



MOSAIC
LEARNING TRUST
Raising Aspirations,
Empowering Futures

EARLY YEARS FOUNDATION STAGE POLICY

(School Nursery and Reception)



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School Ethos

Our constant aim is to facilitate children's learning in a warm, encouraging and respectful community existing in a quality and stimulating environment.

Our ethos relies heavily on the concept of independent learning and self-discipline. We hope to develop in all children the desire to learn and the ability to apply their knowledge. At the same time, we want to help each child find the self-esteem and confidence that are so necessary to live a full and happy life.

Through first-hand experiences and subsequent understanding, we wish to cultivate in all our children not only the need to learn but also a pride in their work, respect for their surroundings and good relationships with others at home and at school.

Early Years Curriculum Intent

Our curriculum is purposefully planned through text led learning. The texts have been chosen to engage children into a love of reading and learning as a whole. It is designed to provide our children with a memorable and joyful early school experience.

Five Principles of Teaching and Learning at Golborne Community Primary School

- 1) Strong behaviour and engagement at all times.
- 2) Effective provision for SEND and adaptations.
- 3) High-quality modelling of the intended learning using the associated vocabulary.
- 4) Checking for understanding within the lessons (AfL), using questioning and addressing misconceptions for all children.
- 5) High-quality activity choice matched to the learning outcome and promoting the high-quality vocabulary.

1. Aims

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 \(EYFS\)](#) for 2024.

3. Structure of the EYFS

The Early Years Foundation Stage incorporates birth to the end of the Reception year. At Golborne Community Primary School, some of our children start their school journey after they have turned three and then, attend our School Nursery. We have a 60 place Reception cohort and a 26 place, School Nursery.

At Golborne Community Primary School we believe that The Early Years Foundation Stage is where our curriculum starts for every subject/area, and is also designed to prepare all children for the start of Year 1. We are fully aware that children develop in a variety ways and at different rates, which is why we ensure, a high

quality curriculum that is ambitious, starts in the School Nursery and progresses each term, so all children have the fundamental knowledge/skills, by the end of Reception.

Our Early Years Non-Negotiables

- 1) From all staff, high-quality interactions are consistently applied through all aspects of the school day to all of the children.
- 2) All staff are well prepared and resourced to provide high-quality teaching to all children.
- 3) To always have a high-quality learning environment in every area, so it reflects the children's learning and relates to when applicable to the themes or texts (inside and outside). This also includes role-play.
- 4) Teachers effectively adapt the curriculum to meet the needs of all children including SEND.
- 5) All staff to accurately assess children's learning through: high-quality interactions, weekly plans, targeted observations and use of the school's assessment procedures.
- 6) Using the Early Years sequenced curriculum, all staff to **teach and model** the high-quality vocabulary.
- 7) All staff to follow the timetable to provide consistent teaching approaches across all seven areas of learning.
- 8) Class Dojo to be only used for parents/carers to showcase their children's learning across the seven areas of learning.
- 9) For staff to take full ownership of their own subject knowledge so they are well-equipped to teach the children to the highest quality.
- 10) For all staff to fully support how the provision is adapted to ensure all children are Year 1 ready and Reception ready.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest EYFS statutory framework.

The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. 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**

Here is how the seven areas, link to our curriculum:

Prime Areas			Specific Areas			
Communication and Language (CLL)	Physical development (PD)	Personal, social and emotional development (PSED)	Literacy (L)	Mathematics (M)	Understanding the World (UTW)	Expressive Arts and Design (EAD)
English (Reading and Writing) Spanish	English – Handwriting Physical Education (PE)	Personal, Social and Health Education (PSHE)	Reading Writing Phonics Spelling	Mathematics	Science History Geography Computing Religious Education (RE)	Art and Design Music Design and Technology (DT)

All staff at Golborne Community Primary School are fully aware that the Prime Areas are time sensitive and need to be well embedded as early as possible for the children to be able to fulfil their full potential across the specific areas. They are delivered in such a way that they will be fully integrated within the teaching and the continuous provision in the classrooms, both inside and outside (**See Appendix 2 Outdoor Provision Map**). All staff follow a carefully planned timetable, which outlines which areas of continuous provision all adults are deployed to at all parts of the school day. Our children are taught through a balance of adult led and child-initiated activities, with careful observations and assessments being made of each child across each area in order to inform the developmental needs and next steps.

Our children make the smooth transition from our fully integrated School Nursery setting into our Reception classes, supported by the ‘School Nursery Journey to Reception’ tracker (**Appendix 3**) which outlines which areas children need more support with when starting Reception. Some children attend other educational settings that exist within our community, but due to strong partnership with these feeder settings we ensure smooth transitions are maintained for each child through a carefully planned induction procedure and face-to-face transition meetings with parents and staff from each setting.

Each curriculum subject (Y1 – Y6) outlines where the curriculum starts in the School Nursery then is built upon in Reception, ready for the National Curriculum in Year 1 (please see individual curriculum subjects).

4.1. Planning

Our curriculum is purposefully planned through a theme and text-led learning. The texts have been chosen to engage children into a love of reading and learning as a whole. It is designed to provide our children with a memorable and joyful early school experience. (**See Appendix 3 – text and theme overview**).

Weekly planning is created for Maths, Phonics and Writing. Additional planning is created for Understanding the World and Expressive Arts and Design. Teaching has a clear focus from the Early Years Sequenced Curriculum which is supported by a theme or text-led approach.

Our staff plan activities and experiences for children that enable children 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. At Golborne Community Primary School staff meet weekly at an Early Years Phase Meeting to discuss, plan and agreed next steps for all children.

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. Assessment

At Golborne Community Primary School, ongoing assessment is an integral part of learning and development processes. Staff 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 using Class Dojo. All observations are recorded on our Target Tracker .

Assessment System and progress is tracked at six assessment points throughout the year. The children's progress is reviewed regularly by the Early Years Leader (Mrs Baxter) and Assessment Coordinator (Mr Hunt) and SLT as part of Pupil Achievement Meetings.

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

Practitioners use on entry information to understand each child's prior knowledge and stage of development. The progress of the cohort is regularly monitored and steps on Target Tracker are updated half termly. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children. We share the information contained in the EYFS at our parent's evening meetings along with a 'Mid Term Learning Review' in the Autumn and Spring Term. A written summary of the child's development is provided at the end of the year. Parents' Evenings and End of Year Reports highlight the areas in which a child is progressing well and the areas in which additional support is needed.

Phonics assessments, using Phonics Tracker, will take place across the School Nursery and Reception every 7 weeks and the assessment will be a summative assessment of the Phonics phase taught. This will be continued to be monitored and progress tracked by the English Co-ordinator to ensure all children are making good levels of progress in phonics.

At the **end of the EYFS**, staff complete the EYFS report 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 in the end of year reports.

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

6. Working with parents and carers

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

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.

Parents/Carers are the child's first and most enduring educators. When parents/carers and practitioners work together, the results have a positive impact on the child's development. A successful partnership needs to be a two-way flow of information, knowledge and expertise.

At Golborne Community Primary School, we aim to develop this by:

- Outlining how the EYFS is being delivered to parents/carers during the new parents meeting in July, to enable them to understand the value of supporting their child's learning at home and how they can access more information.
- Updates via the School Website/Twitter (X)/Parent Mail keep parents informed of their child's current curriculum, with an outline of activities which could be undertaken at home to support this.
- Organising parent workshops related to early reading, phonics, writing and maths and how to promote these skills at home.
- Discussing individual next steps and progress with parents/carers at parents' evening in autumn and spring terms.
- Providing an annual written report to parents/carers in July summarising the child's progress against the early learning goals and EYFS assessment scales and a formal transition meeting with the year one teacher.
- Weekly Supersonic Phonic Newsletters and decodable reading books sent home to allow parents/carers to support pupils in developing and practising their phonics' knowledge.

7. Safeguarding and welfare procedures

We recognise that 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. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

We make sure that the appropriate statutory staff:child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

- We have at least 1 member of staff for every 13 children in our School Nursery
- We comply with infant class size legislation and have at least 1 teacher per 30 pupils in Reception
-

We have at least 1 person with a current pediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

We promote good oral health, as well as good health in general, in the early years by insert your approach here, for example by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

We follow [Public Health England guidance on supervised toothbrushing](#) to make sure that it is evidence-based and safe.

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy.

8. Monitoring arrangements

Reviewed Date: June 2025 (SLT and EYFS Team)

Review Date: June 2026 (SLT and EYFS Team)

Appendix 1 - List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See GCPS child protection and safeguarding policy
Procedure for responding to illness Administering medicines policy	See GCPS health and safety policy
Emergency evacuation procedure	See GCPS health and safety policy
Procedure for checking the identity of visitors	See GCPS child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See GCPS child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See GCPS complaints policy

PLEASE ALSO SEE SEPARATE SUBJECT POLICIES FOR FURTHER INFORMATION, FOR EXAMPLE ENGLISH POLICY

Golborne C.P.S

Literacy
Comprehension
Personal, Social and Emotional Development
Managing Self & Building Relationships
Communication & Language
L, A & U and Speaking
Expressive Arts & Design
Being Imaginative and Expressive

Literacy
Comprehension
Word Reading
Writing
Communication & Language
L, A & U and Speaking
Physical Development
Fine Motor Skills

Mathematics
Number
Numerical Patterns
Communication & Language
L, A & U and Speaking
Physical Development
Gross Motor Skills
Expressive Arts & Design
Creating with Materials

Mathematics
Number
Numerical Patterns
Communication & Language
L, A & U and Speaking
Physical Development
Gross Motor Skills
Expressive Arts & Design
Creating with Materials


Mathematics
Number
Numerical Patterns
Communication & Language
L, A & U and Speaking
Physical Development
Gross Motor Skills
Expressive Arts & Design
Creating with Materials

Communication & Language
L, A & U and Speaking
Physical Development
Gross Motor Skills
Expressive Arts & Design
Creating with Materials –
Den Building & Role Play

Playsound Services Ltd
Unit 3, Paxton Place, West Pimbo, Skelmersdale, Lancashire, WN8 9QH
Web - playsoundplaygrounds.co.uk
Tel - 01695 717229

Golborne Community Primary School
Early Years Text Led Curriculum School Nursery 2023-2024


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Wheels on the Bus 	Incey Wincey Spider 	Little Red Riding Hood 	Jack and the Beanstalk 	Dear Zoo 	Funny Bones
Week 2	Wheels on the Bus 	Row Row Row your Boat 	Three Billy Goats Gruff 	The Ugly Duckling 	We're going on a bear hunt 	Oi Frog
Week 3	Five Little Speckled Frogs 	Ba Ba Black Sheep 	The Gingerbread Man 	The Magic Porridge Pot 	The Very Hungry Caterpillar 	Oi Dog!



Golborne Community Primary School

School Nursery – My Journey to Reception

2024 – 2025



This tracker helps your child prepare for Reception.

Writing skills

- I like tracing patterns and colouring in
- I enjoy making marks
- I am practising holding a pencil

Self-care

- I know when to wash my hands
- I can wipe my nose
- I can ask for help if I do not feel well

Independence

- I am happy to be away from my mummy, daddy or carer
- I am happy to tidy my belongings and look after my things
- I am feeling confident about starting school

Sharing and turn taking

- I can share toys and take turns
- I like playing games with others
- I like interacting with other children

Child's name: _____

Counting skills

- I enjoy practising counting objects
- I like saying number rhymes and playing counting games
- I can recognise some numbers when they are written down

Eating

- I can use a knife and fork
- I can carry my plate to the table
- I can pour water from a jug into a cup
- I can open my lunch box on my own

Speaking and Literacy

- I like to read stories and look at picture books
- I know how to handle and look after books
- I am able to talk about myself, my needs and feelings
- I am practising recognising my name when it is written down or printed

Going to the toilet

- I can go to the toilet on my own, wipe myself properly and flush
- I can wash and dry my hands without any help

Getting dressed and undressed on my own

- I can use a zip
- I can put my own shoes and socks on
- I can put my coat on and take it off

Interest in the world and new activities

- I enjoy learning about the world around me
- I am interested in exploring new activities or environments
- I like asking questions






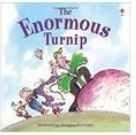




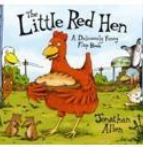

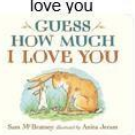
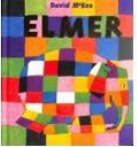
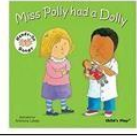


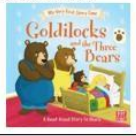
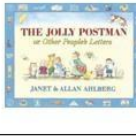
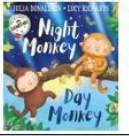
Routines

- I can line up
- I can hang my coat on a peg and carry my bag

Listening and understanding

- I am able to sit still and listen for a short while
- I can follow instructions
- I understand the need to follow rules




Children are unique individuals and learn and develop at different rates therefore they should not be expected to complete these tasks in a particular order. If you have any questions at all or would like further ideas please speak to Mrs Boffey (School Nursery Teacher).

 Golborne Community Primary School Early Years Text Led Curriculum School Nursery 2023-2024							
Week 4	Five Little Speckled Frogs 	Down in the Jungle 	Three Little Pigs 	The Enormous Turnip 	The Tiger who came to Tea 	Oi Cat 	
Week 5	Old Macdonald had a Farm 	If you're happy and you know it 	Little Red Hen 	Hansel and Gretel 	Guess how much I love you 	Elmer 	
Week 6	Miss Polly had a Dolly 	5 Little Reindeers 	The Big Pancake 	Goldilocks and the Three Bears 	The Jolly Postman 	Night Monkey Day 	



Golborne Community Primary School
Early Years Text Led Curriculum Reception 2023-2024



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus	Me and my World (Where do I belong?)	Sparkle and Shine (Celebrations)	Hot and Cold (Senses)	Where are we going? (Journeys)	Spring and Growth (Life Cycles!)	Africa
Texts	<p>Shark in the Park - Nick Sharratt</p> 	<p>The Best Birthday Present Ever!</p> 	<p>Jack Frost - Kazuno Kahara</p> 	<p>Goldilocks and the Three Bears</p> 	<p>Oi Frog!</p> 	<p>Handa's Surprise</p> 
<p>A bank of familiar texts/traditional tales will be read daily with the children at story time.</p> <p>This will enable them to orally re-tell popular texts and stories independently.</p>	<p>Shark in the Park on a Windy Day - Nick Sharratt</p> 	<p>The Best Christmas Present Ever! Ben Mantle</p> 	<p>Pengin's Big Adventure</p> 	<p>The Gingerbread Man - Estelle Clarke</p> 	<p>Jack and the Beanstalk</p> 	<p>Handa's Hen</p> 
Text Enhancements						