

**CONONLEY PRIMARY SCHOOL**

Date	Review Date	Lead Person	Nominated Governor
Autumn 25	Autumn 26	EYFS Leader Lucy Holmes	

Our Mission Statement

At Cononley Primary School we are committed to inspiring and challenging our children:

- To become independent lifelong learners and thinkers.
- To value and respect themselves and others.
- To reach their full potential and become the best possible citizens of tomorrow.

Our Vision and Values

Our curriculum is rich and stimulating: we provide learning experiences which are challenging and inspiring for our children so that they become creative, independent learners. Everyone is motivated to achieve and achievement is celebrated.

Our children are provided with the tools to succeed at the next stage of their education and throughout their lives through experiences which develop character, cultural understanding, curiosity, resilience and confidence.

Our children know how to be happy, healthy and safe; they are kind, polite and work cooperatively, recognising that everyone can make a worthwhile contribution.

We set high standards for our pupils and expect them to work to the best of their ability at all times. Our children enjoy taking responsibility; they respect others and their surroundings and work hard to make positive changes within our school community and the wider world.

The Early Year Foundation Stage is a framework for children from birth to five years old, setting out seven areas of learning and development. At Cononley Primary School, children join us at the start of the school year in which they are five.

The EYFS is based upon four overarching principles:

- **A Unique Child**
- **Positive Relationships**
- **Enabling Environments**
- **Learning and Development**

A Unique Child

At Cononley Primary School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.



Inclusion

In our school we believe that all children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

In the EYFS we set realistic and challenging expectations which meet the needs of our children. We achieve this by planning to meet the needs of all children regardless of gender, ethnicity, ability, SEN needs, or social and cultural backgrounds.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experiences and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and taking action to provide support as necessary.

It is important to us that all children in the school are safe. We aim to educate children about 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. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (See whole school Safeguarding and Child Protection Policy)

Health and Welfare

At Cononley Primary School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage. We understand that we are required to:

- promote the welfare of children;
- promote good health, preventing the spread of infection and taking appropriate action when children are ill;
- promote the importance of good oral health and how to keep teeth clean and healthy;
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs;
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so;
- ensure that the premises, furniture and equipment is safe and suitable for purpose;
- ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs;
- maintain records, policies and procedures required for safe, efficient management of the setting and to meet the needs of the children.

We endeavour to meet all these requirements.



Positive Relationships

At Cononley Primary School we aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating their children. We do this through:

- EYFS staff visiting their nursery settings prior to starting school;
- arranging 'say ad play' sessions before starting school;
- inviting all parents to an induction meeting during the term before their child starts school;
- encouraging parents to talk to the child's teacher if there are any concerns.
- arranging for children to build up to full time during the first two weeks of term so that teaching staff are able to welcome each child individually into our school;
- informing parents of forthcoming events and themes we have been learning about through the weekly bulletin and half termly newsletter;
- publishing curriculum plans on the school web-site.
- offering a range of activities which support the involvement of parents in their child's learning, for example, encouraging contributions to our Tapestry on-line learning journeys and reading record books, organising curriculum meetings for parents to support the teaching and learning of phonics and early reading andf wiritng .

There is a formal meeting in the Autumn and Spring terms at which the teacher and the parent discuss the child's progress with the teacher. Parents receive a report on their child's attainment and progress at the end of the Foundation Stage.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen. At our school the EYFS teacher/s in each class acts a 'Key Person' to all children in EYFS, supported by the Teaching Assistants.

Enabling Environments

At Cononley Primary School we recognise that the environment plays a key role in supporting and extending the children's development. Through observation and engagement, we assess the children's interests, stages of development and learning needs, before planning challenging, achievable activities and experiences to extend the children's learning.

Our EYFS Curriculum

Our EYFS Curriculum provides the knowledge which will prepare children for the next step on their journey through primary school. Knowledge is built in small steps which are taught systematically to provide the framework for learning and development The curriculum design takes into account the following factors:

- Our mission statement, values and vision.
- The Statutory Educational Programmes, Development Matters and The Early Learning Goals
- Our rural environment



- Our rich cultural and industrial heritage
- The cultural and religious diversity of our wider community
- Global Learning

Strong Foundations

In line with Ofsted's *Strong Foundations in the First Years of School* agenda, our Reception curriculum is carefully sequenced to ensure children secure the essential knowledge and skills needed for future learning. We prioritise the explicit teaching and daily practice of the basic skills that underpin early reading, writing and mathematics—such as spoken language, phonological awareness, letter formation, early number sense, and fluency with foundational concepts—so that children are not expected to tackle complex tasks before they have mastered the basics. High-quality teaching combines purposeful play with direct, intentional instruction, and adults actively model language, scaffold learning, and provide targeted opportunities for children to embed and remember new knowledge. We also explicitly teach routines, behaviour and attitudes for learning, recognising that these must be developed rather than assumed. Through this focused and evidence-based approach, we ensure all children—particularly those most vulnerable to falling behind—build strong foundations across communication, literacy, numeracy and personal development, enabling them to thrive as they move into Key Stage 1.

Observation, Assessment and Planning

At the beginning of EYFS, children take part in National Reception Baseline Assessments (RBA). This is a short task based assessment. It is used by the DfE to measure progress by the end of Year 6. The results of the assessment are retained by the DfE and are not shared with school or parents.

Throughout the year, staff use their experience and knowledge to gauge whether a child's learning and development is on track for their age and the time of year. They spend lots of time engaging with children and use their experience and knowledge to plan for the appropriate support which will enable all children to make progress from their starting points. At the end of EYFS, staff use their judgement to make a holistic, best-fit judgement about a child's development and whether the children have met the Early Learning Goal for each area of learning and inform parents/carers and Year 1 teachers.

The 17 Early Learning Goals are:

Communication and Language

Listening, Attention and Understanding.
Speaking

Personal, Social and Emotional Development

Self-Regulation
Managing Self
Building Relationships

Physical Development

Gross Motor Skills
Fine Motor Skills

Literacy



Comprehension

Word Reading

Writing

Mathematics

Number

Numerical Patterns

Understanding the World

Past and Present

People, Culture and Communities

The Natural World

Expressive Arts and Design

Creating with Materials

Being Imaginative and

The Learning Environment

Due to the size of our school the Reception class is a mixed age EYFS/Year 1 class. The Reception / Year 1 classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet or rest. The classroom is organised into learning areas, where children are able to locate equipment and resources independently. The Reception / Year 1 classroom has access to their own outdoor area. This has a positive effect on the children's development. Being outdoors offers the children further opportunities to explore, use their senses, develop their language skills and be physically active. We plan activities and resources both inside and outside enabling the children to develop in all the areas of learning

Learning and Development

At Cononley Primary School we recognise that children learn and develop in different ways and have their own learning styles. We value all areas of learning and development equally and understand that they are often linked.

Teaching and Learning Style

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 1 or Key Stage 2.

The more general features of good practice in our school which relate to the Foundation Stage 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;
- 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;
- we instil the following co-operative learning principles - Active Listening; Helping and Encouraging Others and Everyone Participates



- 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;
- 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;
- the good relationships between our school and the settings that our children experience prior to joining our school;

Characteristics of Effective Teaching and Learning

We embed the right habits for learning through the Characteristics of Effective Teaching and Learning: the characteristics underpin the Prime and Specific Areas of Learning in the Early Years Curriculum and are reflected in our Early Years provision.

The following characteristics describe the different ways in which children learn.

Playing and Exploring

Through play our children explore and develop learning experiences, which help them make sense of the world. They have the opportunity to practise skills, develop ideas and think creatively alongside other children as well as individually. The children communicate with others as they investigate and solve problems. They have the opportunity to express fears or re-live anxious experiences in controlled and safe situations.

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 satisfaction as they take ownership of their 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 are allowed to move them around the classroom to extend their learning.

Areas of Learning and Development

The EYFS comprises seven areas of learning, as outlined by the Statutory Framework for EYFS:

There are three prime areas of learning which underpin children's learning in all other areas. These areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

These are:



- Communication and Language;
- Physical Development, and
- Personal, Social and Emotional Development.

The four Specific Areas of learning through which the three prime areas are strengthened and applied are:

- Literacy (Reading and Writing)
- Mathematics
- Understanding the World
- Expressive Arts and Design

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, adult supported and child-initiated activities and with consideration given to the Statutory Educational Programmes

Safeguarding and Welfare Requirements

Please see the Child Protection Policy for Cononley Primary School and other related safeguarding policies:

<https://www.cononleyprimary.org.uk/key-info/safeguarding>

Staff Mobile phones in EYFS are kept locked in a cupboard outside the classroom.

Paediatric first aid qualifications are regularly updated by all member of EYFS team.

Monitoring and Review

It is the responsibility of EYFS teachers and practitioners to follow the principles stated in this policy. The governing body has the opportunity to discuss EYFS practice with the practitioners and raise any issues that require discussion. The Head teacher and subject leaders carry out monitoring of the EYFS through observation and discussion as part of the whole school monitoring schedule.

Lucy Holmes

Assistant Headteacher, EYFS Leader

Key

EYFS – Early Years Foundation Stage

EYFSP – Early Years Foundation Stage Profile

KS1 – Key Stage 1

RBA – Reception Baseline Assessment