

Worthington Primary School

Early Years Policy

REVISION HISTORY

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Introduction

Opportunity and Achievement for All

At Worthington Primary School we greatly value the important role that the Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development. It is important to view the EYFS as a preparation for life and not simply a preparation for the next stage of education. *“The 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.”* (Statutory Framework for the EYFS 2025)

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of Reception Year. (5 years of age). At Worthington Primary School, children join the Reception class in the year that they turn five. In partnership with parents and carers, we enable the children to begin the process of becoming active learners for life. *“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.”* (Statutory Framework for the EYFS 2025)

We endeavour to ensure that children *“learn and develop well and are kept healthy and safe.”* We aim to support children in their *“learning to ensure children’s ‘school readiness’ and to give children the right foundation for good future progress through school and life.”* (Statutory Framework for the EYFS 2025)

1. Legal Framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE (2025) Statutory framework for the early years' foundation stage.
- DfE (2021) Early years foundation stage profile (2023 handbook)
- DfE (2023) Development Matters
- DfE (2025) Keeping children safe in education 2025.
- DfE (2023) Working Together to Safeguard Children
- DfE (2015) The Prevent Duty
- Early Education (2021) Birth to 5 Matters
- UK Council for Internet Safety (2020) Education for a Connected World.

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Allegations of Abuse Against Staff Policy
- Complaints Procedures Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Special Educational Needs and Disabilities (SEND) Policy
- E-Safety Policy
- Administering Medication Policy
- Health and Safety Policy
- Fire Safety Policy
- Safer Recruitment Policy
- Data Protection Policy
- National Curriculum Subject Policies

2. Roles and Responsibilities

Head Teacher and Governing Body

- Ensure there is a policy in place to safeguard children that includes an explanation of the action to be taken when there are safeguarding concerns about a child and that all staff have attended Safeguarding Training.
- Ensure there is a policy in place in the event of an allegation being made against a member of staff. (including supply staff) or a volunteer. These issues are addressed in the school's Low Level Concerns Policy.
- Monitoring the implementation of this policy.
- Ensuring that this policy does not discriminate on any grounds.
- Handling complaints regarding this policy, as outlined in the schools Complaints Procedures Policy.
- Support the use of appropriate teaching strategies by allocating resources effectively.
- Ensure that the school buildings and premises are best used to support successful teaching and learning.
- Monitor teaching strategies in the light of health and safety regulations.
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment.
- Ensure that staff development and performance management policies promote good quality teaching.

Staffing and Organisation

At Worthington Primary School, we have one Reception class that has the use of a large classroom and dedicated outdoor area. The classroom has a carpet area and the rest of the space is organised into learning areas for the children to access. Class one has its own toilet area. There is a full-time teacher, supported by a Class Teaching assistant. Other teaching assistants may be deployed into the Reception/Year 1/Year 2 class base depending on the needs of the children. Staff are organised to support the children in a balance of adult-led and child-initiated experiences throughout the day. Most sessions include free-flow access to the outdoor area. Practitioners are aware of the need to be flexible to respond to unplanned events that the children are interested in.

Responsibilities of the staff:

- The EYFS lead, in conjunction with the Head teacher, will have responsibility for the day-to-day implementation and management of this policy.
- To familiarising themselves with, and follow this policy.
- To remain alert to an issue of concern for children.
- To help the children become familiar with the setting.
- Build a relationship with each child's parents, working in partnership with them to ensure that the child is being cared for appropriately for each family.

- Respond sensitively to the child's needs, feelings, ideas and behaviour.
- Ensure that the learning opportunities on offer meet the needs of each child.

3. Aims

At Worthington Primary School, we aim to provide a broad and balanced curriculum which will enable each child to develop personally, socially, emotionally physically, creatively and intellectually to his/her full potential. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates.

We meet the needs of all our children through:

- Providing a safe, challenging, stimulating, caring and sharing environment, which is sensitive to the needs of the child, including children with additional needs.
- To work in partnership with Parent/Carers and value their contribution.
- Plan opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence.
- Use a wide range of teaching strategies based on children's' learning needs.
- Provide a wide range of opportunities to motivate and support children to help them to learn effectively.
- Use resources which reflect diversity and are free from discrimination and stereotyping.
- Plan challenging activities for children whose ability and understanding are in advance of their language and communication skills.
- Monitor children's progress and take actions to provide support as necessary.

4. The EYFS

The EYFS is based upon four overarching principles:

- **A Unique Child** – We recognise that every child is a competent learner from birth who can be resilient, capable, and self-assured. This principle emphasizes that children develop at different rates and have individual needs. We carefully consider these needs and unique differences at all times in order to help our children reach their full potential.
- **Positive Relationships** – We recognise that children learn to be strong and independent through loving relationships. This principle focuses on creating loving, secure, and respectful relationships with practitioners and peers, which helps children become strong, independent, and confident. As a small school we pride ourselves on the strong bonds all staff have with our children.
- **Enabling Environments** – We recognise that children learn and develop well in enabling environments with teaching and support from adults, who respond

to their individual interests and needs and help them to build their learning over time.

- **Learning and Development** –We recognise that children learn and develop at differing rates. The Reception classroom is organised to allow children to explore and learn securely and safely, with ample opportunity for open-ended play and learners to stretch and challenge themselves in the provision and during classroom tasks.

5. **Learning and Development**

By the end of the EYFS children should be expected to have reached the early learning goals (ELGs.) We are mindful that of course these ELGs should not be used as a curriculum or in any way to limit the wide variety of rich experiences that are crucial to child development. Instead, the ELGs should support practitioners to make a holistic, best-fit judgement about a child's development at the end of the EYFS, and their readiness for year 1.

Three Prime Areas – The three Prime Areas reflect the key skills and capacities all children need to develop and learn effectively and become ready for school.

- **Personal, Social and Emotional Development:**
 - Self-Regulation
 - Managing Self
 - Building Relationships
- **Physical Development:**
 - Gross Motor Skills
 - Fine Motor Skills
- **Communication and Language:**
 - Listening, Attention and Understanding.
 - Speaking

Four Specific Areas:

- **Literacy**
 - Comprehension
 - Word Reading
 - Writing
- **Mathematics**
 - Numbers
 - 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 Expressive

6. Assessment for Learning

At Worthington Primary School Assessment for Learning is an integral part of teaching and learning in each class. Assessment that is *for* learning, as opposed to *of* learning, looks forward as well as back. Our teachers use assessments for learning not just to confirm and verify what their children have learnt, but also to help their pupils and themselves understand what the **Next Steps** in learning should be and how they might be attempted. This kind of assessment has a “formative purpose”: it helps to shape what lies ahead, rather than simply to gauge and record past achievements.

Strategies we consider important for Assessment for Learning are:

- Sharing Learning Objectives
- Formative feedback, either written or verbal.
- Peer and self-assessment

Within the Reception Class we use two types of assessment:

- **Formative Assessment:** This assessment informs everyday planning and is based on continual observational assessment of each child’s achievements, interests and learning styles. (*“An ongoing assessment (Formative Assessment) is an integral part of the learning and development process. It involves practitioners observing children to understanding their level of development process.”*) The assessments may take the form of anecdotal observations and focused observations, which are recorded by independent work examples, photographs, videos and information from parents. We plan observational assessments when undertaking medium- and short-term planning. Regular reports are sent to parents. (*“Parents and/or carers should be kept up to date with their child’s progress and development.”*)
- **Summative Assessments:** We will undertake a summative assessment of the level of each child’s development at certain stages. These are:
 - **Reception Baseline Assessment** - short assessment which is taken within the first six weeks of a child starting Reception year.
 - The EYFS Profile – a comprehensive assessment completed at the end of the EYFS to provide a well-rounded picture of a child’s knowledge, understanding and abilities, attainment against the early learning goals (ELG’s), and their readiness for Year 1.

The school will ensure that teachers actively engage children, their parents and other adults who have significant interaction with specific children in their assessment processes to provide a well-rounded picture of their development and attainment. The school will ensure that assessment processes do not prevent teachers and practitioners from spending as much time as possible interacting with children and directly supporting their learning and development. Teachers will not be required to record or document evidence to prove children's level of development; however, they may decide to record particularly noteworthy achievements to plan teaching and where this is beneficial for building knowledge of children.

The school will report EYFS Profile results to the LA when these are requested. The LA is under a duty to return this data to the relevant government department.

Reasonable adjustments will be made to the assessment process for children with SEND as appropriate.

The results of the profile are shared with parents and/or carers and there are opportunities for them to meet their child's class teacher to discuss this information. At the end of the Year, the Year 1 teacher is given a copy of the profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This helps to create a smooth transition and assists with the planning of activities in Year 1.

Use of the Early Years Foundation Stage Profile Exemplification Materials

The EYFSP Exemplification Materials are a series of materials which practitioners use to help with assessing children's development at the end of the EYFS. They provide a selection of example evidence for each of the 17 Early Learning Goals (ELG) which are part of the EYFS Profile. The materials set out the national standard for the level of learning and development expected at the end of the EYFS for each ELG.

The Exemplification Materials will help:

- Practitioners to make accurate judgements for each child's attainment.
- Moderators to assess the accuracy of practitioner's judgements.
- Year 1 teachers to use EYFS Profile Outcomes to plan effective provision.
- Other stakeholders to evaluate children's learning and development.

7. Inclusion and Equality:

Equal Opportunities Statement

All children have equal access and inclusive rights to the curriculum regardless of their age, gender, race, religion, belief, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. Worthington Primary School is committed to creating a positive climate that will enable everyone to work in

an anti-discriminatory practice, free from racial intimidation, and harassment and to achieve their full potential. All children are included and supported regardless of their background and ability. Policies are available on each of these that expand on this further.

A Unique Child

Inclusion /Special Educational Needs (SEN)

All children and their families are valued at Worthington Primary School. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessment considers contributions from a range of perspectives to ensure that any child with potential SEN is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the schools SEN Coordinator is called upon for further information and advice. Appropriate steps are taken in accordance with the school's inclusion policy for SEN. *“Schools must identify a member of staff to act as Special Educational Needs Co-ordinator (SENCO) and other providers (in group provision) are expected to identify a SENCO. See our Special Educational Needs and Disabilities (SEND) Policy. School SENCO – Mrs P Mistry.*

8. The Learning Environment and outdoor spaces:

Enabling Environments

We aim to create an attractive and stimulating learning environment, which will encourage children to explore, investigate and learn through first-hand experiences. We also aim to make it a place where children feel secure and confident, and are challenged to develop their independence. Continuous provision activities are planned for both indoor and outdoor areas; children have the freedom to move between the indoor and outdoor classroom throughout the school day. The learning environment is divided into different zones to fully support all seven areas of learning. *(“The areas of learning and development must shape activities and experiences (Education Programmes) for children in all early year’s settings.)* Children are encouraged to become independent learners and to take some responsibility for initiating their own lines of enquiry and investigation. Effective learning builds and extends upon prior learning and following children’s interests. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. These observations are recorded in the children’s individual learning books. Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning.

Premises and Security

Once the school day has begun access to the school is through the main school door, which is kept locked. Staff use a dongle to gain access to the building. Visitors are asked to sign into the school visitor's log. Staff are aware of their role in challenging anyone who is not recognised and asking for identification from anyone claiming to be from an outside agency. The external classroom doors are locked until the start of the school day and again at the end of each day. The external doors are closely monitored by staff when children are entering and leaving the setting, to ensure that they cannot leave unaccompanied. The external door has an additional airlock to ensure visitors are held in the entrance area of school when visiting and sufficient checks can be done before they gain further access into the school. All staff are aware of the need to monitor the external doors to ensure that they are secure during the session. The outside patio area has a gate which is locked to prevent the children wandering onto the main playground area. The register is used to check how many children are present. When moving from one area of the school to another, head counts are used to check that all children are present before leaving.

Arrival and Collection of Children

Children can enter school from 8:50am (unless they are attending breakfast club at 7:30am), Parents must accompany the children until the bell goes at 8:50. Each child is marked in on the day's register by the class teacher. Parents/carers use the external classroom doors when collecting their child(ren) at the end of the school day. If a child needs to be collected during the school day, parents report to the school office and remain in the airlocked area. Under no circumstances is a child allowed to leave with anyone other than those named on the child's registration form unless the parent has given written or verbal permission. Parents write a list of people who are able to collect their child. In exceptional circumstances, a parent may give verbal permission but a description and password will be required. If there are queries regarding a child's collection, the class teacher will contact the child's parent/guardian to discuss the situation with them. If the child is not collected and the parent/carer is uncontactable, the other names on the child's registration form will be called to collect the child. (*Refer to our school Attendance and Absence Policy for more information.*)

9. The Safeguarding and Welfare Requirements

It is important to us that all children in school are safe. We aim to educate children on 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 Children Policy.) *“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.”* At Worthing 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.

(Schools are not required to have separate policies to cover EYFS requirements, provided the requirements are already met through an existing policy.) Please also refer to our schools Safeguarding Policy and Health and Safety Policy. Our schools DSL is **Mrs N. Clark**. The deputy DSL is **Mrs E. Pester**.

We understand that we are required to:

- Promote the welfare and safeguarding of children. *(All schools are required to have regard to the Governments “Keeping Children Safe in Education” statutory guidance.)*
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- That at least one person is to be Paediatric First Aid (PFA) trained within the setting. *(“Providers should display (or make available to parents) staff PFS certificates or a list of staff who have a current PFS certificate.”)*
- 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 are 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 meet the needs of the children. *(“Providers must be aware of their responsibilities under the UK General Data Protection Act (DPA) 2018.”)*

10. Promoting Awareness of Dangers and How to Stay Safe

We encourage the children to take an active role in ensuring their own safety and involve them in discussions about health and safety issues.

Mobile phones and devices

For the purposes of this policy, the term 'mobile phone' refers to any electronic device that can be used to take images or record videos, including tablets.

Photography policies and procedures are addressed in full in our Child Protection Policy.

Use of personal mobile phones by staff members.

Staff members will not use personal mobile phones or cameras when children are present. Staff may use mobile phones on school premises outside of working hours when no children are present. Staff may use mobile phones in the staffroom during breaks and non-contact time. Mobile phones will be safely stored and in silent mode whilst children are present.

Staff may take mobile phones on trips, but they will only be used in emergencies and should not be used when children are present. Mobile phones will not be used to take images or videos at any time during trips.

Staff who do not adhere to this policy will face disciplinary action. Staff will report any concerns about another staff member's use of mobile phones to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy and the Low-Level Concerns Policy.

Staff may use their professional judgement in emergency situations.

Posters will be used around the school to indicate that it is a mobile free zone to all parents, visitors and contractors.

Parents may take photographs and videos only containing their own children during school events.

The school strongly advises against the publication of any photographs or videos taken at the school or school events on social media. Staff will report all concerns about parents, visitors and contractors to the DSL, following the procedure outlined in the Child Protection and Safeguarding Policy.

Use of the school's mobile phones and cameras:

Staff will be provided with a school device to ensure that only school devices are used to take photographs and videos. School devices will have a passcode protection.

School devices will only be used for work related matters, e.g. recording and documenting a child's learning. School devices will only be used to take photographs in the presence of another staff member and only with the consent of the child's parent.

School devices will not be taken off school premises without prior written permission from the headteacher.

11. Health and Safety

Being Active

The children have access to an outdoor area which provides a range of physical activities, including soft play blocks, large balls, bats and balls, and an adventure playground. The children take part in two PE sessions each week, and daily Wake and Shake and Yoga routines.

Food and Drink

We provide a range of healthy snacks, supplied by "The school fruit and vegetable scheme." Children are supported to wash their hands with soap before selecting a snack and having their milk. Morning snack time is around 10:30, before the children go outside for whole school playtime. All Reception aged children eat their snack inside the classroom whilst sat on the carpet. They are supervised by at least one adult during this time. All the children are encouraged to bring in their own, (named), water bottle to ensure they always have fresh drinking water available. Information about the children's dietary needs is sought when they enter the setting. A list of the children's dietary needs is available in the classroom and all practitioners have regard to this when putting out food and drink in the snack areas or when leading a cooking or food tasting activity. Parents are provided with information about what can be stored safely in a packed lunch. All parents receive a school dinner menu in their welcome pack, and a copy of the menu is posted on Weduc weekly to inform parents of the contents of the menu for that week.

Illnesses and Injuries

Parents and carers are asked not to send their child to school if they are unwell and to inform the school office on the first day of their absence. Children must not return to school within 48 hours of a bout of sickness and diarrhoea. If a child becomes unwell whilst at school, a member of staff will:

- Phone the parents/carers, explain that their child is unwell, explain the symptoms noted and ask them to collect their child.
- Sit with the child in a quiet place away from other children, if possible until the parent/carer arrives.
- If the child has had sickness or diarrhoea

- Our Attendance and Absence Policy explains the policy of at least 48 hours clearance of both symptoms before the child may return.

In the case of an injury, appropriate first aid will be administered by a qualified first aider. A first aid kit is kept in all classrooms and the office and its contents are in accordance with advice from the Healthy and Safety Executive. First Aid cover is provided at playtimes and lunchtimes. All accidents are recorded in one of the school's accident books and signed by the member of staff who dealt with the incident. The staff member dealing with the incident is responsible for completing an accident slip and this is sent home with the child at the end of the day. Parents/carers may be contacted by telephone to inform them of an injury if deemed necessary. *(For more Emergency First Aid information please refer to the schools Emergency First Aid Policy.)*

Medicines

Please refer to the schools Medicines Policy.

12. Positive Relationships

At Worthington Primary School we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

13. 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 the children.

We do this through:

- Talking to parents about their child before their child starts school. This is achieved by inviting the parents and children to an informal coffee and cake morning. They will meet all the staff and Governors in school as well as some outside agencies (e.g. EWO, SALT and NHS Nurse.) We will discuss during this time how we aim to work with their child, outlining the Reception Curriculum to parents, to enable them to understand the value of supporting their child's learning at home. Also we will discuss school procedures, and practices.
- The children have the opportunity to spend time with their teacher before starting school during transfer sessions and also by teacher visits to the children's settings.
- Support children through the transition from Pre-schools, Nurseries, and Play groups to Reception, with the children attending one morning which includes lunchtime within their setting. This is also to support staff and parents in getting to know each other as well as the children.
- Encouraging parents to talk to the child's teacher if there are any concerns.

- There are formal meetings for parents twice a year, at which the teacher and the parents discuss the child's progress in private. Parents receive a report on their child's individual Characteristics of Effective Learning, ELG attainment and progress at the end of each school year.
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents; celebration assemblies, class workshops, school concerts/performances, school visits.
- Sending home an outline of topic activities.
- The children can take sharing/reading books home.
- Inviting parents to help in the class or other classes in school.
- Written contact through home school diaries, school texting service, WEDUC and Dojo, as well as the acknowledgment that parents can ring school to contact key workers.
- By providing a quiet and confidential area where parents can discuss any concerns with the Head or Class Teacher.

We also believe that parents have the responsibility to support their children and the school implementing school policies.

We would like parents to:

- Do their best to keep their child healthy and fit to attend school and ensure that their child has the best attendance record possible.
- Inform us if there are matters outside school that are likely to affect a child's performance or behaviour at school.
- Promote a positive attitude towards school and learning in general.

14. Community Links and the Wider World

Over the year, we arrange visits from members of the local community to support our topic work. We also arrange trips for the children in the EYFS within the local community, for example, visiting the cloud trail and the local church. Written parental permission to take the children into the local environment is sought upon admission to the school. Further permission is obtained for any other outings. Risk assessments are completed for each type of outing. The children take part in several educational visits linked to their topic work. Film clips, non-fiction texts and artefacts are also used to introduce new concepts in real-life contexts. (The library Red Boxes.) We aim to develop the children's awareness of other cultures by exploring different countries and celebrations.

15. Curriculum and Planning.

At Worthington Primary School we believe all seven areas are of equal importance and fully ensure that the three prime areas are embedded in the four specific areas. All the areas are delivered through planned, purposeful play, with a balance of adult led and child-initiated activities. Through assessments and observations, including

information provided by parents and other settings, the children's development levels are assessed. The balance will shift towards a more equal focus on all areas of learning as the children grown in confidence and ability with the three prime areas. However, if a child's progress in any prime area gives cause for concern, staff will discuss this with the child's parents and or carers and agree how to support the child. This may also include a discussion with the SEN Co-ordinator to access Special Education Needs Support.

Planning

At Worthington Primary School good planning is key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children already know and are able to do. In our planning we show how the principles of the EYFS will be put into practice and is always informed by the observations we complete.

We complete different types of planning for the EYFS curriculum:

- **Long Term Planning** – This planning is based around a two-year rolling plan which works alongside the planning carried out in further key stages. We have carefully considered the skills and knowledge which we will focus upon during each of the six half terms, in all areas of the EYFS curriculum. This aim of which is that the children will reach the 'Early learning goals' right across the curriculum and will be well prepared for Key Stage One. .
- **Short Term Planning** – This is where activities and learning opportunities are based around specific learning objectives. This planning incorporates differentiation, use of adults and resources. This planning may be tweaked or slightly redirected throughout the week in order to cater to the children's interests and needs.

The planning reflects and supports the **Characteristics of Effective Learning** and the different ways children learn.

- **Play and Exploration**- Children investigate and experience things and have a go.
- **Active learning** – Children concentrate and keep on trying if the encounter difficulties and enjoy achievements.
- **Creative and Critical Thinking** – Children have and develop their own ideas, make links between ideas and develop strategies for doing things.

16.Reception to Year 1 Transition

Reception and Year 1 work together within the same classroom ensuring that the transition from Early Years to Key Stage 1 is as smooth as possible.

- All staff within the setting work closely together to ensure knowledge of each child's individual needs is passed on.
- There is a similar structure to the school day during the Autumn Term when the children move into Year 1.
- There is an overlap in approach and routines which the children become familiar with in Reception.

17. Resources

We have sufficient resources for all Curriculum subjects. Each class teacher has the appropriate resources for their classes, with most of the phonics resources being in class 1. All the reading scheme books are stored centrally in the Hub area, so all the children and adults can assess them. Class 1 stores a selection of sharing and class books within the book area of the class. Free reading books (older children) are stored in classes two and three. Maths resources are stored within each class and larger items are kept within the Hub area. Science and ICT equipment are in the Hall storage. PE equipment is stored in the outside shed. Music and General resources are stored in the Main Hall. Art and craft materials are kept within each class and in general stock which is located in the cupboards by the office.

18. Behaviour Management

Please refer to the school Behaviour Management Policy

19. School Website

For further information on our school policies and procedures please refer to our school website. www.worthington.leics.sch.uk

Review

This policy will be reviewed March 2027 to reflect any new EYFS guidance.