptors for these can be found below.

Our curriculum incorporates learning through play, learning by adults modelling, by observing each other 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.

Weaving throughout the EYFS curriculum at Sherston School are three **Characteristics of Effective Learning**.

**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 adjust our practice accordingly. Supporting children in their individual learning behaviour and observing the context of children's play is essential.

Practitioners are ambitious for all children, planning challenging and enjoyable experiences that reflect individual needs, interests, and development. Particular focus is given to developing language and extending vocabulary, in line with the 2025 framework.

'What children learn is important, but how children learn is even more important if they are to become learners in today's society.' Helen Moylett  
How Children Learn, Nancy Stewart (2011)

The Early Learning Goal Descriptors

Communication and Language

ELG: Listening, Attention and Understanding

- 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.



## **ELG: Speaking**

- Participate in small group, class and one-to-one 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.

## **Personal, Social and Emotional Development**

### **ELG: Self-Regulation**

- Show an understanding of their own feelings and those of others and begin to 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 activity, and show an ability to follow instructions involving several ideas or actions.

### **ELG: Managing Self**

- Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.
- Explain the reasons for rules, 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.

### **ELG: Building Relationships**

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

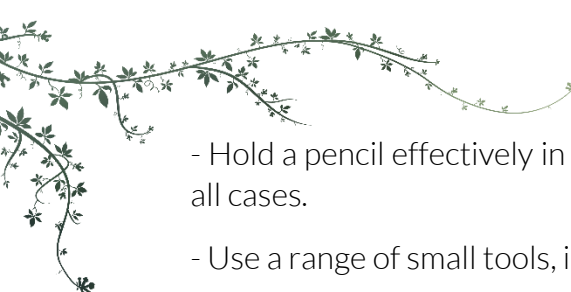

## **Physical Development**

### **ELG: 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.

### **ELG: Fine Motor Skills**

Children at the expected level of development will:

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- 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, paint brushes and cutlery.
  - Begin to show accuracy and care when drawing.

## Literacy

### ELG: 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.

### ELG: 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 some common exception words.

### ELG: 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.

## Mathematics


### ELG: Number

- Have a deep understanding of number 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 up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

### ELG: Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting 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



## **ELG: 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.

## **ELG: 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.

## **ELG: 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**

### **ELG: Creating with Materials**


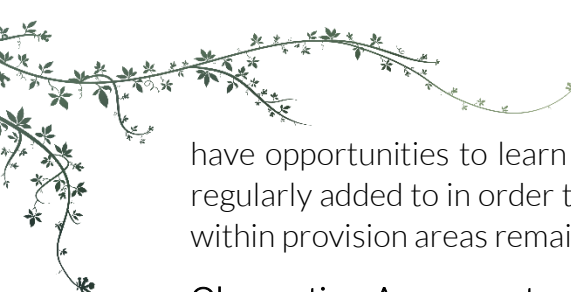
- Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

### **ELG: Being Imaginative and Expressive**

- Invent, adapt, and recount narratives and stories with 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 – try to move in time with music.

## **Enabling Environments**

At Sherston Primary School we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend from the children's starting points. Children



have opportunities to learn and develop both indoors and outdoors and the provision is regularly added to in order to ensure it remains challenging and that levels of involvement within provision areas remain high.

## Observation, Assessment and Planning

The Planning within the EYFS follows the schools' curriculum overviews with weekly planning that is devised based on the success of the prior week. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Samples of children's work is gathered, along with photographic evidence and observations which are uploaded to Tapestry and shared with parents. At Sherston, we use the 'Development Matters' guidance to move children on in their learning and to make best fit summative judgments. We use this guidance to set out the pathway of each child's development in broad ages and stages to clearly see that appropriate progress is being made. It guides, but does not replace, professional judgment. This is visited 4 times through the year. The baseline in September, December, March, and end of year. At the end of the academic year a report is created for each child to document if the ELG has been met.

In Reception, all children take part in the statutory **Reception Baseline Assessment (RBA)** within the first six weeks of starting school. At the end of the Reception year, teachers complete the statutory **Early Years Foundation Stage Profile (EYFSP)**, which is shared with parents, the local authority, and Year 1 teachers to support transition. No additional written or photographic evidence is required for assessment; teachers use their professional knowledge and judgement.

## The Learning Environment

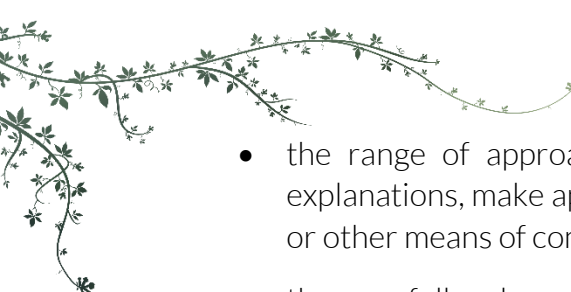
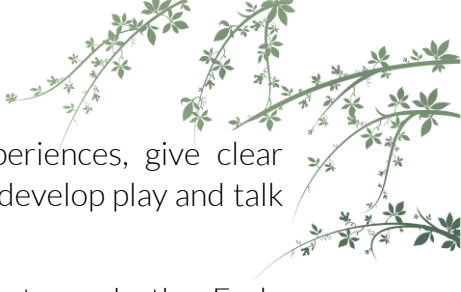
The EYFS classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classroom is set up in learning areas, where children are able to find and locate equipment and resources independently. The EYFS classroom has its own enclosed outdoor area which has continuous access. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children opportunities to explore, use their senses and be physically active and exuberant.

## Learning and Development

At Sherston we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter-connected.

Our policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the EYFS just as much as they do to the teaching in Key Stage 2. Features that relate to the EYFS are:

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that teachers have of how children develop and learn, and how this affects their teaching;

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- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
  - the carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS;
  - the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
  - the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
  - the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
  - the identification of the progress and future learning needs of children through observations, which are shared with parents;
  - the good relationships between our school and the settings that our children experience prior to joining our school;

## Play

Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest cognitive level. Play with peers is important for children's development.

At Sherston our children will explore and develop learning experiences through play, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

## Active Learning

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfactions as they take ownership of their learning. All staff working in EYFS are equipped to support active learning.

## Creativity and Critical Thinking

Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and can move them around the classroom to extend their learning.

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult-led and child-initiated activities. In each area there are Early Learning Goals (ELGs) that define the expectations for most children to reach by the end of the EYFS.



## Safeguarding and Welfare

Sherston Primary School follows the safeguarding and welfare requirements set out in Section 3 of the 2025 EYFS Statutory Framework. Our school policy incorporates EYFS requirements and covers:

- Clear whistleblowing procedures for all staff, students, and volunteers.
- An attendance policy for Reception children, setting out expectations for reporting absences and actions taken if a child is absent without notification or for a prolonged period. This includes timely follow-up with parents and, where necessary, referrals to social care or police welfare checks.
- Robust safer recruitment, suitability checks, and safeguarding training, in line with statutory guidance.
- How mobile phones, cameras and other devices are managed within the school (including EYFS).
- Safeguarding training is updated regularly for all staff and includes online safety, whistleblowing, and creating a safe organisational culture.

## Monitoring and review

It is the responsibility of the EYFS teacher to follow the principles stated in this policy. The EYFS governor will discuss EYFS practice with the practitioners regularly and provide feedback to the whole governing body, raising any issues that require discussion.

The Head teacher will carry out monitoring on the EYFS as part of the whole school monitoring schedule.