

Calmore Infant School EYFS Policy

Learning and Development in Calmore Infant School Year R

Our Curriculum

At Calmore Infant School, our Reception (Year R) children follow the 2021 statutory framework for the Early Years Foundation Stage (EYFS) curriculum. The EYFS applies to children from birth to the end of the Reception year. The EYFS is based upon four principles:

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- 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, in which their experiences respond to their individual needs and there is a strong partnership between practitioners, parents and carers.
- Children develop and learn in different ways and at different rates.

The EYFS is made up of seven areas of learning that are all underpinned by these four principles. The seven areas of learning are split into the three prime areas and the four specific areas.

The three prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The four specific areas are:

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

We use the EYFS Statutory Framework as a basis for designing our own curriculum that reflects our ethos as a school and incorporates our vision for what we want for the children who join us at Calmore Infant School, for Year R and beyond.

In designing our own curriculum based upon this statutory guidance, we follow three key steps:

1. Identify our Curriculum Goals:

Our Curriculum Goals indicates the skills we want our learners to have developed by the time they finish their time with us in Year R. These skills are derived from the seven areas and four guiding principles of the EYFS statutory Framework and provide a basis for the child's continued development into KS1.

Our curriculum goals are described on our document 'EYFS Curriculum Goals'.

2. Identify the key experiences we want children to have in order to work towards those goals

In order for children to develop these skills and meet the intended curriculum goals, we ensure that all children in Year R have access to a number of key experiences. We recognise that every child is a unique child and that every child learns in different ways and at different rates and we therefore adapt these experiences to meet the varied needs and interests of our learners.

Our key experiences are described on our document 'EYFS Key Experiences'.

2. Ensure those key experiences are woven into our provision through our planning

Our long-term planning is built upon the curriculum goals and key experiences we have as the vision for our learners. Using the umbrella of different topics and themes, we plan in adult-led activities and enhancements to our environment that will move our learners forward towards our curriculum goals. This document ensures even coverage of all areas across the year, but the weekly planning that is derived from it will be informed by the needs and interests of the cohort and may differ from one year to the next. We ensure activities support the Characteristics of Effective Learning to ensure learning takes place. These are:

- 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.

Our Pedagogy

We ensure there is a balance of adult-led and child-initiated activities across the day.

The majority of child-led learning takes place during our 'Discovery Time'. During this time, children self-select tasks and resources. The interaction between the adult and child is essential during Discovery Time as the adult's response to children builds understanding and therefore guides new learning. The adult's role is to continually model, demonstrate and question what the child is doing. In some cases the adult will ask a child to come and complete a task or game with them; at other times they will participate in a child's game, extending it where possible.

In addition to this, there are adult-led activities built into the daily timetable. These activities include phonics session, handwriting sessions, maths sessions, PE, RE, circle-time and music. The structure of the timetable, the ratio of child-led to adult-led activity and the duration of adult-led sessions change and develop across the year in line with the growing maturity of the children.

Our Learning Environment

At Calmore Infant School we are fortunate to have a large indoor and outdoor space and as much as possible, children are given equal access to both indoor and outdoor provision during their self-led learning 'Discovery Time'. Both the indoor and outdoor environments are adapted regularly based on the needs and interest of the children. All areas of the EYFS curriculum are supported through the learning environment and the design and resources available continuously develop as we follow the lead of the children and as we continue to develop our practise and expertise following CPD updates and staff research.

Our place at Calmore Infant School

Becoming part of the school community is an important part of Year R journey at Calmore Infant School. This relationship develops across the academic year as children progressively become more involved in aspects of daily life at Calmore. At the start of the year, the children are given time to settle within the unit and their Year R 'base' is very much the focus of their day. Initially, Year R children go into lunch earlier and have separate playtimes to the rest of the school. This allows them to gently ease in to becoming familiar with the environment and the routines. Gradually, following the needs of the cohort, Year R children begin to join the rest of the school for playtimes and assemblies and are introduced to the cornerstones of the Calmore ethos including Milly the horse and the four learning heroes.

As the year continues, our Year R children are given opportunities to get to know children from other year groups and other teachers through activities such as swapping classes for story time or working together to create a Christingle. This enables our Year R children to build good relationships across the whole school in order to understand their place as part the school community and to pave the way for a smoother transition into Year 1 and beyond.

Our relationship with home and the wider community

At Calmore Infant School we aim to work in partnership with parents/carers. We recognise that parents/carers are children's first and enduring educators and we value the contribution they make. We appreciate the role that parents/carers have played and their future role in educating the children. We build this partnership through:

- Our initial transition process, including an induction evening and a program of events over the summer term that new entrants attend with their parents/carers. This includes 'songs and rhymes' sessions and a 'playground stay and play'.
- An opportunity to have a home visit from the child's teacher and LSA which allows all parties a chance to get to know each other.
- Offering parents/carers regular opportunities to discuss their child's progress through parent evening appointments. Parents/carers are also able to talk to their child's teacher after school to address any concerns or questions they may have.
- We invite all parents to a variety of events to involve them in school life including seasonal performances such as Harvest Festival and a Nativity production as well as more interactive events such as our 'Winter Warmers' evening focussing on developing love of reading and

our Easter workshops where children can encourage their grownups to get involved in school activities.

- We invite parents to information sessions such as a session on phonics early in the school year.
- We send out a Year R newsletter and details about our curriculum coverage at the start of every half-term.
- We use SeeSaw to share highlights from our time in school and share ‘wow’ moments that children have experienced with us. Parents are welcome to share similar things from home using this medium.

Key Processes and Policies in Calmore Infant School Year R

Assessment

At Calmore Infant School, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Alongside observations of children in their play we complete phonics (RWI) assessments at least every 6 weeks and number assessments termly. We use Talk Boost to screen selected children who may need extra support with language development and to tailor interventions. The Boxall profile is used when assessing candidates for our afternoon Nurture Group. Towards the end of the year all children are DEST tested to screen for early signs of potential dyslexia.

Every child has a writing book, a maths book and an art journal. Most activities are captured through photos and we have a year group ‘Floor Book’ that can be accessed by the children to allow them to reflect on their learning and their experiences throughout the year. Photos are annotated to give an overall picture of the children’s learning and development. We will also share photos to SeeSaw in order to record individual WOW moments and share learning with home.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

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
- 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 and with the Year 1 teachers.

The profile is moderated internally (referring to the Development Matter guidance and the exemplification materials) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

In the final term of the Foundation Stage, we provide the parents with a report based on their child's development against each of the Early Learning Goals and the characteristics of their

learning. The parents are then given the opportunity to discuss these judgements with the teacher in preparation for Year 1.

Transition

The transition process begins in spring before the September that the new entrants start. The process follows:

When	What
April	Names of children who have applied for a place in September are confirmed
April/May	Start to contact nurseries and preschool settings to arrange visits and identify any children who may require a TPA meeting
June	Induction Evening for new parents/carers
June/July	Transition Program for new entrants – songs and rhymes, playground stay and play, induction sessions.
July/September	Home Visits
September	Staggered entry

Safety and Safeguarding

Children’s safety and welfare is paramount. Children learn best 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 the safeguarding and welfare requirements detailed in the ‘Keeping Children Safe in Education’ and we have stringent policies, procedures and documents in place to ensure children’s safety. All adults have annual safeguarding and child protection training and all staff are aware of the policies and procedures for reporting concerns to the DSL. Please refer to our Calmore Infant School Safeguarding Policy for further information.

We provide a curriculum that teaches children how to be safe, make choices and assess risks. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill.

We are a healthy school and participate in the free fruit and milk for under-fives scheme. For our Reception children we provide the universal infant free school meal and the menu is regularly monitored with the chef. We cater for those children who have special dietary requirements and have robust systems in place ensuring that all children receive the correct meal. In line with the 2025 changes to the EYFS framework, all EYFS children are within sight and hearing of a member of staff with a Paediatric First Aid qualification whilst eating at snack and lunch times. Fresh water is readily available for all children and we encourage children to bring in water bottles with water only.

Inclusion

At Calmore Infant School we are determined to meet the educational needs of all our pupils and to encourage independence and full participation in the life of the school. A number of pupils will at some stage of their school career, experience some degree of special educational need.

Working within the guidelines of the Code of Practice, it is our intention that the educational needs of all pupils are identified and provision made to meet these as early as possible. It is expected that all relevant information concerning children with special educational needs will be treated with the appropriate respect and confidentiality.

We value all our children as individuals irrespective of their ethnicity. Culture, religion, home language, background, ability or gender. We plan a curriculum that meets the needs of the individual child and supports them at their own pace so that most of our children achieve Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child support that they need and in doing so, work closely with our SENDco, parents and outside agencies when needed.