



# Intack Community Primary School: Early Years Foundation Policy

**Policy Status:** Final.

**Date of Creation:** September 2025

**Date of Review:** September 2026

**Reviewer:** Headteacher

**Next Review Date:** September 2026

**‘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.’**

**Taken from ‘EYFS Statutory Framework’ published July 2025 – Effective from September 2025**

## Introduction and Purpose

This policy outlines the framework for the Early Years Foundation Stage (EYFS) provision at Intack Primary School. It is designed to ensure high-quality education and care for all children aged 3-5years, including those in our 26-place nursery and reception classes, enabling them to thrive and reach their full potential. The overarching aim of the EYFS curriculum at Intack Primary School is to promote the principles of the Statutory Framework for the Early Years Foundation Stage (2025) and the non-statutory framework outlined in Development Matters (2025).

This policy also reflects Intack Primary School's commitment to providing a safe, stimulating, and inclusive learning environment for all young pupils.

This policy is underpinned by the four guiding principles of the EYFS:

- **Every child is a unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
- **Children learn to be strong and independent** through positive relationships.

- **Children learn and develop well** in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.
- **Children develop and learn in different ways and at different rates.** The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

At Intack Primary School we aim to create an attractive, welcoming and stimulating learning environment, for both our nursery and reception children, which encourages all children to explore, investigate and learn through first hand experiences. We also aim to make it a place where every child feels safe, valued, and are 'Proud to Belong'. In Reception, children are encouraged to become independent learners and to take some responsibility for initiating their own lines of enquiry and investigation through play. At Intack Primary we call this 'Explore and Learn' time. At Intack we want to ensure that every child succeeds and are celebrated as individuals of our school community.

To ensure our practices in our Early Years Foundation Stage have maximum impact, we share this policy with all staff in our setting at the beginning of each academic year.

### **Foundation Stage**

The Early Years Foundation Stage includes children from birth to the end of the reception year. At Intack Primary School, our Early Years Foundation Stage begins when the child is three years old. The children start the Nursery class the term after they turn three years old. The children then start Reception the September before they are five years old. The Reception year is the first year in the formal school setting and will underpin all future learning for our children.

### **Starting Nursery (Transition / Induction)**

Children start our school nursery the term after they turn three years old. For our Nursery parents, an induction meeting is held in early July for our autumn term intake, early December for our spring term intake and mid-March for our summer intake. At this induction meeting parents receive an information pack about our school and 'What to Expect When' presentation from the Early Years lead Mrs Scott and our nursery teacher Mrs Boardman. In addition, parents also receive a 'Starting Reception' booklet which includes information about how they can support their child when they are three turning four to prepare for reception. Families and children stay after the brief induction meeting to play and complete their admission forms.

### **Starting Reception (Transition / Induction)**

Children start reception in the September before they turn five years old. Most of our children join us from our school Nursery, and we have some children join us from one or more pre-schools and nurseries within our local area.

Transition can be quite daunting for young children and therefore we ensure that our transition process is as smooth and positive as it can be. We begin to meet our new families in the summer term before children start school in September. Towards the end of the summer term, we invite our families to a 'New to Reception Induction Evening' led by Mrs Scott. This is when parents, carers and children can come along to meet the Early Years team and listen to some important key messages regarding uniform, lunches, staffing and our curriculum. In addition, children are invited to attend two stay and play sessions during the summer term prior to starting to enable children to become familiar with staff and their new learning environment. One of the stay and play sessions children are accompanied with parents and the other the child attends alone. The child start Reception on a full-time basis in September. Children have a staggered

start, either attending mornings or afternoon for their first week and then all children attend full time during the second week in September.

### **Aims and Objectives of Early Years Foundation Stage**

The aims of this policy are to:

- Make each child's first experience of school enjoyable and meaningful
- Provide a child-friendly, welcoming, safe, secure, stimulating and happy environment where children can thrive and children, parents, governors and school staff can work together to achieve the school's aims.
- Ensure that every child is valued as an individual
- Develop children's confidence and independence to carry out daily tasks and to become independent learners
- Encourage personal development, self-reliance, self-respect, self-confidence and discipline
- Support children with fostering good relationships with one another, showing consideration and tolerance of each other
- Build children's self-belief and resilience
- Deliver a broad, balanced and ambitious curriculum that meets the needs of all pupils, including those with SEND and EAL, and enables children to develop holistically, encompassing personal, social, emotional, physical, communication and skills.
- Provide an adaptive curriculum firmly based on children's needs, interests, skills and knowledge
- Provide a balance of child-initiated and adult-led activities, ensuring children have many opportunities to develop the characteristics of effective learning
- Foster a love of learning
- Foster and develop a partnership between home and school by working in partnership with parents and carers to establish an accurate understanding of each child's individual needs, to support children's learning and development and to support parents' knowledge about how their children learn in school (Parents as Partners).
- Ensure high-quality teaching and assessment practises that are consistent across the EYFS.
- Address the school's improvement priorities, particularly in relation to ensuring an well-planned, ambitious curriculum where ALL children succeed.
- Prioritise language development across all areas of learning, including developing vocabulary, back-and-forth interactions and questioning
- Prepare children for the next stage in their education – Nursery to Reception and Reception to Year 1
- Work within the guidelines of the Early Years Foundation Stage Framework

### **Legal Framework and Guidance**

This policy is informed by the following legislation and guidance:

- The Early Years Foundation Stage (EYFS) Statutory Framework (July 2025 – Effective from September 2025)
- Development Matters Non-Statutory Framework (Revised September 2023)
- The Equality Act 2010
- The Childcare Act 2006.
- SEND Code of Practice: 0 to 25 years.
- Keeping Children Safe in Education (September 2025).
- Ofsted Inspection Framework

### **EYFS Statutory Framework**

The EYFS Statutory Framework states the requirements for schools and early year's settings to support children's learning and development, assessment, safeguarding and welfare.

The Statutory framework sets out the educational programmes which provide the overview of learning and development from which practitioners can refer to, to develop a curriculum for their children.

It also sets out:

- The areas of learning, the aspects within them and the early learning goals for each area. The areas of learning and development must shape activities and experiences (educational programmes) for children in all early years settings.
- Each child's level of development must be assessed against the early learning goals at the end of reception. Practitioners must indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging'). This is the EYFS Profile.
- Assessment arrangements for measuring progress (and requirements for reporting the EYFS Profile to parents and/or carers).

The safeguarding and welfare requirements cover the steps that providers must take to keep children safe and promote their welfare.

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS seeks to ensure:

- quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind
- a secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- partnership working between practitioners and with parents and/or carers
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported

### **Development Matters Non-Statutory Guidance**

The Development Matters in the Early Years Foundation Stage provides guidance on observing what children are learning at different age phases, plus examples of what practitioners might do or provide to support children's learning across each aspect of each area. It offers a view of how children develop and learn. It guides, but does not replace, professional judgement.

The guidance can also help practitioners to meet the requirements of the statutory framework for the early years foundation stage.

Development Matters sets out the pathways of children's development in broad ages and stages. However, the actual learning of young children is not so neat and orderly. The main purpose of these pathways is therefore to help us assess each child's level of development. Accurate assessment helps practitioners to make informed decisions about what a child needs to learn and be able to do next.

### **Roles and Responsibilities**

- **Headteacher:** Overall responsibility for the implementation of the EYFS policy and ensuring compliance with statutory requirements
- **EYFS Lead: responsible for the day-to-day management of the EYFS, curriculum development, staff training and monitoring progress**
- **EYFS Teachers and Practitioners:** responsible for planning and delivering high-quality teaching, assessing children's progress and working in partnership with parents
- **SENCo:** responsible for supporting children with SEND, working with staff to develop individualised learning plans (Assess, Plan, Do Reviews – APDRs) and liaising with external agencies
- **Parents / Carers:** responsible for supporting their child's learning and development at home, attending meetings and communicating with school staff
- **Governing Body:** responsible for overseeing the implementation of the EYFS policy and ensuring that the school provides a high-quality early years education.

## **Inclusion**

**'Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.'**

### **Taken from Statutory Framework for the Early Years Foundation Stage**

At Intack Primary School we believe that all children are special and we value and celebrate the diverse heritages of everyone in our school. We give all of our children the opportunity to achieve their best by:

- Using a wide range of teaching strategies which include a balance of visual, practical and auditory stimuli
- Plan a range of activities with the children's individual learning needs in mind
- Use a wide range of resources that reflect the communities that our children come from
- Provide a safe and supportive environment where all children, their contributions and their work are valued

Intack Primary School is a culturally diverse community. We ensure that all children are treated fairly regardless of their race, gender, religion or abilities. We encourage our children and families to contribute to our school community by sharing and providing experiences of their home cultural traditions. When planning our learning, we take into account the range of life experiences that our children come to our setting with. In addition, we value and celebrate being part of Britain, including learning about the four British Values and incorporating them into our school life and community.

In the Foundation Stage we set realistic and challenging expectations. We did this by providing a broad and balanced curriculum which accessible to all children, including those with different ethnic, social and cultural backgrounds, special educational needs, children with disabilities and those who are more able,

We encourage every child to feel 'Proud to Belong' in our school community and we strive to provide an environment where all children can flourish and feel safe.

## **Special Educational Needs**

We provide an inclusive education for all children to with SEND. We work closely with parents and external agencies to develop individualised learning plans that meet children's specific needs.

When it is identified that a child requires additional support with their learning, they receive small group interventions or receive 1:1 support within the classroom.

For those children who are working significantly below and require specific targets, teachers liaise closely with our school Special Educational Needs Co-ordinator to develop an Assess Plan Do Review (APDR) cycle

to support children who are struggling in one or more of the following areas: Cognition and Learning, Physical Disabilities or Needs, Communication and Language and Social, Emotional and Mental Health. These APDR targets are regularly communicated to the child's parents / carers on a regular basis and are reviewed every half term.

### **Safeguarding and Welfare**

**'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'**

**Taken from Statutory Framework for the Early Years Foundation Stage**

Ensuring that all children are safe in our environment is our highest priority at Intack Primary School. We ensure that safeguarding and promoting the welfare of our children is everyone's responsibility. We look to ensure children safe, and we always aim to promote children's welfare and strive to safeguard children. This includes:

- Completing regular safeguarding training, including child protection training and updates for staff. There are five named and designated leads who are enabled to play an effective role in pursuing concerns and protecting children.
- Staff and other adults working within the setting are clear about procedures where they are concerned about the safety of a child
- Safeguarding policies and procedures that cover the safe use of mobile phones and cameras in the setting and how staff should respond if they have concerns about behaviour of colleagues
- The extent to which children behave in ways that are safe for themselves and others
- Children's understanding of dangers and how to stay safe, including e-safety
- The steps taken by the key people to safeguard and promote the welfare of children and how well adults teach children about keeping safe
- The necessary steps taken to encourage good oral health and take appropriate action when children ill
- The maintenance of records, policies and procedures required for the safe and efficient managements of the Foundation Stage and for ensuring that children are safeguarded and their needs are met
- The suitability and qualifications of the adults looking after children or having unsupervised access to them
- Ensuring that we carry out regular risk assessments to ensure our furniture, learning environments and equipment are safe to use

At Intack Primary School we:

- Strive to teach our children about boundaries, rules and routines and help them understand their importance in keeping themselves and others safe.
- Follow our school's behaviour policy to manage behaviour effectively and appropriately for the children's stage of development and individual needs and to promote good behaviour and respect for others.

**Health and Safety:** We provide a safe and healthy environment for children. We have robust risk assessment procedures in place.

**Attendance:** Our Attendance and Family Support Manager, Mrs L Parkinson, monitors all the children's attendance closely and works with parents to support school attendance and address any concerns.

## Safeguarding Staff

We value safeguarding our staff. Intack Primary School operate a staff supervision in line with the Blackburn with Darwen guidance which states:

**“Here in Blackburn with Darwen, we are committed to ensuring that all workers receive the necessary support and guidance to enable them to undertake their roles. Supervision for staff is underpinned by a culture of high expectations, high support and high challenge with a “no blame” approach.**

**Regular good quality supervision of staff is necessary to ensure that we appropriately safeguard children, promote their welfare and achieve the best possible outcome for each child and their family.”**

Supervision is a structured process designed to listen to, support and advise staff with all aspects of safeguarding. This could include concerns about children, case reviews and safeguarding in the workplace. Through coaching and solution-focused approaches, supervision empowers individuals to identify and resolve issues as they arise, alongside relevant organisational policies, procedures and guidance.

All staff working in EYFS work longer hours to the pupil hours therefore talking time can happen within directed time between teachers and teaching assistants. Our Headteacher and Deputy Headteacher are trained DSLs and are available to offer supervision.

## Curriculum and Pedagogy (Intent)

Our EYFS curriculum is designed to be broad, balanced and ambitious, providing children with the knowledge, skills and understanding they need to succeed in later life. It is based on the educational programmes for the seven areas of learning and development outlined in the EYFS Statutory Framework. It is planned to lead smoothly into the National Curriculum for Key Stage 1 in a way which is relevant and meaningful for our children. Reception and Key Stage 1 staff work together through the year to ensure a successful transition into Year 1.

The EYFS curriculum stresses the importance of the prime areas of learning – the child’s personal, emotional and social development, the vital element of communication and language and the role of physical development. It also emphasises that the knowledge and skills in the specific areas of early literacy and numeracy, understanding the world or expressive art and design lay the foundations for the future learning of all children.

Our practice starts with the child and their individual’s development. We observe and assess children on-entry to determine their needs, interest, abilities and skills which we use to develop our curriculum. We offer a carefully planned and organised curriculum to develop knowledge and skills through a wide range of experiences.

We use Development Matters when planning our provision and when planning for characteristics of effective learning.

Key learning is developed through half-termly topics and themes, continuous provision, adult-led and adult guided learning and is sequenced through observation assessment and planning. We also follow a core text approach to promote a love of reading and vocabulary development.

We also strive to build positive relationships with parents / carers and involve them at every possible opportunity with their child’s learning.

The EYFS framework is organised into seven areas of learning and development, all of which are interdependent and of equal importance;

## **Prime Areas**

### **Communication and Language**

This includes developing children's speaking, listening, attention and understanding skills.

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. (EYFS Statutory Educational Programme).

At Intack Primary School, we place particular emphasis on modelled language, adult and child interactions and introducing new vocabulary. Children are provided with a language rich environment and are given plenty of opportunities to develop their confidence and skills when expressing themselves and to speak and listen in range of situations.

### **Personal, Social and Emotional Development**

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.

Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

At Intack Primary School, we place great value on the quality of the relationships that we foster and support, between adults and children and between children and children. We strive to create an emotional environment where children's unique skills, talents and characteristics are valued and celebrated. Everyone in our school community makes a special contribution and we work hard to ensure that children feel valued and celebrated. We see the essential life skills that are fostered in children's personal, social and emotional development and use both direct teaching opportunities and interactions to coach and develop these skills. The four british values are all are at the heart of our learning too.

### **Physical Development**

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy.

Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

At Intack Primary School we see the crucial role that physical development plays in building a strong foundation for learning and for a healthy and happy life. We strive to maximise children's opportunities for learning outdoors for all the benefits to physical health and well-being that this brings. We are aware of the limited physical opportunities that many children experience and work not only to develop fine motor skills but also to develop stamina and overall health.

### **Literacy**

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

At Intack Primary School we strive to create a community of young learners who see themselves as readers and writers, who have a love of stories, reading and mark making, who have the tenacity to master the skills which are the foundation of being literate and who use and apply their ever-developing vocabulary. We see the crucial role that all seven areas of the curriculum have in creating confident, literate children – from physical development to communication and language. We believe they all have an important part to play. We use Little Wandle Letters and Sounds validated programme to deliver our phonics sequence

### **Maths**

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

At Intack Primary School we want our children to develop fluency with numbers as well as the skills and knowledge to manipulate numbers. We use direct teaching through modelling and demonstration as well as encouraging children to explore, discover and notice mathematics themselves, both indoors and outdoors. We acknowledge the very careful work around the use of accurate mathematical vocabulary so that children can communicate their thoughts and ideas effectively.

### **Understanding of the World**

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

At Intack primary School our children arrive with diverse experiences and interests. We value their unique contribution and see our role in opening the rest of the world to the children through the curriculum that we co-construct with them. We want our children to ask 'big questions' as they make sense of the world that they live in. We foster curiosity as one of our main teaching approaches. We are respectful of children's social and cultural contexts and reflect these within our teaching.

### **Expressive Art and Design**

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

At Intack Primary School we see the crucial role we have in opening the world of arts to our children. We want children to not only have opportunities to experience the work of artists, designer makers and crafts people but to also see themselves in these roles. We want to give them the skills to use expressive arts and design as a tool for self-expression and communication. Our young creatives will have to be problem solvers to achieve their desired outcomes through mixed media, story, dance and music as they begin to make sense of our world through the arts. As with all areas of the early years curriculum, there are close links to the characteristics of effective learning and the other six areas of learning.

### **Curriculum and Pedagogy (Implementation)**

Our Early Years Foundation Stage accommodates children from the ages of 3 to 5 years. At Intack Primary School, we have a Nursery class and two full-time Reception classes.

In Nursery, staffing includes a teacher and two teaching assistants. Children can attend our Nursery on a part time basis for 3 hours per day, either morning or afternoon, or, children can attend on a full-time basis which equalates to 6 hours per day.

Each Reception class has a teacher and a teaching assistant. Our staff work closely together, share planning and an outdoor learning environment.

### **The Indoor Classroom**

We aim to ensure that our indoor environment is:

- Attractive, bright and well ventilated
- Has areas that are suitable for quiet learning, focused interventions, comfortable relaxation, creativity and construction
- Organised to encourage children to take pride in their environment and have care for their learning resources, as well as develop independence in the selection and return of resources and equipment

## The Outdoor Classroom

We aim to ensure that our outdoor environment:

- Offers opportunities for fresh air and exercise in a secure environment
- Promotes physical development, health and wellbeing
- Provides some covered and shaded areas
- Has a variety of features, different surfaces, textures and levels
- Offers a range of opportunities and challenges for independent and supervised exploration and experiences in all areas of learning

## Planning

### **Long Term**

We have developed a long term overview which details our topics and themes, progression of knowledge and skills, core texts and key vocabulary. This long term overview ensures coverage of the educational programmes for all the seven areas of learning, as well as our school vision and British Values.

### **Medium Term**

The medium-term plan outlines objectives and activities which will be covered throughout a half term covering the seven areas of learning. The objectives and activities will be planned for with the age and development of our children in mind, as well as their interests. The medium-term plan informs the sequencing and teaching of content, knowledge and skills.

### **Short Term**

Our weekly plans show clear objectives, activities and opportunities for assessments and observations. In the weekly plans, there are a mixture of adult-led and adult-guided activities as well as a choice of provision activities for the children to engage in. Short term planning is completed for English, maths, understanding of the world and continuous provision, including indoor and outdoor enhancements.

## Characteristics of Effective Learning

When planning, teachers consider the different ways that children learn, and this is reflected in their practice. As stated in the Statutory Framework, three characteristics of effective teaching and learning are:

- **Playing and Exploring (engagement):** finding out and exploring, playing with what they know and being willing to 'have a go'
- **Active Learning (motivation):** being involved and concentrating, keeping trying and enjoying achieving what they set out to do
- **Creating and thinking critically (thinking):** having their own ideas, making links and choosing ways to do things

## Parents as Partners

We value our parents as being the most important people in their child's life and having a wealth of knowledge about their child. As a result, we encourage their involvement in all aspects of learning and encourage a strong partnership. We do this by:

- Offering a 'Meet the Teacher' sessions at the beginning of the school year
- Talking to parents about their child before their child starts Nursery / Reception
- Offering both parents and children to spend some time in our Nursery / Reception learning environment before the child starts school in September

- Operating an open-door policy for parents
- Sharing regularly the learning that takes place for children with parents, via newsletters, social media posts etc
- Offering a minimum of two parent / teacher evenings per year (Autumn and Spring term)
- Sending an annual report of their child's attainment and progress
- Arranging many events throughout the year that encourage collaboration between children, school and parents, including performance, stay and play sessions and parent workshops
- Sharing the 'What to Expect When' document in bitesize chunks

## **Impact**

### **Assessment**

#### **Reception Baseline Assessment (RBA)**

From September 2021, it is statutory for all Reception children to take part in the Department for Education Reception Baseline Assessment (RBA). This is a short, interactive and practical assessment of children's early literacy, maths, communication and language skills completed on a tablet or computer.

Schools are required to carry out the assessment within the first six weeks of pupils starting Reception. Numerical scores are not shared, and the data will only be used at the end of year 6 to form the school-level progress measure. Teachers receive a series of short, narrative statements that tell them how their pupils performed in the assessment. These can be used to inform teaching within the first half term.

#### **On-Entry Assessment**

When children start our Nursery and Reception, we perform some baseline assessments which helps us evaluate each child's starting point and understand what their next steps in learning will be. We assess children using WellComm, Blackburn with Darwen school readiness statements and Development Matters observational checkpoints.

#### **Formative Assessment**

We make regular assessments of children's learning and we use this information to ensure that future planning reflects children's next steps. Assessment in the Foundation Stage includes both formal and informal observations.

#### **Summative Assessment**

We used summative assessment in our setting to ensure that:

- Children have the knowledge, understanding and skills across all areas of learning and development
- Parents can be informed of children's next steps and how they can support their learning and development at home
- Progress is tracked throughout the year and concerns are addressed

Throughout Nursery and Reception, children are regularly assessed against Development Matters to ensure that next steps are planned for effectively. Assessments are completed every half term and are recorded onto the whole school tracking system – Sonar.

At the end of EYFS, the Reception teachers complete the EYFS profile for every child. This will be carried out in the summer term. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Not yet reaching expected levels (Emerging)

- Meeting expected levels of development (Expected)

The Early Years Foundation Stage Profile data will be sent to the LA

At the end of the Reception year, information is passed onto the next teacher, giving them a detailed recount on each child's progress and attainment.

### **Staff Development**

All staff working in within the EYFS at Intack Primary School are familiar with the revised EYFS framework published in September 2021, the features of the EYFS curriculum and procedures for observation, assessment and planning.

All staff have a growing understanding of early years pedagogy and child development. The class teacher is the main point of contact for curriculum matters. All staff regularly take part in training, including school-based INSET days, external training courses offered through Blackburn with Darwen Council and Lancashire County Council and in-school workshops. The identification of training needs for teaching and non-teaching staff will take place through performance management meetings and staff voice.

The Early Years Lead, alongside the Headteacher will ensure that:

- Appropriate dissemination of training materials / good practice takes place regularly
- a record of up-to-date training is maintained
- Teaching learning is monitored formally by performance management and appraisal systems and informally through provision audits, talking to children, discussion with adults and peer review methods
- There is an assessment of the impact of INSET and training on the quality of teaching and learning

**Review Date:** September 2026

**Signature:** S.Scott                      F.Salisbury

**Position:** Early Years Lead        Headteacher