

EYFS Policy at Sherborne Primary

Achieving, Belonging, Caring



Introduction

At Sherborne Primary School, we value each child as an individual with a unique potential for learning. Our vision is to grow positive, well rounded, confident individuals who aspire to achieve their full potential whilst showing kindness and compassion for themselves, each other and the world around them.

Sherborne Primary School will fulfil this by nurturing each child through an engaging and bespoke curriculum, where knowledge is at the core; enriching and enlivening the standards set out in the National Curriculum.

Our ABC vision and curriculum is underpinned by our values as this is paramount to all that we do in all aspects of school life. We support our values through our curriculum and focus on these in assemblies and collective worship. We focus on one value every half term as part of our two year rolling programme. Collectively our values are: Kind, Honest and Independent. In the Spring Term EYFS focus on being curious, while KS1 and KS2 become more confident. Finally in the Summer Term EYFS and KS1 focus on bravery and patience while KS2 children become more responsible and collaborative.

Our Vision

1. **Achieving:** We are committed to ensuring that every child reaches their full potential by providing a stimulating and challenging environment where children can explore, discover, and learn.
2. **Belonging:** We strive to create an inclusive environment where every child feels valued, respected, and part of the school community.
3. **Caring:** We prioritise the well-being and happiness of our children, nurturing their physical, emotional, and social development.

Our values are:

When shaping our new curriculum our staff team decided our curriculum will:

- Create a spark and wonder for learning in all environments
- Encourage a determination to succeed, resilience and embraces teamwork
- Be creative, engaging, aspirational and promotes self-awareness
- Shows our pupils how to independently take risks, ask questions and develop a sense of achievement

- Cultivates pupils to show compassion, morality and kindness

Aims of the EYFS

- To provide high-quality care and education that supports children in developing confidence, independence, and a love of learning.
- To ensure that children are happy, secure, and form positive relationships with adults and peers.
- To work in partnership with parents and carers to support each child's learning and development.
- To ensure that all children, regardless of background or ability, have equal access to opportunities and resources.



Curriculum

The Early Years Foundation Stage (EYFS) curriculum is progressively sequenced with explicit knowledge, skills, and vocabulary for each stage, with a strong vocabulary focus. It builds on what children know and can do with the aim of forming a clear progression from nursery into Reception and Year 1. Alongside the formal structured curriculum, we enable personalised self-directed learning where children follow their own interests. Teachers' planning should reflect the individual needs, interests, and development of each child so they are offered a challenging and enjoyable learning experience.

The EYFS curriculum should be delivered through direct teaching, facilitated provision, and independent exploration using classrooms, outdoor spaces, and wider community. This enables children to learn in different ways and environments. Learning environments provide children with an exciting and engaging learning experience that inspires curiosity, develops first-hand experiences, independence, and language-rich development.

The EYFS curriculum is based on the Statutory Framework for the Early Years Foundation Stage and covers the following areas of learning and development:

1. Prime Areas:

- Communication and Language
- Physical Development
- PSED

2. Specific Areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design



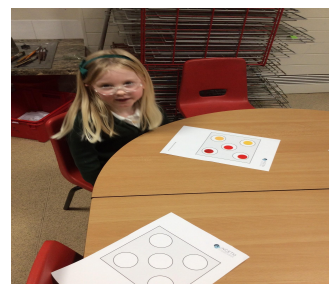
2022-2028		TERM 1				TERM 2				TERM 3			
School Values		Kind		Honest		Curious		Independent		Brave		Patient	
EYFS Grasshoppers Ladybirds	Main Project	All About Me, Rhythm and Rhyme		Terrific Tales and Celebrations		Ticket to Ride		Come Outside		Amazing Animals		Around the World	
	Genre	Stories with predictable phrasing	Poetry Lists	Letters	Traditional Tales	Narrative	Factual Writing	Instructions	Poetry - Revisit Nursery Rhymes	Letters	Descriptive writing	Factual Writing including recount	Shape Poetry
	Maths	Getting to know you	Just like Me	It's Me 1, 2, 3	Light and Dark	Alive in 5	Growing 6, 7 and 8	Building 9 and 10 Consolidation		To 20 and Beyond	First, Then and Now	Find My Pattern	On the Move
	Games/PE	Me and Myself		Movement and Development		Throwing and Catching		Ball Skills		Fun and Games		Working with Others	
	RE	Christianity: Special People		Christianity: Christmas		Hinduism: Celebrations		Christianity: Easter		Christianity: Story Time		Christianity: Special Places	
	SCARF	Me and my relationships		Valuing Differences		Keeping Safe		Rights and Respect		Being my Best		Growing and Changing	
	Art	Jackson Pollock		Andy Goldsworthy		Kandinsky		Giuseppe Arcimboldo		Eric Carle		Van Gogh	
	Music	ME!		My Stories!		Everyone!		Our World		Big Bear Funk		Reflect, Rewind & Replay	

[SPS Curriculum 2022-26.xlsx](#)

Assessment

Children are assessed on an ongoing basis through observation of skills and capabilities, interests, and preferred ways of working. These contribute to termly formal assessments which also considers other evidence, feedback from practitioners, and information from parents. Assessments are shared with parents and used to inform future planning and a personalised approach to learning which reflects children's skills and interests.

At the end of EYFS, an EYFS profile is completed for each child indicating whether they are meeting expected levels of development across the 17 Early Learning Goals.



Implementation

- **Planning:** We use a balanced approach to planning, incorporating both child-initiated and adult-led activities. Planning is flexible to respond to the interests and needs of the children.
- **Environment:** Our learning environment is safe, welcoming, and stimulating, with resources that reflect the diversity of our children and community.

- **Observation and Assessment:** Continuous observation and assessment are integral to our practice. We use these insights to inform planning and ensure that each child's learning journey is personalised.
- **Inclusion:** We are committed to inclusive practice, ensuring that all children, including those with special educational needs and disabilities, are supported to achieve their potential.

Speech and Language

Delayed language development often leads to under-performance both within and outside of school. The school uses the 'NELI' Early Years Speech and Language Toolkit to identify and address any potential issue.

Partnership with Parents and Carers

We recognise that parents and carers are a child's first and most enduring educators. We work in close partnership with them by:

- Regularly sharing information about their child's progress.
- Providing opportunities for parents and carers to engage in their child's learning.
- Encouraging parents and carers to contribute to their child's learning journey.



Sherborne Primary School organises inspire mornings when parents are invited into school to see children learning in different areas of learning and development. Parents will see Phonics, English, and mathematical lessons.

Phonics workshops will be held to explain the phases children will be working through in the Foundation Stage. This will help parents support their children through this most important step in their literacy development.



Parents are encouraged to support teaching staff in school and regularly help throughout Foundation Stage with 1:1 reading support, school off site visits and other activities. Parents are signposted on how to help their children at home via Class Dojo.

At the beginning of every child's journey in EYFS we share our school expectations with Parents and Carers through our home/school agreement:

[Home-School-Agreement-June-2024-Signed.pdf \(sherbornepri.dorset.sch.uk\)](#)

Safeguarding and Welfare

The safety and welfare of our children are of paramount importance. We adhere to statutory safeguarding and welfare requirements by:

- Ensuring all staff are trained in safeguarding policies and procedures.
- Providing a safe and secure environment.
- Promoting good health and managing medical conditions effectively.
- Maintaining appropriate staff-to-child ratios.

[Child Protection Policy 2024-25.docx \(sherbornepri.dorset.sch.uk\)](#)

Monitoring and Evaluation

We continually monitor and evaluate our EYFS provision to ensure the highest standards of care and education. This includes:

- Regular reviews of planning and assessment records.
- Observations of practice and learning environments.
- Gathering feedback from parents, carers, and children.
- Regular staff training and professional development.

Equal Opportunities

We are committed to providing equal opportunities for all children, irrespective of gender, race, disability, or socioeconomic background. We celebrate diversity and ensure that all children feel included and valued. [Sherborne Primary Equality Information and Objectives Policy Summer 2024](#)

Conclusion

At Sherborne Primary School, our EYFS policy underpins our commitment to nurturing the holistic development of every child. By embedding our values of Achieving, Belonging, and Caring into all aspects of our practice, we aim to provide a foundation that supports lifelong learning and well-being.

This policy will be reviewed annually and updated as necessary to ensure it remains relevant and effective in providing the highest quality early years education.

Document Control Table			
Document Title	EYFS Policy		
Author	Tor Kay- EYFS Lead		
Version Number	2		
Date Approved	Autumn 2024		
Approved by	Academy Committee- Paul Carling- Chair		
Date of Next Review	Autumn 2027		
Document History			
Version	Date	Author	Notes of Revision
1	July 2026	T Kay	Checked policy- no changes