



# BLACKHORSE PRIMARY SCHOOL

## EYFS Policy

<b>Author/Person Responsible</b>	EYFS Lead
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<b>Review Group</b>	Delegated to EYFS Lead
<b>Ratification Group</b>	Standards Committee
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<b>Previous Review Amendments/Notes</b>	New policy for 2022/23
<b>Other related policies</b>	Child Protection Policy / Assessment Policy

## Equality Impact Assessment (EIA) Part 1: EIA Screening

<b>Policies, Procedures or Practices:</b>	EYFS	<b>DATE:</b>	January 2023
<b>EIA CARRIED OUT BY:</b>	D Beazer	<b>EIA APPROVED BY:</b>	N Fry

### Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
<b>Age</b> (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		X
<b>Disability</b> (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		X
<b>Gender reassignment</b> (transsexual)		N/A
<b>Marriage and civil partnership</b>		N/A
<b>Pregnancy and maternity</b>		X
<b>Racial groups</b> (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		X
<b>Religion or belief</b> (practices of worship, religious or cultural observance, including non-belief)		X
<b>Sex</b> (male, female)		X
<b>Sexual orientation</b> (gay, lesbian, bisexual; actual or perceived)		X

## Introduction

Blackhorse Primary School is committed to delivering the best education to our early learners, in order to provide with a solid foundation or learning during their first year of school that they can later build on in the years to come. We intend for children to access and broad a balanced curriculum, that is meticulously planned to support the needs of the children during Reception, while preparing them for future learning. At the same time, we value the children as individuals who will may a personalised approach to ensure progress and success.

At Blackhorse Primary School, we have developed our EYFS provision to ensure it meets all the requirements of the **Statutory Framework for the Early Years Foundation Stage (EYFS)**.

This policy will outline the following:

1. Intent
2. Implementation
3. Impact
4. The EYFS Curriculum
5. Assessment
6. Transition Arrangements
7. Safeguarding

### 1. Intent



The intention of the **Early Years Foundation Stage (EYFS)** is to give all children the best possible start and to provide a safe, happy and stimulating environment within which children can thrive.

At Blackhorse, we aim for all children to leave their Reception Year as learning champions. This means that they will be equipped with the knowledge and skills to be effective communicators, confident readers, curious mathematicians and ambitious writers. The children are provided a broad range of experiences and opportunities in order to practise and refine their skills within an environment that is deliberately designed to reflect their needs.

### 2. Implementation



All learning opportunities are carefully planned to meet the evolving needs of the children as they progress through the year as well as prepare them for the learning to come in Key Stage 1. The knowledge and skills needed to be successful for both the Reception year and future learning are being mapped out to ensure progression and development.

We are conscious about fostering a language rich environment, full of opportunities for quality co-play and shared engagement between adults and children. This will enable children to play and learn alongside adults and their peers and to problem solve together.

The direct teaching and continuous provision offering and expectations change as the children's knowledge and skills grow, targeting their gaps and next steps.

### 3. Impact



We know that we have created champion Early Learners if children:

- Can confidently and clearly articulate their ideas and understanding
- Have a secure foundation in phonics (for reading and writing) and maths
- Are well equipped with the skills and knowledge needed for the next stage of their learning across the breadth of the curriculum
- Demonstrate resilience and a positive “can do” attitude to problems

### 4. The EYFS Curriculum

The EYFS Curriculum has been carefully planned by the EYFS Leader, in collaboration with subject leads, to ensure that the children receive a broad and balanced curriculum, packed with opportunities to learn and practise their developing skills.

The **Statutory Framework for the Early Years Foundation Stage (EYFS)** and the non-statutory guidance **Development Matters (2021)** were used as supporting documents to ensure coverage of the EYFS curriculum and to enable guidance for progression throughout the year.

Please click the links below to find guidance relation to specific subject areas:

[Literacy & Maths](#)

[Wider Curriculum Subjects](#)

#### Planning and Teaching in the EYFS

In Reception, teachers use the agreed curriculum documents and schemes of work, where appropriate, to support planning. Weekly plans are made that outline the intended learning and pre-planned wider provision opportunities.

Children in Reception are taught in variety of ways, including:

- Whole class teaching sessions
- Small group teaching
- 1:1 teaching
- Sustained shared thinking (when adults work with children to overcome a problem)
- Unplanned interactions, e.g. while tidying up
- Targeted play

Many teachable moments that occur during the day are “unplanned” in that they happen in the moment as an opportunity to extend knowledge or language arises. Often then moments are the result of a planned provision activity, that was designed to engage and support children to learn new skills or knowledge but the moment itself often occurs spontaneously.

Teachers and teaching assistants at Blackhorse Primary School are therefore highly skilled in being able to spot the “teachable moments” and exploit them to support the pupil. These interactions will almost always be used an opportunity to develop language and communication skills at the same time.

A typical day in Reception will include a Phonics lesson (learning to read), Literacy, Maths and a wider curriculum lesson. Each day, children have ample opportunities to access continuous provision (called

“Discovery Time” at Blackhorse Primary School) both inside and outside. We are dedicated to supporting children to be able to play outside in all weathers, if they wish to do so.

## 5. Assessment Arrangements

At Blackhorse Primary School we recognise the importance of using assessment as a tool to understand a child’s progress and attainment and that it is a vital part of the process for supporting learning.

### Baseline Assessment

When children enter Reception, we carry out two types of baseline assessment, to gain insight into the needs of the cohort and to help understand their starting points. This information is then used to plan and adapt the curriculum to ensure that all children can access it and that potential barriers to learning will be supported.

During the first six weeks of starting school, the children’s Language, Communication, Literacy and Mathematics skills will be assessed by the **Reception Baseline Assessment**. This is a statutory assessment that must be completed within a set period of time. The assessment is split into two short tasks and the children are giving instructions to either point to pictures, say certain words or manipulate objects to count.

We also assess children as “on track”, “not on track” or “cause for concern” when they start school, based on the skills and knowledge they demonstrate as we get to know them. The information used to make assessment judgements about children ranges and does not come from one single source. We assess children based on:

- Observations in their learning journal (staff observe and record children at play)
- Interactions between children and staff
- Teacher knowledge of children
- Written evidence in Literacy and Maths books
- Contributions during group or class discussions
- Information and input from parents

We further assess, using the same categories, throughout the year to help us understand how the children are progressing individually and to ensure that they are making progress to meet the Early Learning Goals (ELGs).

At the end of the year, the **EYFS Profile** is completed for each child and they are assessed as either “Emerging” or “Expected”, depending on whether they have met the expected standard for each ELG. The EYFS Profile is a statutory requirement.

## 6. Transition Arrangements

Transition into and out of Reception needs to be carefully managed to ensure that the wellbeing and education of children is not interrupted.

Moving from a pre-school or nursery setting into school is a big change for children and the need, therefore, for a successful transition into school is vital. At Blackhorse, we endeavour to ensure that every child feels happy, safe and secure starting school to enable them to settle as quickly as possible.

To support this transition, our procedures are as follows:

- Contact all pre-schools and nurseries to speak to key workers about the children coming into school
- Visit all pre-schools and nurseries where there is more than one child in attendance
- “All About Me” documents are sent home to families to fill out about their children
- All children are invited to two visits to school in the summer term, where they can meet their teacher and have a play
- Children attending Blackhorse alone are offered an extra visit to Blackhorse Primary School during the summer term
- Children attending Blackhorse who have additional needs are offered an extra visit to Blackhorse Primary School during the summer term
- Social stories are sent to all children, with pictures of the school environment and staff
- Video tours of the classrooms and outside area are available on the website
- Meetings with parents/carers of children who have additional needs or concerns about their child starting school are arranged for the summer term, before they start school. A follow up meeting will be arranged for September.
- Part-time transition into school in groups of 15

This list is not exhaustive as we are committed to offering additional visits and/or meetings to meet the needs of our incoming cohort.

At the end of Reception, some children can worry about the move to Year 1 and find beginning the KS1 curriculum difficult. To support this transition, we do the following:

- Regular visits to the Year 1 classrooms during the summer term to play, listen to stories and meet the team
- Social stories about Year 1, shared with all children
- Personalised social stories, as needed

## 7. Safeguarding

At Blackhorse Primary School we are committed to creating and embedding a culture of vigilance which ensures that:

- we maintain an attitude of “It could happen here”
- our learners are safe and protected
- our learners know who to talk to if they have concerns
- our learners are supported, protected, and informed
- our learners are safe from discrimination and bullying
- our learners recognise when they are at risk and know how to get help when they need it
- our learners understand about how to keep themselves safe as part of a broad and balanced PSHE and online safety curriculum
- children who may experience disadvantaged are privileged to ensure that they make the same progress as their peers

This policy applies to all staff, students, governors, cover staff and volunteers.

Please find Blackhorse Primary School’s full Child Protection Policy [HERE](#).