



Queen's Park Mission Statement

Bravely navigate a changing world—with curiosity, confidence, and joy.

Queen's Park Vision

Our children love coming to school. They experience success through strong, trusting relationships, a deep sense of belonging, positive connections with others, and the courage to challenge themselves.

We celebrate the strength of our diverse community. We create a safe, welcoming environment where every child is seen, heard, and truly valued. Learning is exciting and challenging, with plenty of opportunities to explore new ideas, aim high, and discover individual talents.

We encourage children to ask big questions, stand up for what they believe, and understand different perspectives.

Together with families, we help children develop the knowledge, skills, and character they need to thrive in a changing world. We want every child to feel proud of who they are—and brave enough to shape a better future.

Queen's Park Values

Kindness - Integrity - Excellence - Collaboration

EYFS Policy

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1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- Close partnership working between practitioners and with parents and/or carers



- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

This policy is based on requirements set out in the 2021 statutory framework for the Early Years Foundation Stage (EYFS).

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf

3. Structure of the EYFS

The Early Years Foundation Stage applies to children from birth to the end of the reception year. At Queen's Park Primary School children are admitted to reception in the September following their fourth birthday.

Early childhood is the foundation on which children build the rest of their lives. At Queen's Park Primary School, we greatly value the importance that the EYFS plays in laying secure foundations for future life-long learning and development.

We use our indoor and outdoor environment to scaffold and model learning outcomes through relevant, exciting and engaging activities. We teach focused activities in whole class and small group sessions throughout the day.

4. Transition

Starting school can be an exciting and challenging time for young children. Therefore, we plan this time carefully to support children and ensure a smooth transition, which includes settling into their new class quickly and happily. These include:

- The new parents' *Information Picnic* in June; where families are introduced to the Early Years team and the Senior Leadership team. At the Picnic there is; a uniform sale, information about school meals and breakfast club, as well as other agencies, including the school nurse. Games and activities are set up and staff are available to talk to the new parents and their children. Families are also given an opportunity to visit their new classroom where the class teacher and member of support staff will speak to the children individually.
- A transition booklet is shared with the parents/carers to support families in preparing their children for school.
- A school handbook is provided to support families understanding of the expectations of being part of Queen's Park Primary School.

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- A Home Journal is issued to every child as a method of sharing key information about themselves, including interests and hobbies. Home Journals are available to the children throughout the year to refer to and add additions.
- Story time and stay and play opportunities are planned during the summer term, which we invite families to attend and helps the children feel comfortable in the learning environment.
- The Queen's Park Primary School team remain in regular contact via email with new parents throughout the summer term before their children start school.
- During the summer term, reception staff will arrange a home visit to meet with families. Home visits help reception staff to explore what the children's hobbies and interests are, as well as providing an opportunity for parents and carers to talk in detail about any queries they may have regarding starting school.
- Further meetings may be organised for the parents/carers of children who have additional needs to ensure we are prepared to provide a smooth transition into school.

September Intake

To ensure all children have a positive start to their reception year, children will be given one of several start dates across the first week. By admitting children in small groups, we are able to settle and support children in their new environment. After the initial start date, children attend full time.

For a very small number of children with SEN, this may need to be adapted with slightly shorter sessions which build up quickly over the first few weeks. We can discuss this phased start during one of our transition events before the summer break.

Transition to Key Stage 1 (Year 1)

Throughout the Reception year, each child's involvement in whole school life will be built upon; many of the teaching and support staff will already be familiar people to them. They will have shared the dinner hall with the Key Stage 1 children throughout the year. Reception pupils will have attended assemblies and joined in with whole school events. We know that familiarisation with the wider school community supports them to transition into Year 1.

Before starting in Year 1, children will have met their new teacher and been involved in transition tasks; including story times and transition events.



5. Curriculum

Our Early Years setting follows the curriculum as outlined in the 2021 statutory framework of the EYFS.

The Early Years Foundation Stage is based on four themes:

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

Children require a balance of adult led and child-initiated activities in order to achieve a good level of development at the end of EYFS. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. The EYFS framework includes 7 areas of learning that support the development of children in all aspects of the Early Years curriculum. Three of the areas known as the **prime** areas and are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The three Prime areas are:

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

Staff will also support children in the other four **specific** areas, through which the three prime areas are strengthened and applied.

The four Specific Areas are:

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

Children's development levels are ongoingly assessed and as the year progresses, the balance will shift towards a more equal focus on all areas of learning. However, if a child's progress in any of the prime areas gives cause for concern, staff will discuss this with the child's parents/carers and agree how to support the child in this area.

Reception pupils also participate in robust daily phonics in line with school policy.



Characteristics of Effective Learning

Overarching the seven areas of learning and development are the Characteristics of Effective Learning. We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

- **Playing and exploring** - children will have opportunities to investigate and experience things; being encouraged to 'have a go'.

Through play, our children explore and develop learning experiences, which supports their understanding of the world. They practise and explore ideas; whilst learning how to control themselves and understand the need for rules. Both independently and with their peers, children will have the opportunity to think creatively; communicating with others as they investigate and solve problems.

- **Active learning** - children will have time and space to concentrate and develop resilience if they encounter difficulties; leading to a sense of pride in their achievements.

Active learning occurs when children are motivated and interested. As children develop their confidence and independence, they will be encouraged to make decisions and becoming increasingly self-directed in their play.

- **Creating and thinking critically** - we encourage and support children to explore and develop their own ideas, making links between ideas, and developing strategies for completing task and problem solving.

Children should be given opportunities to be creative, with adult support to develop children's thinking and help them make connections by; showing interest, offering encouragement, clarifying ideas and asking open ended questions. Children can access resources and move around the indoor or outdoor learning environment freely and purposefully to extend their learning.

5.1 Planning

Staff plan activities and experiences for children that enable stimulating opportunities to explore and learn effectively, while initially focusing on the 3 prime areas of the EYFS framework

Staff also consider the individual needs, interests, and stage of development of each child in their care and use this information to plan challenging and enjoyable experiences. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate. In planning and guiding children's activities, practitioners reflect on the effectiveness of the provision and adapt to meet the interest and needs of pupils.

Observations

Reception staff use observations to inform planning and identify achievements, interests and next steps for learning. Observations inform the ongoing assessments of pupils, which help to inform any adaptations to the learning and conversations with parents and carers.

Medium Term Planning

Our medium-term planning identifies the intended learning for children as they work towards achieving the Early Learning Goals. The planning focuses on first-hand experiences as a stimulus to enable the children to access an inspiring curriculum, providing rich opportunities across all learning. A progressive and structured language map is produced to develop pupils' vocabulary and language acquisition.

Weekly planning

Weekly planning identifies the learning opportunities designed to inspire and engage the pupils across the week, in the indoor and outdoor learning environment. The planning is informed by observations from the previous weeks learning, writing work samples and adult-led activity records. The weekly planning identifies; learning objectives and success criteria for each area of learning, session outlines, provision for inside and outside enhancement opportunities including whole class input and adult-led tasks.

5.2 Learning and Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mixture of adult-led and child-initiated activities. Reception staff respond to each child's emerging needs and interests, guiding their development through positive interactions. A clear structure of communication and language skills are promoted through the consistent use of stem sentences and vocabulary.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning in preparation for year 1. The features of effective teaching and learning in our school are defined in our teaching and learning policy. The Early Years Team embed the good practices adopted across the school.

In EYFS we have a particular focus on developing in the following areas throughout the year:



- A strong partnership between teachers and families and other settings helps our children to feel secure at school, develop a sense of belonging, positive well-being and achievement;
- Firm understanding of how children develop and learn, and how our teaching explores all opportunities to support pupil development;
- Inspiring first-hand experiences, clear explanations, appropriate interventions, extending and developing the children's play, communication which includes the visual environment.
- A carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the Foundation Stage;
- Opportunities for children to take part in activities that build on and extend their interests, and develop their intellectual, physical, social and emotional abilities;
- Consistent encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- A supportive learning environment, with appropriate and accessible space, facilities and equipment, both indoors and outdoors;
- Accurate identification, through observations, of children's progress and future learning needs, which are regularly shared with parents;
- Strong relationships between our school and the other educational settings in which the children have been learning before joining our school;
- Clear aims and regular monitoring of our curriculum, to evaluate and improve it;
- Regular identification of training needs for all adults working in the Foundation Stage team.

The Learning Environment

The Reception classroom is organised to allow children to explore and learn securely and safely; encouraging freedom of expression and independence.

Children have access to the indoor and outdoor learning environment throughout the day; this has a positive effect on the children's development. The outdoor learning environment allows pupils to explore and develop their large-scale play and learning. Children can develop their play and exploration in both learning environments and the learning is support by staff across the whole Reception area.

6. Assessment.

At Queen's Park Primary 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, which support future planning decisions.

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During the first term in Reception, the teacher assesses the ability of each child across the curriculum through observations. We use the statutory national Reception Baseline Assessment (RBA). We have a strong focus on the development of communication and language and assess all children using the Nuffield Early Language Intervention assessment, which enables us to identify and provide structured and sustained intervention. Ongoing assessment allows us to identify patterns within the cohort in order to adjust the curriculum for individual, and groups of, children.

Assessment evidence is gathered and outcomes are recorded using the following:

- Weekly guided reading record sheet.
- Phonics phase assessment sheets with outcomes recorded on the Phonics tracking sheet.
- GLD gap analysis sheet to be completed for week 18 (spring 1) and updated half termly.

Data for the 7 areas of learning is collected after baseline assessments have been performed at the end of the first six weeks. This is updated as part of a 12-week assessment cycle. We record each child's level of development using the guidance of Development Matters age-bands. Teachers generate tracking grids to identify children who are making good, rapid or no progress; those who are working at, above or below age-related expectations and then use this information to ensure that future planning reflects identified needs.

Children working at ARE:

- **40b:** ARE at Baseline
- **40b+:** ARE at Aut 2
- **40w:** ARE at Sp 1
- **40s:** ARE Sp 2
- **ELG Emerging:** ARE Sum 1
- **ELG Expected :** ARE Sum 2

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed through the 7 areas of development, which are split into 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels

The profile reflects ongoing observations and discussions with parents and carers and results of the profile are then shared with parents and carers.

7. Parents as Partners

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We recognise that children learn and develop well when there is a strong partnership between school and families.

The progress check and EYFS profile helps to provide parents and carers with a well-rounded picture of their child's knowledge, understanding and abilities.

At Queen's Park we...

- Talk to parents/carers before their child starts school at our open days and induction meetings.
- Arrange a home visit or parent meeting to discuss routines and expectations for September. This is an opportunity for parents to share additional information about their child with the teacher, which may help them to settle into school.
- Provide a new starter handbook for Reception at Queen's Park School which provides information on building confidence and how parents and carers can support their child to develop their communication and language skills.
- Outline the school's expectations in the Home-School agreement.
- Invite families to spend time in a Reception Class to hear a story in the summer term before they start school and join the play picnic.
- Invite Nurseries to visit Queen's Park School, with new children, during the summer term prior to the new children starting in September.
- Hold a parent consultation early in the academic year to establish how a child is settling into the school environment.
- Operate an open-door policy for parents/carers with any queries or concerns. Conversely, if Reception staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss them.
- Provide communication through the school calendar, school newsletters, email, school website and social media.
- Invite parents to attend informal meetings about areas of the curriculum, such as phonics or reading.
- Offer parent/teacher consultation meetings per year during the Autumn and Spring Term.
- Sending a written report on their child's attainment and progress at the end of the Reception year.
- Ask parents to sign a generic permission form for visits, food tasting and photographs etc.
- Parents are invited to a range of activities throughout the school year such as workshops, Christmas productions and sports day.
- Offer opportunities for parents and carers to visit the school on a volunteer basis to assist with the children's learning e.g. hearing readers or helping out in the classroom.



- Offer a range of activities, throughout the year, to encourage specific collaboration between child, school and parents e.g. Literacy and Maths events.

8. Safeguarding and welfare procedures

We ensure that there is always at least one paediatric trained first aider in Reception.

In line with current safeguarding reforms, we ensure that there is always a paediatric trained first aider present during snack and lunchtimes.

All staff undertake regular safeguarding training and report safeguarding incidents in line with our safeguarding and welfare procedures.

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

9. Monitoring arrangement

This policy will be reviewed by Ruth Whitehead EYFS Year group Leader annually.

At every review, the policy will be shared with and approved by the full governing body.



Appendix 1. List of statutory policies and procedures for the EYFS

This checklist lists the policies and procedures that we must have according the EYFS statutory framework.

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Intimate Care Policy	See intimate care policy
Emergency evacuation procedure	See health and safety policy and emergency plan
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy
Assessment procedures for data collection	See whole school assessment policy