TREWIRGIE INFANTS' & NURSERY SCHOOL

Early Years Foundation Stage Policy

2026/2027

Part of the Truro and Penwith Academy Trust

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1. Aims

We care about every child. Every child in our care deserves an equal chance of success.

Staff have a clear vision for the Early Years at Trewirgie Infants' and Nursery School. Knowledgeable staff and a purposeful, engaging environment enable the children to develop a love of learning and a firm foundation for the next stage in their education. Through our child centred approach we encourage the children to be

- Confident and independent thinkers and 'doers' – selecting their own resources and making decisions about how to solve real problems
- Resilient – learning through trial and error and using mistakes as a learning tool
- Passionate, engaged and excited about the world they live in
- Creative – to think critically, planning, designing and making, to guide their own thinking, to utilise their range of skills through their play
- Risk Takers – challenging themselves to experience new things
- Curious – to wonder, question and explore
- Educated and respectful citizens – developing a sense of place and an understanding of their community – focusing on their immediate surroundings - home, school and Redruth
- Confident communicators – communication and language development at the heart of our curriculum providing children with a language rich environment where they can develop their confidence and skills in expressing themselves and speak and listen in a range of situations.
- Parents as partners – using Class Dojo as a means of sharing with parents what the children are learning and experiencing, developing strong home-school links and involving parents in their child's learning.
- Good readers – with sound phonic knowledge through 'good' teaching and an ability to read books that closely match their reading development.
- Confident writers, with access to regular and high quality opportunities to write across the provision and across the curriculum.
- Independent subitisers – identifying amounts in the environment without the need to count them, subitising amounts 1 to 5 with ease.

2. Admission

Our school follows the Cornwall Primary School Admission Arrangements. All applications for a place at our school must be made direct to the local authority on the appropriate application form. The application form and supporting information will be available on Cornwall Council's website. Please see this link to Cornwall Council School Admissions - https://www.cornwall.gov.uk/schools-and-education/schools-and-colleges/school-admissions/

3. Starting School

Each year, we review and adapt our induction arrangements in response to feedback and discussions with families. Ensuring that the induction process meets the needs of both children and their families is a priority, and providing opportunities to exchange as much relevant information as possible before the start of term helps to create a positive and successful transition. Maintaining open and consistent communication with families is equally important and continues throughout the year.

Smooth transitions into Nursery

- Children are able to start at different times throughout the year.
- Home visits conducted by two staff and information sheets are completed alongside the family if appropriate.
- Tours of the setting are available to all families
- Children have a staggered start to entry – a settling session is offered first before the child starts fully
- Families provide a family photo that can be displayed at the setting and referred to by the practitioners and children throughout the year.

Smooth transition from Nursery to Reception

- Welcome card sent out with admission forms and Starting School booklet in April with all information regarding starting school
- Stay and Play dates in June and July, tours of the provision offered in June and July
- Home visits offered in June – two staff to attend and an 'all about the child' booklet completed with the families
- Nurseries contacted and Key staff spoken to regarding friendships and attainment in the areas of learning
- The Starting Reception pack is set home to parents, in conjunction will weekly emails detailing how they can support their child to be ready for Reception.
- Additional Stay and Play sessions are organised for children who need them – Children with additional needs are given the opportunity to come and play within the provision after school where they can meet key adults and get to the setting without the bustle of a normal day.
- Families are given an All About Me book to complete with their child during the Summer break. This is filled with photos and pictures of what the child likes and does. This All About Me book remains in the Reception classes for the year. It is used as a way of getting to know each child and for them to build confidence in talking to staff and peers.
- One the children have started school we hold Welcome Meetings as well as Reading, Writing and Maths meetings for parents/carers to attend. We also send information home regularly via Class Dojo sharing ways of support their child at home.

4. Our Learning Environments

Our learning environments include our Nursery building, two Reception Classrooms. Our learning environments are reviewed each year to ensure that is continues to comply with all relevant statutory requirements. All classrooms area welcoming, bright and stimulating environments for learning. The classrooms also have access to a secure, enclosed outdoor areas, providing children with opportunities for learning and play in our outside spaces.

Both our Nursery and Reception classrooms have access to EYFS gardens. These spaces are crucial for enabling us to provide additional learning opportunities supporting the children's development for the seven areas of learning in the Foundation Stage. These spaces are designed to meet the needs of the children and are clean, safe and inviting.

Children have access to a broad and varied range of resources, both indoors and outdoors, which are designed to support exploration, creativity, independence and learning through play. Resources are readily available and are adapted or extended in response to children's interests, developmental needs and current learning.

Within the learning environment, children can explore and investigate using a range of construction, mathematical and scientific resources. Small- and large-scale construction materials provide opportunities to design, build and problem-solve, while mathematical and scientific equipment encourages children to develop their understanding through practical experiences.

Opportunities for creative and expressive development are supported through the provision of paint, dough, clay, wood and a range of recycled and junk materials. Children are also able to experiment with different types of paper, mark-making materials, writing tools and implements, allowing them to develop their early writing and creative skills.

All classrooms have dedicated, comfortable reading space which provides children with access to a wide selection of quality books that are attractively displayed and regularly refreshed to encourage a love of stories, books and reading.

We provide a variety of imaginative and role-play resources, enabling children to use their creativity and develop language and social skills through different play scenarios. Sand and water activities are also available, with a range of equipment to encourage sensory exploration, investigation and experimentation. Children are given opportunities to develop their understanding of technology through the use of iPads and interactive boards.

Our outdoor provision includes a selection of equipment to promote physical development and active play. This includes balls, hoops, beanbags and other large and small equipment, alongside, balance bikes and two-wheeled bicycles. A wide range of helmets is available to support children's safety when using wheeled equipment.

The children also have opportunities to take part in practical, real-life experiences, including cooking, exploring artefacts and learning about plants and other living things. These experiences are introduced in response to children's interests and provide meaningful opportunities to develop knowledge, skills and independence.

5. Curriculum

The curriculum we want our children to learn

Staff use and refer to the Development Matters document (2023) to gain an understanding of progression and expectation in all seven areas of the Early Years curriculum within the Nursery and Reception cohort. This document is used alongside the EYFS Framework to help shape the curriculum. Learning opportunities will reflect the needs of the individual children and staff will use a 'Feeding Forward' sheet to ensure that observations inform future planning and provision enhancements.

Staff conduct a thorough baseline during the first four weeks of school, alongside the statutory DFE Reception Baseline Assessment (RBA), using regular observations and focusing primarily on the Prime Areas of the Framework.

Medium term plans will consider child interests as well as key skills that children will be learning in all areas of the Framework. Weekly plans are used to ensure consistency between the two classes yet considering the needs of the individuals in each class. Our continuous provision enhancements are planned for to support child interest, next steps for key children and to support learning taking place.

6. Teaching and learning

Our pedagogy – how we help the children to learn

We recognise that young children learn most effectively through active participation, practical experiences and play. Our provision offers a variety of engaging and purposeful activities that encourage children to explore, investigate, experiment, ask questions, solve problems and develop new skills.

We understand that every child is unique and develops at their own pace. Children are given time and opportunities to follow their interests, make choices and develop their ideas, with learning experiences adapted to meet individual needs.

Play is central to our EYFS practice. We provide a safe, stimulating environment where children can learn through both indoor and outdoor experiences, supported by nurturing and knowledgeable adults. Our aim is to foster curiosity, confidence and a positive attitude towards learning, helping children develop the foundations of becoming lifelong learners.

Our approaches to learning include:

- Whole class sessions take place for RWI, Drawing Club, Handwriting, Maths, RE, PE, Music, PSHE, Thinking Time and sessions linked to our topic.
- Small group sessions support the letter formation linked to RWI session in the first term, maths activities when appropriate and our life skills and Wild Tribe sessions are delivered to small groups.

- Independent Learning opportunities will take place for at least 45 minutes twice a day in Reception. Staff will support play, model new learning and extend knowledge and understanding during this time. We use the The ShREC approach to development children's communication and language through meaningful interactions, 1:1 opportunities for SEN support, interventions and speech and language support will take place throughout the day, when appropriate.

Approaches to developing early language skills, including Phonics

- In Reception an assessment of the children's prior phonic knowledge is carried out within the first week. During this time the children will be introduced to the picture cards linked to each letter sound. Five pictures a day are introduced and children are encouraged to recognise these at pace, throughout the day.
- Daily RWI sessions are taught as a whole class, focusing on the rapid recall of all Set 1 sounds. A daily 20 minute speed sound lesson ensures that sounds are learnt quickly. Children have an opportunity to practise letter formation and word blending in small groups during this session.
- Sounds are displayed and referred to throughout the day. Regular 'pinny time' ensures that regular practice takes place and Fred Talk games encourage the development of oral blending skills. RWI assessments take place every half term and children are grouped from this point if necessary.
- All staff that deliver RWI teaching in Reception class have been trained to deliver RWI.
- RWI is quality controlled and coached by school's reading lead and through development days delivered by the Cornwall English Hub and RWI staff.

- Nursery staff focus on phase 1 phonics activities, planning regular opportunities throughout the week where children can develop their 'pre-reading' skills. During the Summer term RWI sounds are introduced, looking at the pictures that accompany each letter sound. The children are encouraged to instantly recognise these pictures and this is continued when the children transition into Reception.
- Talk for Writing texts are identified on the whole school long term plan and selected to ensure language progression from Nursery and a balance of text types throughout the year. Story maps and school agreed actions are used to learn each text. Time is given to imitate and innovate each text. Story maps and action photos are displayed in reading areas to encourage children to practise them during Independent Learning sessions.
- This year both nursery and reception staff are using the Wellcomm program as a way of assessing the children's language skills, using this information as a way of targeting specific needs for individual children and the cohort as a whole. The nursery and reception teachers will assess each child using the program and deliver cohort interventions alongside individual interventions.

Approaches to develop early language skills and a love of reading for pleasure

- All Reception teaching staff have taken part in Drawing Club training with Greg Bottrill and introduce Drawing Club after the first three settling weeks are complete. This involves introducing the children to key stories and popular culture cartoon clips which inspire the children to mark make in small groups. The children are introduced to key vocabulary linked to each text and cartoon, along with actions which encourage the children to remember each word or phrase. Teachers model drawing linked to characters and settings within each

text, adding maths and phonics concepts accordingly. Children are invited to join Drawing Club in a small group session to draw their own interpretation each day. The vocabulary introduced each day will be used by staff during Independent Learning opportunities. Once established the children will be able to take part in whole class Drawing Club sessions, all working and drawing at the same time and having time to discuss their mark making and creative ideas with an adult as well as their peers.

- Our long and medium term planning will identify the stories, rhymes and songs that will be introduced to the children. These will be linked to our over-arching seasonal topics wherever possible. This will be communicated to parents and carers via email or Class Dojo. Parents will be invited in during each term to take part in 'showcase' afternoons which will demonstrate what the children have been learning – enabling the children to take the lead in this.
- Read Write Inc role play boxes allow the children to practise what they have learnt and encourage class mates to participate. These have been popular during Independent Learning.
- Our Learning Journey display board will document the children's learning throughout a topic. Once complete, this information will be transferred to our Learning Journey floorbook and revisited with the children throughout the year. Retrieval opportunities will be planned at points during the topic to allow children to demonstrate what they know and remember. These are recorded on yellow paper in the form of scribed speech bubbles to reflect the children's responses.

Approaches to building early mathematical skills

- Research has been carried out into the 6 main areas that collectively underpin children's early mathematical learning, and which provide the firm foundations for the Maths that children will encounter:

  Cardinality and Counting
  Comparison
  Composition
  Pattern
  Shape and Space
  Measures

- All teaching staff have undertaken training with Karen Wilding based on developing early maths skills through subitising and the development of the children's noticing skills. This is threaded through daily routines – self registration using tens frames, voting station for stories to be read – using tens frames, calendar – using vocabulary linked to time, visual timetable – what will be happening next, snack time opportunities – linked to setting out enough places and cups and tidy up time – sorting and classifying.
- In Reception we follow The NCETM Mastering Number programme.
- In 2025/26 the Nursery team took part in the Maths Champions professional development programme, training and resources from this programme are used to support the maths teaching within our Nursery.
- In our nursery children are encouraged to self-register using 5 frames, develop their noticing skills using real life opportunities inside and outside, tidy up time, use of daily calendar to find out what will be happening and when, encouraging children to use mathematical language to talk about what they see.

- In Reception maths talk is encouraged throughout the day and the children's subitising skills are developed first, throughout the first term. This enables the children to see amounts up to 4 instantly without the need to rely on counting.
- Stories will be used as a way of encouraging maths talk and introducing maths concepts using manipulatives and real life contexts as a way of making maths memorable.
- Maths learning will be documented on the maths display board in each classroom. Once complete, this will be transferred to the maths floorbook. This floorbook will be revisited by the children, encouraging them to talk about the maths learning that has taken place.
- Maths will be linked to our topics where possible.
- Reception children will have a daily maths session for up to 20 minutes followed by opportunities within the provision to apply their learning. Small group tasks will be planned for when appropriate.
- In Reception the children participate in a weekly Counting Collections lesson in addition to our Master Number lessons.

Approaches to all other Early Years teaching and learning opportunities

- Continuous Provision is planned for each week using assessment for the 7 areas of learning.
- Staff observations are added to our Feeding Forward sheet which enables teachers to plan for interests and needs each week during their PPA session.
- There are always opportunities for children to explore the environments both inside and outside every day. All areas are safe, calm, inclusive and organised which highly promote self-regulation. Children are encouraged to explore the provision across all three classrooms, as each one offers a different aspect of the provision to the children, for example, creative aspects, small world and construction and role play.
- Adults are directed to specific learning activities where they will use strategies from the ShREC approach to develop communication, language and specific planned vocabulary development. Independent Continuous Provision activities will be modelled throughout the week so children want to and will explore a variety of their learning opportunities therefore resulting in progress.
- To ensure all children access all planned for activities, children are directed to different activities throughout the week at the start of independent learning times. The time the children spend at these activities build throughout the year.
- The teacher and TAs observe, listen, model and play naturally alongside children at these times being careful not to take over. Sustained shared thinking is used in order to learn collaboratively with the children. Staff follow the ShREC aproach 'share-attention, respond, expand, conversation' when supporting in the provision.
- Questioning is also key to moving learning forwards.
- Independence and the development of skills for life is very important to us. The Reception children take part in regular Life Skills sessions. These are linked to skills we feel are important for the children to develop during their time in Reception. These skills include putting their coat, shoes and socks on independently, using a knife and fork to cut their school dinner, using scissors, brushing their teeth, looking after their environment, caring for a pet, learning how to self-regulate when faced with a challenge. These skills are planned for across each term and revisited throughout the year.
- Regular Wild Tribe sessions in our Wild Tribe areas enable the Reception children to explore their immediate school environment and use tools to hone their fine motor and build their self-

confidence. The sessions encourage exploration, creativity, social interactions and self-regulation.

PSED

- Reference to the Leuven Scales of well-being and engagement will be made when observing, planning and reflecting on activities and provision.
- The Jigsaw scheme is adapted and used weekly to provide sessions that support PSED development within Reception.
- Self-care is encouraged and supported throughout the Early Years. Children are encouraged to become independent at dressing and undressing themselves as well as toileting. Resources and equipment support the children to do so – waterproofs accessible and easy to source, hand washing facilities at child height, access to spare clothes when needed. Children who require nappy changes at Nursery are encouraged to use a step to help them independently onto the changing table. In Reception children requiring a nappy change will be taken to the changing equipment and encouraged to help to set up the table alongside a member of staff.
- Oral health – Children will be involved in a range of activities throughout the year that will enhance their understanding of the importance of oral health. Parents will be involved in this in order for messages to be shared with families. Oral health features regularly in our Life Skills lessons. In Reception our children take part in the Big Brush Club, a government funded scheme to support the children develop their oral health through daily tooth brushing in school.
- Within the Early Years we use the Healthy Under 5s Framework to support our teaching around health and wellbeing.

Communication & Language

- All about me books created as a transition aid – used throughout the year to encourage communication between children as well as between adults and child.
- Family photos used in the Nursery setting as a transition aid and referred to throughout the year to encourage children to talk about themselves.
- Makaton is used at key times in the Nursery – snack time, story time, during song and rhyme time to encourage children to use this for basic phrases and key words.
- Core songs and rhymes are planned across the Early Years.
- Story time is planned for each day using familiar texts as well as introducing a range of unfamiliar texts and texts from the Reading Spine.
- Talk for Writing is used to encourage storytelling and the acquisition of language
- Drawing Club – as mentioned previously

Physical

- Mark Making Matters CPD from ABC Does
- Fine and Gross motor provision – inside and outside opportunities – enhanced weekly
- Dough Disco – Autumn term – to strengthen hand and finger strength and, in turn, enable children to hold their pencil correctly and with confidence.
- Peaceful plasticine – used throughout the year to continue to support hand and finger strength.

- Write Dance – Autumn term – moving and mark making to music, smaller groups for mark making
- Provision inside and outside to promote development of physical skills – large equipment on offer, climbing, swinging, balancing, ball skills, balance bikes, scooters, bikes with pedals, digging, pouring, stepping, jumping, pinching.
- Our PE lessons

Assessment – checking what the children have learnt

Arrangements for quality assurance of Baseline

- The DFE Statutory Baseline Assessment is completed within the first 6 weeks alongside our own baseline, focusing on the Prime Areas primarily and using observations by staff to inform us of whether the children are 'on track' and working within the Development Matters stage or 'not on track' and what support they need as a result. The two classes moderate their findings and welcome moderation with other schools within TPAT to ensure accurate judgements. Progress meetings with members of SLT enable staff to discuss their assessments of each child and what they need in order to move their learning forward. Our baseline findings shape the learning opportunities on offer and identify our key priorities for the cohort.
- During our weekly PPA sessions teachers plan for baseline activities to ensure that we gain an extensive knowledge of what the children are able to do and what they need support with. Staff take notes from their observations and attach these to a whole class baseline sheet. These notes help the teachers to develop an understanding and form an accurate picture of the individual children.
- At nursery the staff focus on the Prime areas and complete a baseline within the first 4 weeks of the child starting. This timeframe may be extended depending on the number of sessions a child attends each week.
- Our baseline findings are entered onto Insight once they are complete. The children will either be 'on track' or 'not on track', considering all areas of the Early Years framework and the Reception statements from Development Matters.

Ongoing assessment

- All staff notice what children can do and what they know during adult led sessions as well as during their own choice activities during Independent Learning. These are noted, added to our 'feeding forward' sheets to inform our planning, used to inform and change interventions regularly and discussed during weekly team meetings. The Early Years team use this information to decide whether the children are 'on track' or 'not yet on track' at termly points in the year, using their secure understanding of what each child should be able to know and do to inform their judgments. This is added to Insight. However, we do not wait for these termly pupil progress opportunities if there are children who are considered to be 'not yet on track'. These children are identified quickly and support is put in place, when needed, to enable them to succeed.

7. Meeting Individual Needs

Approaches to supporting disadvantaged and SEND pupils

- Children with an EHCP may be supported by SEN TA to support their learning. These TAs work closely with the class teacher to ensure that targeted support linked to their EHCP is completed regularly and in line with the teacher's daily plan. This is recorded via Tapestry.
- Some of our Reception children access our Geevor classroom where they are supported by SEN TAs for all or part of their day. SEN TAs work closely with our SENCO and class teachers to plan and develop learning opportunities specifically geared towards the children's needs, interests and development.
- A speech and language TA will work with children who have a communication need in the afternoons each week.
- PP children are closely monitored by all staff in EYFS. They will receive High Quality Teaching as well as additional intervention if needed. Targets are identified and evidence is recorded on Insight. These are reviewed at least half termly regularly.
- Class Teachers or TAs will carry out daily RWI intervention with those children who are in the lowest 20% of the cohort. This work is supported by planned opportunities for the children to practise and succeed in the provision.

8. Transition to Year 1

- A review of the transition from Reception to Year 1 is carried out annually by MGP Early Years Lead and CJ Year One Lead. Our Transition Project is an ongoing project that supports us in developing our transition plan for 26-27.
- EYFS Team is aware of the Y1 National Curriculum expectations to allow where appropriate transitional approaches. Year 1 expectations will form part of the activity planning in the Summer term of Reception.
- Year 1 team are aware of the Reception ELG expectations and the ways in which they learn. Gap analysis from the Reception end of year assessment form the basis for interventions in Year 1 Autumn term.
- Year 1 team to spend time in the Early Years classes during the Summer Term to ensure practice is mirrored to aid the settling process.
- Dependant on the class and their assessments and level of needs, in the Summer Term CJ and MGP to meet to formalise plans for Autumn of the next academic year.

9. Partnership with Parents/Carers

- At Trewirgie Infants' School Nursery and Reception staff use Class Dojo as a way of communicating with parents and sharing photos and information regarding how their child is getting on. This is in addition to emails and face to face contact. Parents and carers will be informed about the learning that is taking place, stories we are reading or learning, maths concepts we are covering and how parents and carers can help and support at home.
- Parents will be encouraged to send their own proud moments of their children via their child's portfolio or Class Dojo message on Class Dojo. This will enable staff to secure the home/school link and involve parents in their child's learning. These proud moments are

shared with the children during carpet times using the interactive whiteboard, enabling the children to talk to others about themselves.

- Meetings to inform families about how we teach phonics, reading and writing as well as our approach to maths learning will be arranged for the first half of the Autumn term. Parents can also be invited to watch these sessions in person or via presentation sent home.
- A meeting with parents will be scheduled for October, once baselines have been completed, to inform parents and carers about how their child has settled, friendships they have made, strengths we have noticed as well as any difficulties the children may be having and how we are supporting them accordingly. There will be two more opportunities through the year for families to meet with teachers regarding their child's attainment and development.

10. Food and Drink

- Fresh drinking water is always available for children. Children are also encouraged to bring water to school in their own bottle.
- In Reception we have a healthy snack during the morning session. In Nursery a healthy snack is provided during both the morning and afternoon sessions.
- Whilst children are eating there is always a member of staff in the room with a valid paediatric first aid certificate.
- Before joining Trewirgie we gather information about any special dietary requirements, preferences, food allergies and intolerances that the child has, and any special health requirements. We continue to have ongoing discussions with parents to ensure we have the correct up to date information regarding allergies and intolerances.
- We ensure that this information is shared to all staff involved in handling and providing food to the children.
- For children have school lunch in Nursery and Reception the class teacher or class TA is responsible for checking that the food being prepared and served is appropriate for the child, children with allergies wear a pink band and purple lanyard and have specially prepared meals from our school kitchen.
- When children are eating there is always a member of staff that has a valid paediatric first aid certificate, staff are aware of the symptoms and treatment for allergies and anaphylaxis and the differences between allergies and intolerances.
- Any snack that is prepared for the children will be prepared in a way to prevent choking. EY staff preparing food have completed a Level 2 Food Hygiene course and or Food Hygiene training.
- When children are eating they will always be within sight and hearing of a member of staff. Staff are vigilant and ensure they are aware of how children are eating, encouraging safe eating to prevent choking, food sharing and being aware of unexpected allergic reactions.
- Where possible children will be sat facing an adult, this is possible during our snack times. During lunch times in Nursery adults sit with children at tables. During lunch times in Reception there is any adult responsible for one class, this adult is based at the top of the table looking down the table, and they are able to see all children in the class. They move up and down the table throughout the lunch sitting support children where needed.
- If there were an incident regarding to choking that requires intervention we would follow our first aid policy and record the details and share these with the parents/carers.
- This year we will be developing our support for parents/carets that provide packed lunch for their child, this is to support families to provide healthy, well balanced packed lunched.

11.Monitoring and evaluation

The EYFS policy is reviewed each year by the Local Monitoring Committee, Early Years Lead Miss Gwilliam-Parkes and Head teacher Mrs Clair Bateman. An annual EYFS Self-Evaluation Form (SEF) is completed to identify strengths and areas for development. The findings are then used to develop the Early Years Action on the School Development Plan, which is implemented from September each year.