



EYFS

Highwood Primary School



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1	26/1/26	Faye Parker	

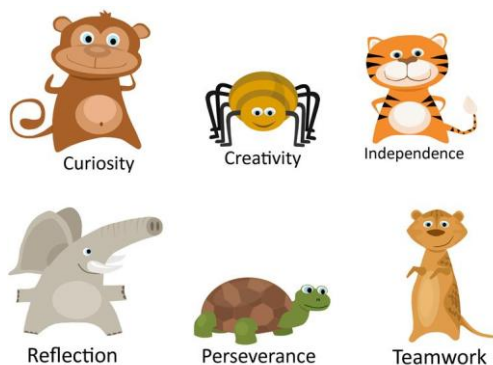
“Play is the greatest form of research”
Albert Einstein

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1. Aims

At Highwood Primary School, we offer a curriculum which is built around opportunities to promote our school's Learning Behaviours:



The curriculum also focusses on developing the knowledge and skills of all children, whatever their starting points, as they progress through each phase of the school. The curriculum incorporates the statutory requirements of the new Early Years framework as well as the needs of our pupils as members of our local community. The aim of our curriculum is for pupils to have the requisite skills to be successful, independent and motivated learners in the here and now, as well as preparing them for their next stage of education.

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
- A close working partnership between staff and 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 statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2021.

3. Roles and responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the Early Years curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEND)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the Early Years curriculum, where appropriate, and in any subsequent appeals

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the Early years curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEND

3.3 Subject Leaders

The subject leader will:

- Lead their particular subject area throughout the school ensuring that there is coverage in the Early Years Curriculum of skills and knowledge, continuity and differentiation
- Act as curriculum consultant as and when appropriate
- Scrutinise examples of pupils' work

- Attend relevant continuing professional development (CPD) courses to keep up to date with latest curriculum changes. Disseminate this information to the wider school. Keep the subject policy up to date with any relevant changes.
- Look for and share good education resources (such as apps, websites, software and teacher-made resources) across the school
- Assist class teachers with timetabling, and ensure coverage throughout the school year
- Organise the subject's resources
- Support staff in the subject, especially early career teachers
- Encourage parents to get more involved and engage them when necessary
- Raise the profile of the subject across the whole school
- Assess levels of knowledge among staff and deciding if training is needed
- Liaise with the senior leadership team to look at data, such as progress and expectations data, and ensure that progress is on track
- Develop their own professional role using the following levels of progression
- Create an action plan for the subject to ensure continual improvement

3.4 Class Teachers

- Class teachers will ensure that the school curriculum is implemented in accordance with this policy.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas 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 prime areas are:

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

The prime areas are strengthened and applied through 4 specific areas:

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

4.1 Planning

Staff plan activities and experiences for children that enable them to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. 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, staff reflect on the different ways that children learn and include these in their practice.

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

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, ready for year 1.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- Higher attaining pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report.

6. Assessment

At Highwood, ongoing assessment is an integral part of the learning and development processes. Staff informally observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers. Children are assessed as 'on track' or 'not on track' at the end of Autumn 1, Autumn 2 and Spring 2.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

7. Working with parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

Relationships are formed prior to children's first day at school. This is achieved through home visits or telephone conversations.

Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

8. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth
- Making healthy choices
- Providing fresh fruit and milk for a daily snack

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

9. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Learning walks
- Pupil conferencing

Subject Leaders monitor the way their subject is taught throughout the school by:

- Learning Walks
- Book looks
- Pupil conferencing
- Data analysis

Subject Leaders also have responsibility for monitoring the way in which resources are stored and managed.

The subject leader will review this policy annually. The governing body have delegated responsibility for approval of subject policies to the Headteacher.

10. Links with other policies

This policy links to the following policies and procedures:

- Teaching, Learning and Assessment policy
- SEND policy and information report
- Child Protection and Safeguarding policy
- Health and Safety policy