

Sherwood Primary School

EYFS Policy



May 2025

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Sherwood Curriculum Rationale

We aim to provide a creative and challenging curriculum that inspires our children and prepares them for life in a culturally diverse and ever-changing world. High expectations, inclusive approaches and excellent teaching will form the basis of all our work. Our pupils will have the opportunity to explore, ask questions, discover and become resilient, independent learners. Our Curriculum will prepare our children for life-long learning.

Inspire • Explore • Achieve

Sherwood Values

Teaching and Learning at Sherwood Primary School is underpinned by six core values.

The 6 Sherwood Core-Values are:

- Honesty
- Perseverance
- Respect
- Adventure
- Aspiration
- Independence

Alongside our core values, we also promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs across the curriculum.

Equality

At Sherwood, we believe that equality should permeate every aspect of School life and is the responsibility of every member of our School Community.

Every member of our School Community should feel safe, secure, valued and of equal worth. We are committed to ensuring equality of education and opportunity for all pupils; irrespective of race, gender, gender variance, disability, belief, religion socio-economic background or sexual orientation.

It is our aim to understand and tackle the different barriers which could lead to unequal outcomes for different groups of pupils in School. The Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It is our aim to celebrate and value the equal opportunity achievements and strengths of all members of our School Community.

Statutory Framework

"All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential." Statutory framework for the early years foundation stage, Department for Education 2024

Our Intent and Aims

Within Early Years at Sherwood Primary School, we aim to:

- give each child a happy, positive and enjoyable start to their school life within a safe and secure environment
- establish solid foundations and foster a deep love of learning
- enable each child, through encouragement and high expectations, to develop socially, emotionally, physically and intellectually in order to thrive in a diverse and ever-changing world
- offer a structure for learning that has a range of starting points and unlimited opportunity for development
- offer a broad and rich curriculum
- encourage children to develop independence within a nurturing and supportive atmosphere
- support children to build relationships through the development of social skills such as cooperation and sharing
- help each child to recognise their own strengths and achievements by experiencing success and developing their confidence to work towards personal goals

Legislation

This policy is based on requirements set out in the 2024 statutory framework for the Early Years Foundation Stage (EYFS)

Structure of the EYFS

The Foundation Stage at Sherwood Primary School comprises of a Unit with 60 places. The the indoor and outdoor learning environments are organised in such a way that children can explore and learn safely. Equipment and resources are accessible and can be located and used independently by children. The children are organised into 6 key worker groups, each comprising of 10 children. Learning is organised through a blend of large group, key worker group, small group and 1:1 provision, depending on need. To ensure best practise and continuity our foundation team work closely together to plan and organise the EYFS curriculum.

The Curriculum

Our EYFS children follow the curriculum as outlined in the Early Years Foundation Stage (EYFS) document.

This framework defines what we teach and we use the '*Birth to Five*' guidance to support our curriculum.

The EYFS framework includes seven areas of learning and development, all of which are seen as important and interconnected.

Three of the areas are referred to as the Prime areas. These are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. (*Early Years Framework 2024*)

The prime areas are:

Communication and Language	Listening, Attention & Understanding Speaking
Personal, Social and Emotional Development	Self-regulation Managing Self Building Relationships
Physical Development	Fine Motor Gross Motor

The Prime areas are strengthened and applied through the further four areas which are referred to as the Specific areas.

Literacy	Comprehension Word Reading Writing
Mathematics	Numbers Numerical patterns
Understanding the World	Past and present People, culture and communities

Expressive Arts and Design	Creating with materials Being imaginative and expressive
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We enrich the Early Years framework with our Sherwood curriculum to enhance the experience and opportunities available to the children.

Our teaching of synthetic phonics is based on the Red Rose Letters and Sounds scheme and our teaching of mathematics is guided by the White Rose Maths Hub.

Characteristics of Effective Learning

The EYFS also includes the 'Characteristics of Effective Learning' which help practitioners identify a child's attitude to learning and their ability to play, explore and think critically about the world around them.

The three characteristics are:

- Playing and Exploring- children investigate and experience things and 'have a go'
- Active Learning- children concentrate and keep trying if they encounter difficulties, they enjoy achievements
- Creating and Thinking Critically- children have and develop their own ideas, make links between ideas and develop strategies for doing things

Teaching

We ensure there is a balance of child- initiated learning through continuous provision, and adult led activities, across the school day. Although much of the time is spent with children self-selecting tasks, the interaction between the adult and child is essential. The adults respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. The adult's role is to continually model, demonstrate and question what the child is doing.

Parents as Partners

We recognise that parents and carers are a child's first and most enduring educators and we aim for the school and parents and carers to work closely in the Foundation Unit. This can have a very positive impact on a child's development but relies on a two-way flow of information and knowledge. We will develop this working relationship between the school and parents and carers as follows:

- inviting all parents/carers to an induction meeting during the term before their child starts school and a tour of the school with their child
- inviting the children along with their parent/carer to attend 1 Stay and Share Session immediately before they begin school in September and then a series of half days

- we will hold a parent's meeting in the Autumn term to introduce the Foundation Stage Curriculum, discuss how learning takes place in the Foundation Stage and how parents and carers can support their child's learning
- we will hold a 1-1 parents' meeting in the Autumn and Spring terms to discuss individual children's progress
- we will send out a written report in the summer term
- through online learning journeys we ensure that parents/carers are kept up to date with their child's progress and development
- we will publish a weekly Newsletter to inform parents/carers of learning that has taken place
- we operate an 'open door' policy that will allow parents and carers to discuss concerns and developments in an informal manner

Assessment

At Sherwood Primary School, ongoing assessment is an integral part of the learning and development processes. Practitioners observe pupils to identify their level of achievement, interests and learning styles. These observations are then used to inform future planning. Observations and assessments are recorded on children's online learning journeys which parents can access.

At the end of the EYFS (end of Reception), practitioners complete the EYFS profile (Statutory requirement) for each child. Pupils are assessed against the 16 early learning goals, indicating whether they are:

- 'Expected' - meeting expected levels of development
- 'Emerging' - not yet reaching the expected levels of development

Safeguarding

It is important to us that all children in the school are safe. 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 educate children on the importance of boundaries, rules and limits and we encourage them to become responsible for their own behaviour by supporting them to make the right choices. We teach the children how to recognise and manage risks in a supervised learning environment.

Please refer to our School Safeguarding Portfolio for relevant policies and procedures.

Equal Opportunities

All teaching and non-teaching staff at Sherwood Primary School are responsible for ensuring that all pupils, irrespective of gender, ability, ethnic origin and social circumstances have access to the whole curriculum and the opportunity to make the greatest progress possible in all areas of the curriculum while in our school.

SEND

All children are provided with equal access to the EYFS curriculum. Through our teaching, we provide learning opportunities that enable all pupils to make good progress. All children will have their specific needs met through differentiated work in conjunction with their personal targets. Support is planned for and provided in relation to identified needs for individuals and groups. We provide learning opportunities matched to the needs of children with Special Educational Needs and we take into account the targets set for individual children in their Individual Education Plans, Learning Plans and Education, Health, Care Plans.

Role of the Governor

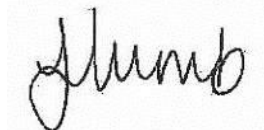
At Sherwood, there is a named governor for each Curriculum Area. All learning at Sherwood starts in our Early Years Foundation Unit. The nominated governor's role is to be a 'critical friend' asking questions that encourage clear thinking and positive support throughout the school and Curriculum, starting in EYFS.

Approval

Approval date: May 2025

Review date: May 2028

Signed (Headteacher):



Signed (On behalf of the Governing Body):

