



SOYES LOYALL ET FOYALL

Edmund de Moundeford V.C. Primary School

Early Years Foundation Stage Policy (Reception children)

The Early Years Foundation Stage applies to children from birth to the end of the Reception year. In our school the Reception year group are in the class called Nightingales.

Aims

At Edmund de Moundeford Primary School, we aim for the children to **soar to success** through:

- Valuing each child as an individual, basing our teaching and learning on the understanding that children develop at different rates and have different skills.
- Providing a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential.
- Helping children to develop good learning habits, thus setting in place firm foundations for further learning and development in Key Stage 1 and beyond.
- Providing a safe, challenging, stimulating, caring learning environment, which is sensitive to the needs of the child, including children with additional needs.
- Enabling choice and decision making, fostering independence and self-confidence.
- Working in partnership with parents and guardians.

The curriculum

The learning for each week is based around a book. This will sometimes be a story and sometimes be an information book.

There are 3 prime areas of learning:

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

Additionally there are four specific areas of learning:

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

On our website www.edmundemoundeford.norfolk.sch.uk there is a document giving more details regarding these. Click on the Curriculum tab then Our Curriculum then Nightingales: Reception curriculum September 2025 to July 2026.

A typical teaching day consists of short sessions of large group learning, followed by small group directed learning with a staff member or learning through play. The latter is called continuous provision. The children practice the skills learnt in their directed learning and they can create their own learning opportunities too. Each day the children are taught phonics, reading, writing and maths. Other areas of the curriculum are also taught.

Nightingales class has its own large outdoor classroom area. The free flow between the inside and the outside has a positive effect on the children's development.

Observation, Assessment and Planning

Staff use observations as the basis for planning. Staff are skilled at observing children to identify their achievements, interests and next steps for learning. They can then step in to enhance the learning further e.g. by teaching them a new word which would be good to use.

We use the programme Tapestry to record our observations for each child and to share these with each child's parents. We also encourage the parents to contribute to the Tapestry learning journey.

On our website www.edmunddemoundeford.norfolk.sch.uk there is a document giving more details regarding assessments. Click on the Curriculum tab then Nightingales: Reception assessment explanation.

Updates are sent home by the class teacher, alongside regular updates to the class page on the school website to give parents an informal update of what has been happening, and what we hope to teach next.

Reports are sent home to parents at the end of the Autumn and Spring terms (first day back after Christmas and Easter holidays) and a longer report is sent home towards the end of the Summer term. There are also parent consultation meetings with the teacher, which can be booked on specific days.

Transition into Nightingales class.

Teaching in the reception class builds on the experiences of the children in their homes and pre-school settings, and on their own personal interests and choices. From discussions with the children, we are able to utilise this information to provide exciting and specific learning opportunities.

We do all we can to build positive partnerships with parents and local feeder pre-school providers. We offer home visits to the child and parents in the summer term before commencing school in the September. Taster school sessions are available for families to attend so that the staff can get to know the child and meet the parents to answer any questions.

All parents are invited in for a meeting.

Transition to Year 1.

Year 1 is part of the next stage of learning, as the children are no longer in the Early Years Foundation stage but are in Key Stage 1 of their learning. At this point learning is gradually made more formal and there is less opportunities for play and choice. To make this transition as smooth as possible for the children we give them more directed teaching towards the end of the Reception year, but we also include more opportunities for learning through play at the start of year 1, compared to later in this academic year. For children who have not yet reached the Early Learning Goals at the end of Reception we try to continue to help the children to make progress towards these in Year 1.

Inclusion and Equal Opportunities

Children with special educational needs will be supported as appropriate to enable them to access the curriculum fully. This includes children that are more able and those with specific learning difficulties and disabilities.

The school's SEND Co-ordinator is responsible for providing additional information and advice to staff and parents and for arranging additional support for children when it is needed.

In line with the school's Equal Opportunities Policy, we will provide all children, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability with equal access to all aspects of school life to ensure that every child is valued as an individual.

All staff are role models and are aware of the influence they have in promoting positive attitudes and use that influence to challenge stereotypical attitudes.

More information about EYFS and how it links in with the rest of the school.

Our school policies apply to Reception children as much as they do the older children. Where Nightingales class is different we do try to include a specific EYFS section.