



SALTBURN PRIMARY
SCHOOL

EYFS
CURRICULUM POLICY

INTENT/CURRICULUM &
IMPLEMENTATION/TEACHING &
IMPACT/ACHIEVEMENT

Date of Next Review: September 2026

Responsible Officer: EYFS Lead

'NURTURE, INSPIRE, ACHIEVE'

OUR VISION

At Saltburn Primary School, we are committed to ensuring that every child has equal opportunities to learn, grow, and aspire to a bright future. Through a carefully balanced mix of child-led exploration and adult-led provision, we encourage children to take risks, aim high, and develop the confidence to achieve their dreams.

By the end of the Early Years Foundation Stage (EYFS), our children are confident, independent, and capable learners, fully prepared for Year 1 and the next stage of their education. Our priority is that every child is happy, healthy, safe, and successful.

INTENT - CURRICULUM

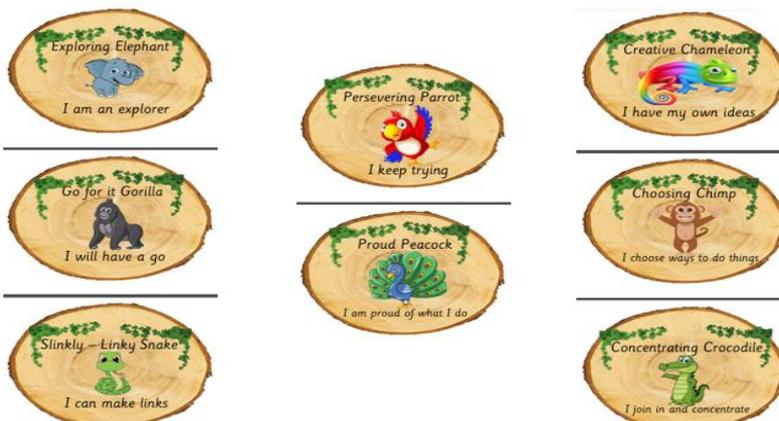
Our personalised curriculum embraces the principles of the revised EYFS framework and Development Matters, building on children's prior learning from home and previous settings. We work in close partnership with parents, carers, and other professionals to provide the best possible start, ensuring every child reaches their full potential from their unique starting point.

We combine children's interests with staff expertise to create engaging continuous provision that is accessible and purposeful. Both adult-led and child-led opportunities allow children to apply and embed skills from our curriculum. Practitioners observe carefully and enhance learning whenever a "teachable moment" arises, recording observations and outcomes to inform next steps.

Animal Learning Powers – Promoting Effective Learning

As part of our EYFS curriculum, we embed the Characteristics of Effective Learning (CoEL)—the essential "soft skills" that help children become lifelong learners. These characteristics focus on how children learn, rather than simply what they learn, and encourage positive attitudes that last a lifetime.

To make these skills meaningful, we use Animal Learning Powers, which represent different learning behaviours linked to the CoEL. When a child demonstrates one of these powers impressively, they receive a certificate celebrating their achievement. This approach motivates children to be creative, adventurous, and resilient learners, building the foundations for future success.



Aspirations

We aim for all children to develop as independent, confident learners by the end of Reception, ready to access the National Curriculum. Our philosophy is inspired by **current** leading research and thought leaders who emphasize curiosity, resilience, and the power of play:

“Play is not a break from learning; play is the way young children learn.” – Kathy Hirsh-Pasek

“Teaching a growth mindset creates motivation and productivity.” – Carol Dweck

“Healthy development depends on nurturing and responsive relationships.” – Jack Shonkoff

“Children play to know the world mathematically.” – Julie Sarama & Douglas Clement

Principles of Early Years Foundation Stage – our Principles of the EYFS

In Early Years at Saltburn Primary School, we recognise and follow the four important principles that shape each child as they begin their educational journey as independent learners.

These key principles are:

Unique child: Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.

Positive relationships: Children should learn to be strong and independent through positive relationships with both their peers and adults within their learning environment.

Enabling environments: Children learn well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents/carers.

Learning and Developing: Children learn and develop in different ways and at different rates. The EYFS framework covers the education and care of all children in early years settings, including children with special educational needs and disabilities.

Role of a Key Person

Each child in Nursery is assigned a Key Person, either the class teacher or a highly experienced teaching assistant with the same knowledge of the Early Years Curriculum. In Reception, your child’s class teacher will be their Key Person with the support of the highly experienced teaching assistants.

All our teachers will inform parents and carers of the name of their child’s key person, and explain their role, when they start attending our setting.

The role of a key person is to ensure that your child’s learning and care is tailored to meet their individual needs. Your child’s Key person will seek to engage and support parents and carers in guiding their child’s development at home. They will also help families engage with more specialist support if appropriate.

Embedding the ShREC Approach

At Saltburn Primary School, we embed the ShREC approach throughout our Early Years Foundation Stage (EYFS) provision. ShREC—Shared Sustained Thinking, Respectful Interactions, Emotional Connection, and Communication-Rich Environments—underpins our commitment to creating high-quality adult-child interactions. This approach ensures that every child experiences rich opportunities for language development, emotional well-being, and cognitive growth within a nurturing and stimulating environment.

Why ShREC Matters in EYFS

- Links to statutory EYFS framework: Emphasizes communication and language, personal, social, and emotional development.
- Evidence-based benefits: Improves vocabulary, critical thinking, and self-regulation.

Core Principles of ShREC

- **Shared Thinking:** Adults and children work together to solve problems, explore ideas, and extend learning.
- **Respectful Interactions:** Valuing children's contributions, listening actively, and promoting autonomy.
- **Emotional Connection:** Building secure, trusting relationships that support resilience and confidence.
- **Communication-Rich Environment:** Creating spaces where language is modelled, extended, and celebrated.

How We Implement ShREC

- Staff training and CPD focused on interaction strategies.
- Planned opportunities for sustained shared thinking during play and routines.
- Use of open-ended questions and prompts to extend dialogue.
- Observations and reflections to monitor quality of interactions.

Impact on Children's Learning

- Enhanced language and communication skills.
- Increased engagement and curiosity.
- Stronger emotional well-being and social competence.



Context

Our EYFS Curriculum

Our curriculum is built around the seven areas of learning and development, all of which are equally important and interconnected. These areas provide a broad and balanced foundation for children's growth and learning.

Prime Areas

Three areas are particularly crucial for igniting curiosity, fostering enthusiasm for learning, and supporting children to form positive relationships and thrive. These are known as the Prime Areas:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Specific Areas

The remaining four areas strengthen and build upon the Prime Areas, enabling children to apply their skills in a wider context. These are the Specific Areas:

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

Curriculum Design

Throughout the Reception year, children follow an ambitious, sequential curriculum designed to ensure progress towards the Early Learning Goals (ELGs) by the end of the EYFS. Our approach incorporates:

- Learning through play and exploration.
- Adult modelling and guided learning.
- Peer observation and collaborative activities.
- Direct teaching to introduce and consolidate key concepts.

Our planning is flexible and responsive, allowing us to adapt quickly to children's emerging interests and individual needs, ensuring learning remains engaging and meaningful.

Our School Expectations

Our school expectations are shaped by the revised EYFS framework and informed by the latest guidance and best practice. We have created a personalised, ambitious curriculum that reflects the unique needs and aspirations of our children, ensuring every learner is supported to achieve their full potential

Assessment

Our curriculum needs to meet the needs of all our children; we pride ourselves on spending time looking at and evaluating how our children are learning. This is achieved through talking to children, looking at their work, working with parents./carers, observing their learning experiences and analysing data and progress by year group, class, groups and individuals. Every member of staff uses ongoing observational assessment to identify

children's starting points and plan experiences which ensure progress. On-going formative assessment is at the heart of outstanding EYFS practice.

We baseline our children in Nursery and Reception to ensure we have a sufficient understanding of each of our children's abilities.

The RBA (Statutory Reception Baseline Assessment)

This assessment focuses on 'Language, Communication and Literacy,' and 'Mathematics.' The purpose of this is to show the progress children make from Reception until the end of KS2.

We have on-going checkpoints throughout the year at the end of every term (Autumn, Spring and Summer) to ensure our children are on track accomplish the Early Learning Goals and achieve the Good Level of Development.

We have used a combination of Development Matters and our own statements to provide a quality; unique curriculum designed for our children. The curriculum is based on our local area, providing children with a firm foundation in their understanding of their surroundings. This then leads into Key Stage 1, where our local area is used throughout the National Curriculum subjects.

Targeted Practice/Interventions

We provide effective, focused support for children who find learning challenging or are not on track to meet end-of-year expectations. Interventions are delivered in an inclusive and nurturing way, ensuring every child feels valued and supported. From the earliest stage, we work in partnership with parents to create a consistent approach between home and school, giving children the best possible opportunity to achieve the Early Learning Goals.

Early Talk Boost

Early Talk Boost is a targeted programme aimed at 3–4-year-old children who need help with talking and understanding words. Most importantly, the programme helps to boost their language skills to narrow the gap between them and their peers. The programme aims to accelerate children's progress in language and communication by an average of 5 months after 9 weeks.

Children who are selected to take part in the programme will attend three sessions per week during circle/story time, each lasting 15-20 minutes delivered by an early years practitioner. The sessions include activities that cover the foundation skills in speech, language and communication that children need for learning and understanding new words, as well as having conversations.

BLAST

BLAST is Boosting Language Auditory Skills and Talking.

BLAST 1 is designed for all children in nursery aged from 3-4. There are 30 consecutive sessions fully planned and resourced to deliver to a group of 4-8 children. BLAST works on the underpinning skills for language, communication and literacy – turn taking, discrimination, listening, attention and social communication as well as developing basic language skills both receptively and expressively.

BLAST 2 is designed for all children in reception aged from 4-5. There are 30 consecutive daily sessions providing a half term of work for a group of 4-8 children. BLAST 2 works on the underpinning skill for reading via a phonics approach which is known as Phonological

Awareness. It also works on the skills need to acquire, retain and access new vocabulary and to learn and store vocabulary in an organised way. An organised vocabulary is essential to effectively and efficiently access the curriculum.

IMPLEMENTATION/TEACHING

Pedagogy and Environment

Our pedagogy is rooted in the principles of Social Constructivism, a theory that emphasises how children learn best by constructing knowledge through social interactions with peers and adults, and through rich cultural experiences.

We provide an engaging, high-quality learning environment that is warm, welcoming, and balanced between child-led exploration and adult-led learning opportunities. Our continuous provision areas are equipped with high-quality, open-ended resources, enabling children to follow their interests while meeting their next steps in learning.

We place strong importance on the outdoor environment, ensuring children have daily access to a wide range of resources and experiences that enhance learning across all areas.

As children progress through the year, we create opportunities for them to develop independence in recording their work, preparing them for the transition to Year 1. We also work closely with Year 1 staff to ensure that pedagogy reflects the independent learning skills gained in Reception, supporting a smooth and confident transition.

Environments Across Nursery and Reception

We provide our children with progressive continuous provision as children progress from Nursery to Reception. Our provision is changed weekly to ensure maximum engagement and to ensure our provision matches our personalised curriculum, taking in account our children's current interests.

Our learning environment is combined with focussed teaching and opportunities for children to practise and apply basic skills, to ensure children make rapid progress before moving onto Year 1. The children in both Nursery and Reception are provided with ample opportunities accessible in our indoor and outdoor provision. They engage in planned, focussed activities as well as self-initiated and free flow activities.

Curriculum Concepts

We provide a two-year rolling programme of concepts to ensure a broad and varied range of learning opportunities for children who attend Saltburn Primary School from Nursery through Reception. This approach guarantees full coverage of all statutory programmes of study within each cycle.

Nursery and Reception generally focus on the same concept at the same time, with progressive texts forming the structure for weekly teaching across both year groups. This ensures continuity and progression in language, knowledge, and skills.

Our concept overviews are available for parents to view and include lists the objectives for all areas of learning in both Nursery and Reception, providing clarity on what children will cover throughout the concept.

Timetables and Establishing Routines

Our timetables are carefully designed to provide a balanced mix of whole-class activities, child-initiated learning, and adult-led play-based experiences. This structure ensures children have sufficient time to engage deeply and become fully involved in their learning.

We place a strong emphasis on outdoor learning, recognising its significant benefits for physical development, well-being, and exploration. Outdoor experiences are integrated into daily routines to enrich learning across all areas of the EYFS curriculum.

Cultural Capital

Cultural capital refers to the essential knowledge and experiences children need to prepare them for future success. At Saltburn Primary School, we aim to give every child the best possible start by enriching their early education with meaningful opportunities.

We recognise that children enter the EYFS with different backgrounds and experiences, so we plan activities that spark curiosity and help them experience the awe and wonder of the world through the seven areas of learning. Our provision includes exciting, stimulating, and memorable experiences, such as:

- Learning about road safety.
- Visiting local shops and using money.
- Meeting people who help us.
- Participating in educational trips and themed events.

These experiences broaden children's horizons, build confidence, and develop the knowledge and skills they need to thrive in later life.

British Values

We aim to actively promote British values within our school to ensure our children leave school prepared for life in modern Britain. Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance and understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law.

The fundamental British values are:

- Democracy
- Rule of law
- Individual liberty
- Mutual respect and tolerance for those with different faiths.

Term	Culture	Religion/Faith
Autumn 1	Christianity – Harvest Festival	Hindu – Diwali
Autumn 2		Christianity – Christmas
Spring 1	Buddhism and Chinese Culture - Chinese New Year	Christianity - St Valentine's Day
Spring 2		Christianity – Easter
Summer 1	Islam – Islamic New Year	Islam - Ramadam
Summer 2	Chinese Culture – Dragon Boat Festival	

Rainbow Challenges

To support the development of the Characteristics of Effective Learning and promote self-regulation, we plan additional activities each week known as Rainbow Challenges. These tasks are designed to consolidate learning and develop key skills, encouraging children to work independently.

Children complete a range of challenges throughout the week and record their progress on their Rainbow Challenge Cards. The goal is to complete all challenges by Friday. Those who achieve this are celebrated during our weekly class celebration and can choose a prize from the class treasure basket.

This approach helps children take ownership of their learning, fostering independence, perseverance, and a sense of achievement from an early age.



Reading

Reading is at the heart of our curriculum, and we aim to nurture a lifelong love of books and stories. Children are immersed in a wide range of high-quality texts, carefully selected to inspire enjoyment while developing oracy, vocabulary, and comprehension skills.

The texts featured in our EYFS Discovery Plans are embedded throughout the provision, forming the basis for activities, discussions, and daily story sessions.

In Reception, children access reading books that are closely matched to their phonic knowledge, both in school and at home, to ensure successful early reading experiences.

In Nursery, we provide families with high-quality picture books to support Phase 1 phonics through playful activities such as conversations, questioning, and exploring sounds and alliteration. These experiences lay strong foundations for language development and future reading success.

Writing and Mark-Making

Our curriculum places a strong emphasis on developing early writing skills through meaningful and engaging experiences. In Nursery, we focus on one core story each week, using it as a stimulus for mark making and early writing activities. Provision is tailored to children's developmental stage and phonics knowledge in line with our school phonics programme, Sounds4Life. Nursery children concentrate on:

- Recognising and writing their own name.

- Exploring pre-writing patterns and building gross motor skills to prepare them for formal writing in Reception.

In Reception, children work with one story over two weeks, allowing for deeper exploration and creative responses. From the autumn term, they begin letter formation aligned with their phonics progression. Throughout the year, children are introduced to a variety of writing genres, enabling them to express ideas creatively and purposefully.

Across both Nursery and Reception, we have developed our own handwriting scheme, which complements phonics teaching and ensures consistency. Writing opportunities are embedded across the provision, encouraging children to see themselves as writers from the earliest stage.

Phonics - Sounds4Life

We teach phonics using a systematic, synthetic approach to ensure strong foundations for early reading and writing.

- In Nursery, the focus is on Phase 1 phonics, developing children's ability to listen attentively and discriminate between different sounds through games, songs, and playful activities.
- In Reception, children begin Phase 2 phonics from the third week of the autumn term. We follow the Sounds4Life programme, a structured scheme developed for schools within our trust.

Phonics is taught through daily discrete sessions, with opportunities for children to practise and apply their skills in meaningful contexts across the provision. Each week, we introduce two new phonemes/graphemes, alongside a dedicated session for teaching tricky words.

Our approach ensures that phonics learning is consistent, progressive, and embedded within real experiences, supporting children to become confident early readers and writers.

Days of the Week	Phonics Lesson Focus
Monday	Reading Lesson
Tuesday	Writing Lesson
Wednesday	Reading Lesson
Thursday	Writing Lesson
Friday	Tricky Word Lesson

Mathematics

In Reception, children participate in daily mathematics sessions following our personalised curriculum. Lessons are carefully planned to provide rich experiences with numbers and the number system through varied and engaging approaches. High-quality, active learning environments and purposeful interactions with adults support the development of mathematical thinking, reasoning, and discussion. During whole-class inputs, teachers design sessions that build fluency, revisit key concepts, and address misconceptions to ensure secure understanding.

In Nursery, children develop a love of mathematics through play-based experiences, including games, songs, rhymes, and practical activities using concrete manipulatives. These experiences lay strong foundations for future learning by fostering curiosity and confidence.

Across both Nursery and Reception, we use Ten Town to support number recognition and formation.

- In Nursery, the focus is on recognising numbers to 10 and beginning number formation through practical, gross-motor activities such as writing numbers with chalk on large outdoor surfaces.
- In Reception, children refine number recognition and formation to 10 before progressing to numbers up to 20 as part of learning about the number system. They also practise counting verbally beyond 20 daily to deepen understanding of numerical patterns.

Experiences

Trips, experiences, and visitors play a vital role in enriching children’s learning and development. They provide opportunities beyond everyday classroom life, helping children make meaningful connections with the world around them. Throughout the academic year, the EYFS team plans a range of experiences, including educational visits, themed days, and inviting visitors into school. These activities are carefully chosen to:

- Broaden children’s understanding of their community and the wider world.
- Spark curiosity and engagement through memorable, hands-on experiences.
- Support learning across all areas of the EYFS curriculum by linking real-life contexts to classroom concepts.

Experiences may include local outings, cultural events, interactive workshops, or visits from professionals and community members. Each experience is designed to capture children’s interest, deepen their knowledge, and create lasting learning moments.

Intentional Language and Questioning

Oral language is often described as the “engine” of learning and thinking, and we recognise its critical role in children’s overall development. To ensure strong foundations, we embed progressive, intentional language and questioning throughout our Nursery and Reception environments. Each area of provision includes carefully planned vocabulary prompts and questions to encourage rich dialogue and extend children’s understanding.

Our approach ensures that both core and extended language are systematically introduced and reinforced across the curriculum. By the end of the EYFS, children leave with a broad and secure vocabulary, enabling them to confidently access the National Curriculum and thrive as effective communicators and learners.

Intentional Vocabulary	
Reading Area	<p>Core</p> <ul style="list-style-type: none"> • Pages • Characters - names • First • Next • After • The end • Once Upon a Time • A long time ago • Feelings/emotion • Fairy tale/traditional tale • Story book
	<p>Extended</p> <ul style="list-style-type: none"> • Non-fiction • Fiction • Author • Illustrator • Upper case • Lower case • Sentence, full stop, capital letter, finger space. • Digraphs • Trigraph • Tricky word. • Imagine • Types - fantasy, mystery, adventure.
Key Questions to ask...	
<ul style="list-style-type: none"> • Why did you choose this book? • What do you think might happen in this story? • Can you tell me the story? • Which character in the story would you like to be? Why? • Are there any tricky words in this story? 	<ul style="list-style-type: none"> • Do you recognise any words? • How could you work out what the word says? Does that word sound right? Does it make sense? • What can we use to help us with our reading? • Can you think of a rhyming word for...?

Reward System – Behaviour and Attitudes

In Early Years at Saltburn, we recognise the importance of good behaviour to ensure a safe and happy learning environment both inside and outside of the classroom.

Nursery

In Nursery, Pupils are expected to behave in a socially acceptable way, with regard for other children, their feelings and belongings. Our Saltburn Standards and classroom rules form the basis of our behaviour expectations in EYFS. The teacher has overall responsibility for behaviour management within the Nursery. Children are praised and good behaviour is always highlighted and commended. Activities are organised so that they have a positive impact on behaviour and foster sharing, negotiation and co-operation. Clear expectations and boundaries for behaviour are established, and children are reminded of acceptable, and unacceptable, behaviour in Nursery.

Nursery Rewards Include:

- Stickers to reinforce positive behaviours
- Reward charts
- Star of the week to highlight children who have made an achievement
- A dip in the prize box for children that go above and beyond school expectations
- Animal learning power stickers to recognition of the characteristics of effective learning
- Whole class reward jar – collective reward once filled to the top

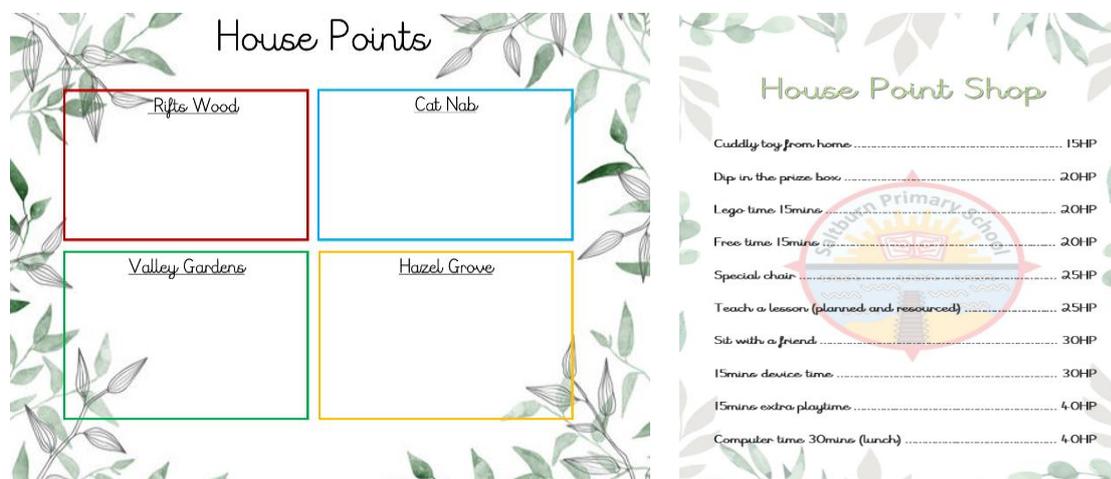
Reception

Whole School Approach (Reception-Y6) – House Team Reward System

Saltburn Houses

At Saltburn Primary School, every pupil from Reception to Year 6 belongs to one of four houses, each named after a location in Saltburn. We believe that being part of a house fosters a strong sense of team spirit and community, encouraging collaboration and shared achievement across all age groups.

Each house is associated with a distinct colour, which is used to identify teams during whole-school events such as Sports Day and other inter-house activities. This system provides children with a common goal, promotes positive relationships, and celebrates collective success.



Our Houses are:



House Points, Rewards and Cultural Capital

House points are awarded to pupils as recognition for positive behaviour, effort, determination, resilience, perseverance, and enthusiasm for learning. When a pupil earns house points, they record them on their class tally chart and receive a house point token worth one point (HP).

Children are encouraged to save their tokens and spend them in their class House Point Shop, where rewards have different point values. This system not only motivates pupils but also introduces an important aspect of cultural capital—teaching children about financial awareness and decision-making from an early age. By saving and choosing how to spend their tokens, pupils begin to understand concepts such as budgeting, value, and delayed gratification, supporting their personal development beyond the classroom.

Golden House Points

As an additional incentive, pupils who go above and beyond our school expectations can earn a Golden House Point token, worth 5 house points (HP). This special reward recognises exceptional effort, kindness, or achievement. Every house point—whether standard or golden—contributes towards individual and team success, motivating children to strive for excellence.



House points are awarded to pupils at the end of each phase and at the end of the school year. Pupils record their points on their class tally chart and place the tokens in their designated slots.

These coins are then placed into the designated slots for each house on the display board in the school hall, allowing children to see the progress of their house and celebrate collective achievements.

Phase 1: Reception, Year 1/2

Phase 2: Year 3/4, Year 5 and Year 6

1st = 20 coins

2nd = 15 coins

3rd = 10 coins

4th = 5 coins



At the end of every term, the house with the most coins receive a house reward for all pupils in the winning house.

Star of the Week

Each class teacher awards a 'Star of the Week' certificate, which is presented by the Headteacher in the 'Celebration Assembly'. The certificates awarded have a personalised comment from the pupil's class teacher stating the reason a pupil has been chosen as the 'Star of the Week'

Certificates are awarded for:

- Some outstanding achievement in work, behaviour or attitude.
- Improved positive behaviour
- Positive behaviour
- Hard work
- Determination
- Resilience
- Perseverance
- Showing enthusiasm towards learning

Early Years Foundation Stage Sanctions – Additional Steps

Sadly, there will be times when children make poor behaviour choices. Children need to discover where the boundaries of acceptable behaviour lie, as this is part of growing up.

Each case should be treated individually. Children should be aware that they are responsible for their own behaviour and that breaking rules will lead to consequences.

Minor breaches of discipline should be dealt with by the class teacher in a caring and supportive manner. Parents/carers will be involved at the earliest stage possible and this is the responsibility of the class teacher. Sanctions will be imposed if children do not comply with acceptable standards of behaviour.

Positive Behaviour Plan: Steps and Sanctions Information

The 3 behaviour steps are displayed in all classes and strictly followed. If a child is choosing to break a rule or failing to follow an instruction, the following procedures will be actioned and the incident recorded on CPOMs.

Recording of incidents & next steps

- Record the incident on CPOMs.
- Alert to Phase Leader / SLT
- Alert to Headteacher immediately for all serious incidents.
- Notify parent by the end of the day where appropriate.

EYFS – Nursery and Reception

We recognise that children within early years need a simplified version of our 5-step procedure to ensure all children understand the expectations for behaviour and the sanctions in place. This has been condensed down to just 3 steps.

- Step 1: Verbal reminder given by class teacher`
- Step 2: Reflection time – time to reflect and calm in a quiet space
- Step 3: Change of place/adult – time to talk and opportunity to calm with Mr Dalton (EYFS Lead)



Inclusion and Individual Needs

We value every child as an individual, regardless of ethnicity, culture, religion, home language, background, ability, or gender. Our curriculum is designed to meet the needs of each child and support them at their own pace, ensuring that the majority achieve the Early Learning Goals by the end of Reception.

For children who demonstrate high levels of achievement, we work closely with parents and carers to ensure their talents are nurtured and that they are appropriately challenged to reach their full potential.

We strongly believe in the early identification of additional needs, enabling us to provide timely and effective support. This involves close collaboration with parents/carers and, where necessary, external agencies to ensure every child receives the help they need.

Our SENDCo (Mrs Thompson) provides expertise and guidance to support staff and families in meeting the needs of children with SEND or other additional requirements.

IMPACT/ACHIEVEMENT

The impact of our EYFS curriculum is evident in the happy, confident children who transition successfully into Year 1. They leave the Early Years with secure foundations across all areas of learning, ready for more formal education. Children feel safe, valued, and excited to take the next step in their learning journey.

We measure progress throughout the year using a combination of formative and summative assessments, informed by:

- Teacher knowledge of each child.
- Learning journeys.

- Photographs and videos recorded on Evidence Me.

These assessments ensure that children at Saltburn Primary School develop a love of learning and achieve their full potential.

To maintain accuracy and consistency, our judgments are moderated within the Trust and through local authority moderation. EYFS staff across our Trust collaborate regularly to share best practice, review pedagogy, and engage in ongoing professional development informed by the latest training and research.

EARLY YEARS RESULTS

	2022	2023	2024	2025
GLD	82%	79%	83%	82%

Safeguarding

The safety and welfare of our children is at the heart of our provision. It is important to us that all children in the school are safe. 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 educate children on the importance of boundaries, rules and limits and we encourage them to become responsible for their own behaviour by supporting them to make the right choices.

We have robust policies and procedures in place to ensure their safety and comply with the welfare requirements set out in the Statutory Framework for Early Years Foundation Stage and understand that we must:

- Promote the welfare of all children.
- Promote good health including oral health.
- Manage behaviour effectively and appropriately.
- Ensure all adults working with children are suitable to do so.
- Ensure that the environment is safe, and all equipment and furniture is fit for purpose
- Ensure all children have a challenging and enjoyable learning experience.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious fruit snacks, access to water throughout the day, allocating significant time for physical development and following set procedures when children become ill or have an accident.

Oral health is promoted through teaching and daily toothbrushing in classes.

Parents as Partners

At Saltburn Primary School, we believe that education is a shared responsibility between school and home. Parents and carers are valued as their child's first educators, and their involvement is essential to every child's success. We strive to build positive, collaborative relationships with families and provide the tools and guidance needed to support learning beyond the classroom.

We use the Evidence Me app to share achievements and positive experiences through 'wow' moments. Parents can also contribute by submitting 'parent postcards', celebrating successes at home and sharing work linked to our half-termly activity grids.

- To keep families informed, we provide:
- Personalised Rainbow Targets and Checkpoint Reports each term.

- Parents' evenings for progress discussions.
- Regular opportunities for feedback throughout the year.

We also offer workshops to give parents insight into how we teach specific areas of the EYFS curriculum and practical strategies for supporting learning at home. Additionally, termly Activity Grids and topic overviews are shared to help extend learning through linked activities.

Our approach ensures that parents are active partners in their child's education, fostering consistency and a strong home-school connection.

Reporting to Parents and Supporting Families

We believe in maintaining strong communication with parents and carers throughout the EYFS.

Ongoing Support

Parents are invited to attend a range of events designed to share progress and provide strategies for supporting learning at home, including:

- Parents' evenings (one formal and two open evenings).
- Family learning sessions for phonics and mathematics.
- Information meetings, such as our Reception transition meeting for Nursery families in July. Parents are encouraged to contact school via email with any concerns or requests for additional support.

Sharing Learning Throughout the Year

We use the Evidence Me app to share 'wow moments' and achievements with families. Parents can also submit 'parent postcards' to celebrate successes at home and share work linked to our half-termly activity grids.

EYFS Profile and End-of-Year Reporting

At the end of the EYFS (summer term of Reception), teachers complete the EYFS Profile, assessing children against the 17 Early Learning Goals. Judgements are based on a range of evidence, including:

- Observations recorded on Evidence Me.
- Work in class books.
- Teacher knowledge of the child.

Parents receive a detailed end-of-Reception report, outlining:

- Their child's achievements.
- Characteristics of Effective Learning.
- Personal development and next steps.

Nursery parents receive a short report providing insight into their child's early progress and experiences.

MONITORING AND REVIEW

This EYFS Curriculum Policy reflects our commitment to providing a broad, balanced, and developmentally appropriate curriculum that meets the needs of all children. We aim to foster curiosity, creativity, and a lifelong love of learning through play-based and purposeful experiences. The policy will be reviewed regularly to ensure compliance with statutory requirements and alignment with best practice.