

***“PASSIONATE ABOUT CELEBRATING
LEARNING, ENJOYMENT AND ACHIEVEMENT
FOR ALL”***



EARLY YEAR FOUNDATION STAGE

Date Approved by Governors:	17th March 2026
Date of next Review: (Annually)	Annually
Signed – Headteacher	<i>A. Neale</i>

1. Vision
2. Areas of learning
3. Environment
4. Curriculum and planning
5. Teaching and learning
6. Assessment
7. Supervision

Appendix A

Early learning Goals

Appendix B

Characteristics of Learning & Curriculum themes

1.Vision

“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”.

(Early Years Foundation stage Framework for group and school-based providers 2024)

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. All children access full time education by the time they are statutory school age, i.e. the start of the term following their fifth birthday. The Foundation Stage at Tiverton caters for Early Years children who have an EHCP plan.

This policy underpins practice in all areas of the Early Year’s provision offered at Tiverton School and reflects the aims and principles of the school. It cross-references, and is supported by, other school policies including Health and Safety, Equal Opportunities, Supervision, Assessment, Behaviour, Personal Care and Child Protection.

2. Areas of learning

The Early Years Foundation Stage at Tiverton focuses on the acquisition of skills and knowledge, ranging from the earliest sensory learning up to skills and knowledge described in the Development Matters and Birth to Five Matters documentation. Our Early Years Foundation Stage also abides by and expands the areas outlined in the practice guidance in “Statutory framework for the Early Years Foundation stage”. It focuses on helping children improve, use, and integrate their visual, auditory, tactile, gustatory, kinaesthetic, proprioceptive and vestibular awareness, self-regulation, executive function as well as developing skills and knowledge in the 7 6 areas of learning, progressing towards the Early learning goals (See Appendix A)

[EYFS statutory framework for group and school-based providers](#)

At Tiverton our Early Years setting follows these key principles, valuing the diversity of individuals. We plan our provision rigorously to meet the specific needs, ensuring this is reflected on as a team frequently. The three prime areas are important for learning, forming relationships and building a foundation for children to thrive. All areas of learning are delivered through a balance of child – initiated and adult led activities.

[Birthto5Matters-download.pdf](#)

3.Environment

- At Tiverton school, we pride ourselves in having a rich, varied, total communication environment that meets the needs of all pupils.
- All areas are well organised and provide high quality, age appropriate resources.
- Resources are available and clearly labelled with symbols and photographs to enable independence.
- Continuous Provision is orderly and open ended where possible to develop creativity and imagination.
- Enhanced provision is updated weekly according to assessment for learning, children's interests and current affairs including news, festivals etc.
- Enhanced provision is planned with team input, incorporating all staff's knowledge of how children learn and how individuals can be challenged.
- Supporting books, images, subject specific vocab, sensory props are displayed and used in every area to maximise learning and inclusivity of learning styles.

4. Curriculum and Planning

- Please refer to the Sparklers curriculum documents to see curriculum coverage in full, and appendix B for a summary of our Sparklers Curriculum pathway and thematic coverage.
- Themes are a broad, 1 year cycle, allowing for specific coverage of topics dependent on pupil need and interest.
- Medium term plans are completed half termly by all teaching staff, and used to inform weekly planning.
- There is a combination of 1:1, small group and whole class teaching depending on the intended learning outcomes.
- Signs, objects of reference and symbols are used at every opportunity to develop children's communication.
- The development of number and mathematical concepts is maximised at every opportunity.
- Half termly curriculum webs are shared with parents, highlighting key learning and parental involvement.
- Photographs of pupil progress are shared weekly with parents.
- Parent workshops are planned for each term.
- A combination of fine motor, pre-writing and sensory programmes are planned to enable the development of readiness for writing.
- High quality song and Storytime is stimulating and sensory to engage and excite learners.
- Clear, effective and language rich communication is modelled by all teaching staff throughout the day to promote receptive and expressive oral language

5. Teaching and learning

- Children lead by taking interest in activities provided. Teaching staff scaffold learning, building on what the child can do and having good understanding of pupils next steps.
- Continuous provision is available and often used to enhance an activity a pupil has chosen and develop independent learning.
- Enhanced provision is carefully planned, reflecting the needs and interests of all pupils, and the learning required.
- Planned activities are easily adaptable throughout the day to meet the needs of all pupils.
- Outdoor provision is planned to meet the three main needs of pupils each year, rather than including all learning areas. This could include, but it not limited to, sensory need, scientific enquiry, physical development, mark making.
- Pre- phonics is taught, beginning with environmental sounds, progressing to initial letter sounds as required for pupils who are ready.
- PLG targets are woven into day-to-day learning including mealtimes and personal care.

6. Assessment

- Within the first 6 weeks of starting at Tiverton, the class teacher will complete the reception baseline assessment with pupil, if appropriate. If not appropriate, the head teacher will disapply pupils with guidance from the class teacher.
- The class teacher will complete their own baseline assessment, 6 weeks after pupils have started full time, using the Sparklers assessment document.
- Teaching staff know what pupils need to learn now, and what their next steps are.
- Evidence for Learning is an online assessment tool used to create learning journals for each pupil. Photographs, videos, and observations are regularly uploaded and when deemed necessary such as for 'wow moments.'
- The class teacher uses Evidence for Learning to complete summative assessments at the end of each term. Assessment statements are marked as 'secure' based on the collection of evidence, conversations with staff and teacher judgment.
- EYFS staff complete moderation half termly, to confirm evidence is accurate and reflects each pupil's learning journey.

- The class teacher completes the Statutory Early Years Profile during the Summer term, assessing whether pupils are emerging or have met expectations in relation to the Early learning goals.
- To support effective transition to the appropriate pathway for learning, professional conversations between teaching staff conversations will ultimately inform transition to the appropriate pathway.
- PLG targets are updated termly, and progress is shared with parents at Annual review. Targets may be changed throughout the year if achieved.

10. Supervision

Supervision meetings are held BI - weekly by the Assistant head teacher (EY/KS1 lead) and are an effective way for staff to discuss issues, concerns, training and wow moments, including child protection concerns. These meetings are minuted and shared with the senior leadership team, designated safeguarding lead and Early years foundation stage staff.

11 – Health and Safety

As per changes to the statutory Framework a member of staff who is paediatric First Aid trained must be present when children are eating.

Staff receive information on pupils allergies and intolerances.

Nurses are on site for support when needed.

Near misses, incidents and accidents are reported on EVOLVE

Appendix A

Early Learning Goals

The Early Learning goals (ELGs) are the level of development children should be expected to have reached by the end of the EYFS

[EYFS statutory framework for group and school-based providers](#) – (see page 12 for details)

Appendix B

Characteristics of Effective Learning

The Characteristics of Effective Learning describe behaviours children use in order to learn. To learn well, children must approach opportunities with curiosity, energy and enthusiasm. Effective learning must be meaningful to a child, so that they are able to use what they have learned and apply it in new situations.



Curriculum Themes

 Personal, Social, and emotional development (PSED)	 Communication, Language and Literacy (CLL)	 Physical Development (PD)	 Maths (M)	 Expressive art and design (EAD)	 Understanding the world (UW)
✓ <i>Self-care and independence</i> ✓ <i>Relationships and others</i> ✓ <i>Feelings, behaviours, and morals</i>	✓ <i>Attention and listening</i> ✓ <i>Language and communication</i> ✓ <i>Reading</i> ✓ <i>Writing</i>	✓ <i>Fine motor</i> ✓ <i>Gross motor</i> ✓ <i>Swimming</i>	✓ <i>Number</i> ✓ <i>Shape, space and measure</i>	✓ <i>Creative performance</i> ✓ <i>Media and materials</i> ✓ <i>Design and technology.</i> ✓ <i>Creative expression</i>	✓ <i>People and communities</i> ✓ <i>The world</i> ✓ <i>Scientific enquiry</i> ✓ <i>ICT</i>
Themes					
Autumn 1 <i>Look at me!</i> Autumn 2 <i>Let's celebrate!</i>		Spring 1 <i>Out and about</i> Spring 2 <i>Awesome animals</i>		Summer 1 <i>My world, your world</i> Summer 2 <i>When I grow up</i>	