

Tregoze EYFS Policy 2025



Tregoze 
• Primary School •
Inspire • Motivate • Challenge

Key Document Details

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Aims (our intent)

It is our intent that children who enter our EYFS begin their lifelong learning journey by making progress physically, verbally, cognitively and emotionally in all areas of learning from their individual starting points. At Tregoze Primary School our aim is to create high quality learning environments that support, enhance and invite every child's curiosity, confidence and development. We work collaboratively with parents and carers to encourage independent and enthusiastic learners who are able to thrive and reach their full potential. Every child has access to a broad and balanced curriculum that reflects our community and prepares them for their future. Through a language rich environment all children are supported and given opportunities to become skillful communicators who connect with others through language and play so that all children will achieve.

Play and Active learning

PLAY: At Tregoze Primary School, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play'. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which can be guided by adults in our EYFS Team.

ORACY: At Tregoze Primary School, we understand that nurturing oracy in early years cultivates a supportive learning environment that promotes both personal and academic growth. The ability to express oneself fluently in speech is crucial for early years' development in primary school as it lays the foundation for effective communication and social interaction. At this stage, children are not only learning to articulate their thoughts and feelings but also developing essential listening skills that foster collaboration and understanding. Engaging in meaningful discussions helps children build confidence, enhances their vocabulary, and encourages critical thinking. Strong oracy skills support academic achievement, as children who can express themselves clearly and are better equipped to participate in group activities, share ideas, and engage with complex concepts. We prioritise oracy in the early years as it lays the groundwork for literacy, enhances critical thinking, and fosters a love of learning. Our setting is committed to creating a language-rich environment where every child has the opportunity to develop their voice and be heard.

RELATIONSHIPS: We provide the children with a safe and secure environment. We develop good relationships with all children, interacting positively with them and taking time to listen. We also model and support children in forming positive relationships and friendships with one another, learning about self-control and the need to follow rules. All adults within the environment engage in high quality interactions with all children and scaffold children's learning in order to make progress.

ENVIRONMENT: At Tregoze we recognize that the learning environment plays a key role in supporting and extending the children's development. The reception classrooms incorporate the indoor and outdoor areas and are well organised to allow children to explore and learn securely and safely. There are areas where children can be active and can be quiet. The environments are set up with key learning areas where children are able to find and locate resources and equipment. Our learning environments enable children to independently choose which area of the environment they would like to explore.

Children need to have some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning. Young children can engage in a wide range of activities that develop their metacognition and self-regulation. Play is the highest form of research (Albert Einstein).

Planning

The planning for the Reception Class allows the children to explore key themes from our Reception Long Term Plan, Tregoze Curriculum Goals for Reception and the schools key themes of developing oracy for all in a value-based curriculum. The weekly plans take on these themes and are also supported by the observations carried out by the children from the previous week. This enables children's interests, achievements and next steps to be addressed. Our curriculum coverage is based upon the Educational Programs outlined in the Early Years Foundation Stage framework.

Skills progression and knowledge of child development informs planning. Staff have a secure knowledge of individual children's starting points and have a clear understanding of how to ensure children reach their full potential at the end of the EYFS.

Assessment and observation

Before children begin reception, the class teacher discusses the 'Moving on document' with the child's key worker in their current setting. Along with this information and discussion, the teachers meet the children in their pre-school setting to gather information to inform their baseline assessment on entry into reception. Teachers also meet with parents to discuss their child's strengths and to highlight current areas for development. Parent views form a key part of the Baseline document. All children in reception will undertake the RBA baseline assessment from the DfE. In addition, teacher baseline assessments are carried out to create a secure judgement of all children's starting points. Each child's level of development is recorded against the seven areas of learning and development using a 'best fit model' and recorded onto a school data system Arbor.

Throughout the year the reception teacher and teaching assistants carry out observations of children and record their observations and photographs on a Class Dojo portfolio. Parents have access to their child's online Class Dojo portfolio, all year round and are encouraged to add WOW moments, videos and photographs of learning at home.

Adult led activities can offer insight into children's attainment on taught skills by making sure the child has the opportunity to demonstrate their knowledge. The ongoing assessments of the children are collated through high quality interactions and observations that our practitioners have with the children. These assessments are then used to create a judgement of 'on track' or 'not on track' for the end-of-year expectations. These judgements are recorded onto our tracking system on Arbor three times a year. For those children judged as not being on track to meet the end of year expectations, next steps will be planned for based on their gaps in learning. In the final term we write a report to parents. Along with a personal comment, this will state their progress against the Early Learning Goals and the child's Characteristics of Teaching and Learning. Moderation of judgements take place within Tregoze Primary School and across TWHF schools within the local area.

Working in partnership with Parents/Carers

We recognise that parents/carers are children's first and enduring educators and we value the contribution they make. We appreciate the role that parents have played and their future role in educating their children.

We do this through:

- Talking to parents about their child before they start school.
- The teachers visit all children in their home setting prior to starting school in reception.
- The children have the opportunity to come into school to spend time in the environment and get to know their teacher in June/July before starting school.
- We invite all parents to an induction meeting during the term before they start school.

- Offering parents regular opportunities to discuss their child's progress in the class before and afterschool sessions or any concerns either the teacher or parent may have.
- All parents have access to Class Dojo. This begins in the summer prior to their child starting school enabling parents to feel well informed and less anxious about this important step. The teaching staff post regular class updates to inform parents about current learning, videos to illustrate how parents can support learning at home and activities parents could use to enhance class learning, skills and knowledge at home.
- All parents may use Class Dojo to message the class teacher to ask questions, ask for appointments or seek clarification at any time.
- We invite all parents to a variety of 'workshops', reading and play sessions each term, including a love of reading events and early mathematics.
- We have a school liaison officer that we can signpost parent / carers to additional help/support if it is required.