



# Barwick and Stoford EYFS Policy 2025

Incorporating Jack's Pre School



The Early Years Foundation Stage (EYFS) applies to children from birth to the end of Reception. At Barwick and Stord School (Including Jack's Pre-school) they start the term after their 2nd birthday or the September after their 4<sup>th</sup> birthday respectively.

In partnership with parents and carers, we enable the children to begin the process of becoming active learners for life. We endeavour to ensure that children 'learn and develop well and are kept healthy and safe.' We aim to support children in their learning through teaching and experiences that 'promotes teaching and learning to ensure children's 'school readiness' and gives children the right foundation for good future progress through school and life.' (Statutory Framework for EYFS 2025)

At Barwick and Stoford Primary School we firmly believe that children will learn all about the world around them if the environment around them can support progress and learning. Environments should be high-quality, well-resourced and adaptable. Children need to develop the skills needed to succeed in the world. The learning environment and teaching practice should reflect all children's learning and not just those identified in the EYFS curriculum. Children need opportunities to have first hand, meaningful experiences, opportunities to make mistakes and risk take; and to develop social skills through learning to co-operate and interact with those around them.

Children can do this through playing and exploring; active learning, creating and thinking critically. These processes underpin learning and development across all areas and support the child to remain an effective and motivated learner. Children demonstrate their learning through being focused, motivated, involved and independent.

The EYFS is about how children learn as well as what they learn. Children need opportunities to develop their own play and independent exploration. These opportunities should be enjoyable and motivating. They also need adults to 'scaffold' their learning by giving them just enough help to achieve something they couldn't do independently. We encourage independence through extending child-led activities within an intentionally planned environment, and carefully planned experiences and challenges. The adult's role as a facilitator ensures that children receive high quality interactions, which extend their knowledge, skills and understanding.

### **Enabling Environment**

Each setting should provide children with the resources and means of exploring the world around them. We will achieve this through:

- Free flow activities requiring very little adult support.
- Accessible and open-ended resources
- Activities which promote high levels of involvement
- Appropriate opportunities to take risk
- Quality adult interactions not interference.
- Rules are adhered to and respected.

By the end of Reception children's learning will be assessed using the EYFS Profile against 17 Learning Goals. These judgements will be based upon and informed by the characteristics of learning.

### Active Learning

Creating and thinking critically

Playing and Exploring

Helping children to think, discuss and plan is important, like gathering the materials they need before they start to build a den. These are ways of helping children to develop the characteristics of effective learning.

### **SEND (Special Educational Needs) and Inclusion**

All children and their families are valued at Barwick and Stoford Primary School. Children are treated as individuals and have equal access to the provision available. Staff have high expectations for all pupils and planning is adapted to meet the needs of all groups and abilities. Assessments consider contributions from a range of perspectives to ensure that staff are best equipped to support the individual development of each child. For more information regarding early identification and supporting children with additional learning needs, please see our inclusion policy.

### **Phonics**

At Barwick and Stoford Primary School, we believe that all our children will become fluent readers and writers. This is why we teach reading through Read Write Inc (RWI), which is a systematic synthetic phonics programme. We start teaching phonics in Reception although the Pre-school does follow the RWI Nursery programme. This scheme ensures children build on their growing knowledge of the phonetic code mastering phonics to read and spell throughout their journey through school.

As a result, our children can tackle unfamiliar words as they read. We also model the use of the phonetic code inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

### **Handwriting**

At Barwick and Stoford Primary school we use the Read Write Inc. Handwriting programme to ensure consistent progression from Reception to Year 6. Writing is taught through all subjects, giving the children chance to embed these skills in a variety of ways.

### **Assessment**

At Barwick and Stoford School, the assessment procedures encompass:

- Making 'on going' assessments and responding appropriately during day-to-day teaching. These responses are often verbal and not recorded in the children's books.
- Using prior knowledge of pupils.

- Adjusting planning and teaching within units in response to the pupil's performance.
- Using careful questioning to check understanding and learning.
- Using assessment materials to record children's progress against objectives to inform next steps.
- Sharing targets for pupils with parents at parent meetings.

Children's learning will primarily be tracked through the EYFS Statutory Framework and the EYFS Curriculum document. Each child has a Learning Journey file where examples of met targets and their learning progress are recorded. These will be done through observations by adults in the setting. From the outside, it might seem as if the children's learning isn't being supported. In reality, it's about carefully observing what the children are doing in the moment and weighing up whether it's more valuable to let them stay engaged and explore, or whether it's the right time to step in and introduce the next learning opportunity. It's about interaction and so we have decided that our interactions should only be purposeful, high quality and only applied when building in the children's next steps.

Observations should not negatively impact a child's learning and development. Interactions when chosen to be made should be differentiated based on the child's next steps. Children should be given the opportunity to explore and think for themselves before an adult steps in.

OFSTED states:

*It is critical to children's learning and development that adult interactions are high quality and individualised to the children's needs. The best time to interact with a child is when they have self-initiated the play as this is the moment when the child's level of involvement will be at its highest. The environment should be easily accessible, resources which are adaptable and vast opportunities for frequent and high-quality interactions.*

### **Transition Programme**

Prior to the children starting in their Reception year, children from Pre-school will be invited into school to participate in activities and events. This might include: School Fairs, information evenings, Sports day or Celebration Assemblies.

A monthly meeting between the Pre-school lead and EYFS lead ensure discussions are had regarding the change in the curriculum, expectations on 'school readiness' and plan activities/sessions where children can attend the Reception classroom prior to their starting school.

Parents are invited to information evenings where they can sign up to one-to-one parent consultation meetings, a stay and play session and a move up transition morning. During the Summer term the children's Record Books are shared with their next teacher and vital information can be exchanged. This information provides the school with vital information about the child, their interests and their family background.

Children are invited to 3 induction sessions during the Summer term. We are constantly reviewing this approach. Children requiring extra support will be given the opportunity for extra induction sessions as required.

### **Seesaw**

At Barwick and Stoford School we use Seesaw and to establish and maintain contact with parents. All EYFS children will have a Seesaw account where pictures and progress can be shared directly with parents. Parents can also use this facility to message their child's setting directly. We encourage a continual flow of shared experiences both from home and school /Pre-school settings.

This tool can also be used to record a child's progress and act as an interactive learning journal accessible to all, enabling adults to share what their child has achieved. Seesaw is a secure and password protected software that enables adults issued with a log in to up load experiences both for the cohort and individual children and celebrate achievements.

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September 2025

Review September 2026

