Leadership & Team

- Headteacher: Mrs Lynn Evans
- EYFS Lead: Mrs Annie Charnock;.
- Ash Nursery: Mrs Hannah Fletcher and Miss Lauren Hornby.
- Birch Reception: Mrs Charnock, Mrs Ann Lewis, Miss Jenny Campbell and Miss Ann Norgurd.

Assessment

- Starting points and ongoing observations shape teaching and next steps.
- Nursery and Reception are reviewed termly and recorded on iTRACK.
- RWI, WellComm and the Reception EYFS Profile provide additional assessment information.
- Pupil-progress and moderation discussions support consistency; EYFS Profile completed at the end of Reception.
- SEND progress is reviewed against Play Plans, support plans and/or EHCP outcomes.

Planning

- Long-term plans show clear progression from Nursery into Reception.
- Weekly planning responds to children's needs, interests and assessment.
- Indoor and outdoor continuous provision is purposeful and adapted for SEND/EAL.
- Vocab and skills progression.

Curriculum

- All 7 EYFS areas and the Characteristics of Effective Teaching and Learning are embedded.
- Communication: Elklan + WellComm. Literacy: Read Write Inc + Literacy Counts.
- Maths: Master the Curriculum (Nursery) and White Rose (Reception); PSED: Jigsaw; PE: Get Set 4.

Themes: Nursery - Marvellous Me → Celebrations → Space/Woods → Growth → Farm/Dinosaurs → Sea/Travel.

Reception - Marvellous Me → Celebrate → Around the World → Once Upon a Time → Growth → Underwater Worlds.

EYFS AT A GLANCE

Kirkby C of E Primary School

2026-2027 | Nursery & Reception

Love • Respect • Compassion

Ambitious, inclusive and play-rich provision for every child.

Families, Inclusion & Safety

- Families are involved through ClassDojo, Stay & Play, parents' evenings, workshops and WOW Church.
- SEND support centres on early identification, reasonable adjustments and close parent partnership.
- Safeguarding, intimate care, safer eating, trips and Forest School follow school procedures and risk assessments.
- Parents and carers are expected to follow the School Code of Conduct.

Environment & Enrichment

- A safe, stimulating enabling environment supports exploration, investigation, independence, choice and purposeful play.
- Open-ended indoor and outdoor provision promotes independence, exploration and purposeful play.
- Forest School, local walks, church links, visitors and first-hand experiences enrich learning.
- Resources develop language, early maths, creativity, physical skills and problem solving.

Children & Impact

- Children feel safe, valued and ready to learn.
- They become confident, curious, resilient and increasingly independent.
- Children develop rich language, a love of books, systematic phonics foundations, purposeful early writing and strong early mathematics
- Every child, including those with SEND, EAL or other barriers, accesses an ambitious curriculum with equitable opportunities to flourish.
- Strong foundations in language, reading, maths, PSED and physical development prepare children for their next stage.

Teaching & Pedagogy

- High-quality interactions, modelling, questioning and sustained shared thinking move learning forward.
- Adult-led teaching is balanced with child-initiated, play-based learning.
- High expectations and responsive support ensure every child can participate and make progress.