LEARNING WITHOUT LIMITS

Successful learners
Confident individuals
Responsible Citizens

Ladybrook Primary School

EYFS
Where it all begins!

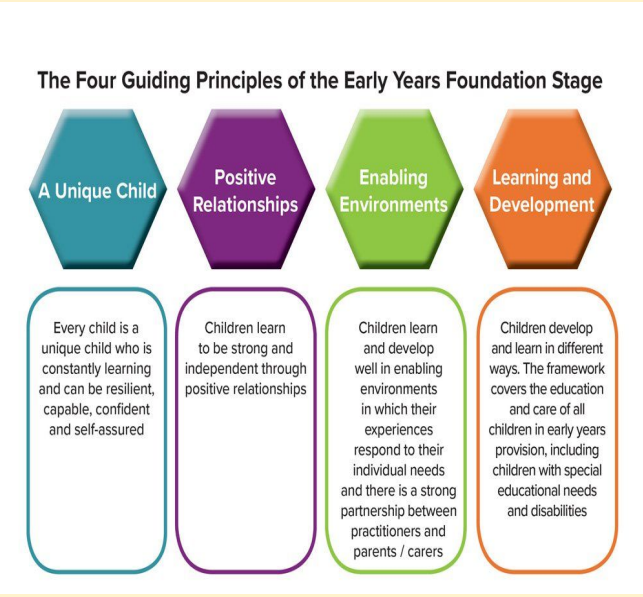
Why are we so passionate about Early Years?

- During the time of 0-5, 90% of a child's brain development happens! Ensuring they get a high-quality start in life.

- EYFS Principles directly interlink with Strong Foundations- essential knowledge that children need. It all starts here, it's the base to their learning which then they become successful learners.

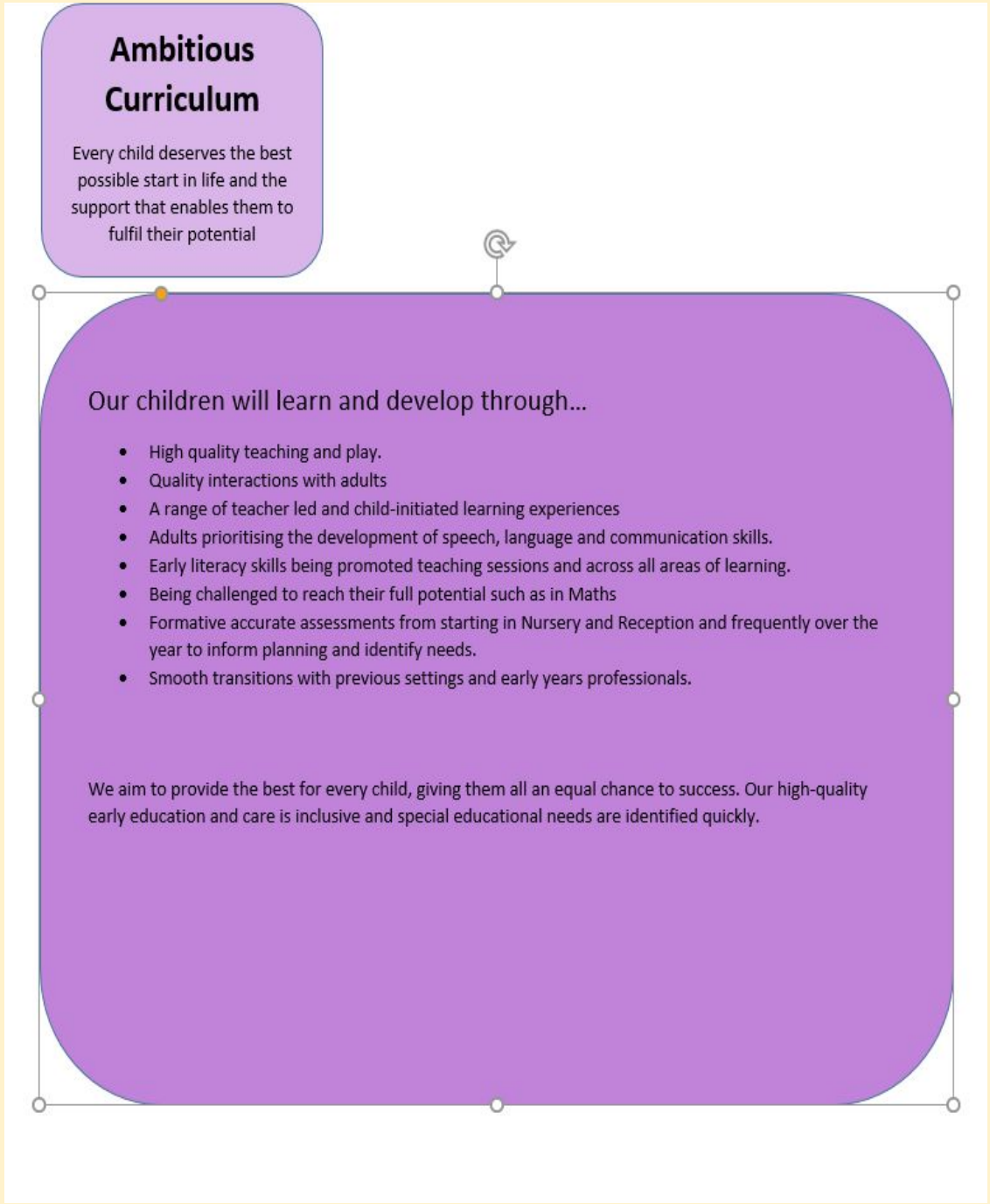
- Impact of learning in the Early Years. We want children to become independent, confident, resilient and curious ready for year 1. They know more, remember more and can apply in their learning.





Our school intention for EYFS

- Our intent is to make sure all children in EYFS develop knowledge, skills and understanding of the 7 areas of learning, specifically the prime areas- PSED, PD, Communication.
- We break down the objectives to suit the needs of the children.
- Adapt the needs for the specific cohort-expectations.
- Expectations still remain high including those with Send and disadvantaged.
- Promote independence.



EYFS Termly overview, planning and delivering

Our **clear sequence** for learning begins in Nursery and Reception where we have designed a rich early years' curriculum inspired by high quality picture books.

Broad themes for a half term / term are shared between the 2 classes. Development matters used for planning. Opportunities to experience wider school events and outside visits when appropriate.

Vocabulary is introduced, modelled and repeated through planned learning opportunities to embed its use

EYFS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Name	Into the woods	Let's celebrate	Make it	Let's Explore	Veggies assemble	Come Outside
Main stories Cycle 1	3 little Pigs (T4W) blow your nose Big Bad Wolf Little Red riding hood N - You choose book Skylarks	Stickman Gruffalo The leaf thief	Gingerbread man (T4W) Keep running gingerbread man N - Harry's home R - The way back home (houses and journeys) library	The odd egg Are the dinosaurs dead Dad? Dinosaur visit Technology week 1 week transport Planting	Supertato - series Superworm Planting 2 weeks - People who help us and Dental Nurse visit	The Hungry Caterpillar (T4W) Betsy Buglove saves the bees Minibeast bop Planting Sewing Cockfields 2 weeks - All around the world - holidays/seaside - What the ladybird heard at the seaside caterpillars
Main stories Cycle 2	Goldilocks (T4W) eat your greens goldilocks Hansel and Gretel	Stanleys stick Gruffalo's child Pumpkin soup	The Runaway Pancake Mr wolf's pancakes N - Harry's home	Naughty Bus If I built a car 2 weeks - People who help us and Dental Nurse visit	Oliver's Vegetables (T4W) The enormous turnip Technology week Planting	Farmer Duck (T4W) What the ladybird heard? Farmyard Hullabulo Smithhills farm

EYFS Termly overview and planning and delivering

- Progression and milestone checkpoints
- Nursery Prime area progression
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- “Assess, plan and do” cycle in place.
- Teaching and classroom organisation must facilitate high levels of engagement and attainment in learning.
- High Quality interactions between staff and children are key to ensuring all children make good progress. Shrec approach
- Communication, Language and Early Literacy skills are a priority within our teaching and continuous provision across all areas of learning.
- Balance of teacher directed and child-led activities.
- Balance of indoor and outdoor learning.



Baselines and Assessments

- RBA baseline
- Phonics assessments- letter sounds, initial sounds.
- Maths assessment
- Name writing and recognition at the same time.
- Pencil grip letter formation
- Wellcomm
- Reading file
- Nursery baseline- colours, shapes, pencil grip, talking about marks

Formative assessments are ongoing through the year. We get to know our children very well and know exactly what their next steps are all staff consistently support the children in their play to fill the gaps.
Summative assessments- We assess the children half termly/termly on the assessments above.
Intervention list which we add to throughout the year.

On Tapestry parents can they see what activity the children are doing for each area of learning.

Transition

New children to Nursery

- The children visit with parents for 1 hour in July to see the classroom and meet the teacher. Fill in ‘get to know me’
- Welcome meeting for all parents in July
- The children do an hour visit with parent
- The children do an hour and half on their own
- The children stay for lunch then full day. Unique to each child.
- Speak to previous nurseries and visit when possible.
- Once children have started Hayley may contact the Health visitor for extra information.

Nursery to Reception-

- We share the building, playground and shared area.
- The children visit with parents for an hour in July
- The children visit for 1 hour on their own in July and a whole morning.
- The children start in September on reduced days for a few dates before full time.
- Visit or call prior nursery
- All about me sheet
- Talk to parents about their individual child
- Transition meetings with nursery teacher.
- Welcome meeting in July for all parents

Reception to Year 1

- The children go on the main playground in the summer term at lunch time.
- We have break times in the summer term with year 1 and 2.
- The children start assemblies in the summer term
- Teachers meet to discuss each child- the whole child- not just academically- fussy eaters, nervous children etc.
- We have transition morning in July
- A weekly story during summer 2 by the year 1 teacher.
- We build up the time on the carpet so they sit for longer, the challenges set in the classroom are more challenging and writing increases in the summer term.
- In Year 1 the children have Continuous Provision all year round.

How do we ensure inclusion in EYFS?

- Our teacher assessments are used to identify individual needs early and for SEND support plans. We start interventions ASAP by October half term. Interventions in play not always being taken away. Children make good progress whatever their starting point is.

- Resourcing- now and next, communication boards, big easel, social stories. Basket system for learning. Sensory baskets

- Adaption of teaching- now and next, quiet areas, adapt language.

- Celebrating diversity- curiosity cube, Tapestry, planning, parents to come in, displays, learning walls.

- All About Me Profiles

Parental engagement

- Home school diaries
- Tapestry
- Open door policy
- Phonics, maths, oracy workshop
- Stay and play sessions November and March
- Open evening
- Parents evening

Monitoring the Quality of Education in EYFS

Early Childhood Environment Rating Scale (ECERS-3) February 2026

The audit was completed over 4 afternoon sessions. All staff were observed including N.W, H.R, H.A, J.S, R.R, The audit covered 6 broad areas and the scores were all within the excellent range.:

1. Space and Furnishings 7
2. Personal Care routines 7
3. Language and Literacy 6
4. Learning Activities 6
5. Interaction 7
6. Program structure 7

The highest score is 7, so we had 2 areas to improve on to achieve 100% grade 7 scores.

- To be repeated 2026-27
- Implications and next steps from the audit.

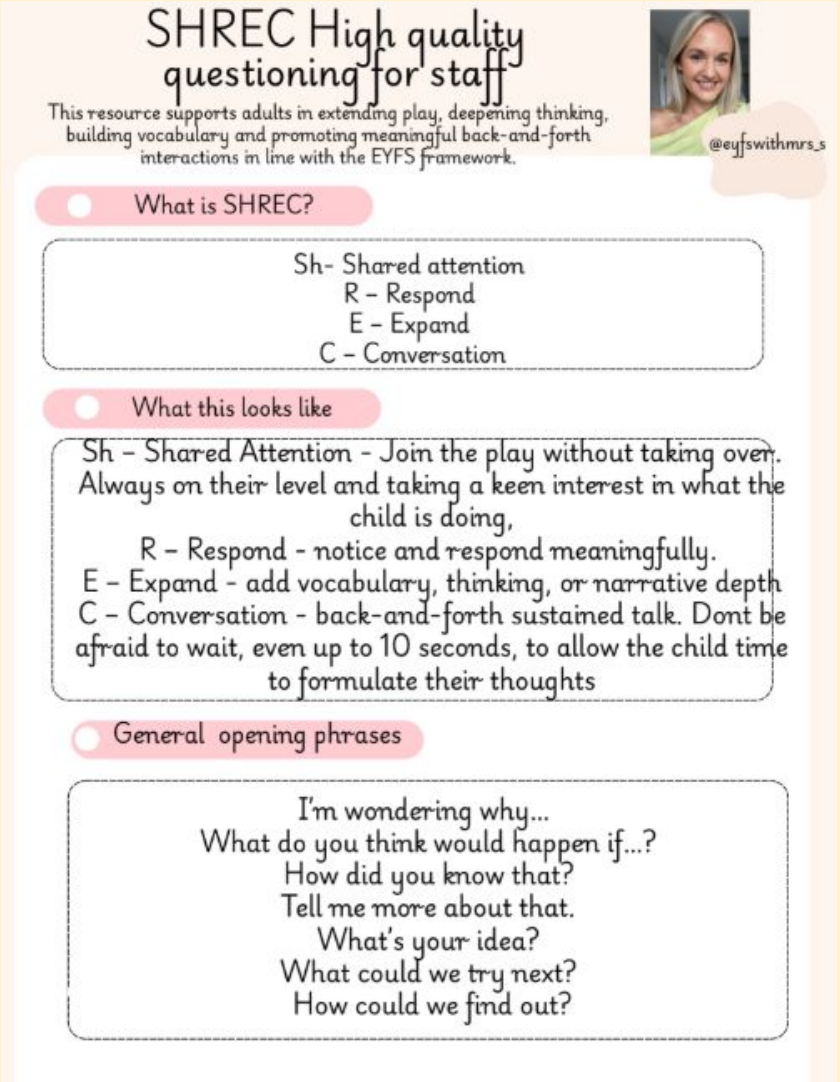
Staff training

- **Staff Training:**
- EYFS meetings- Quality Interactions, Alistair Bryce-Clegg- Outdoor provision, Continuous provision, Shrec
- Whole school-
- Diversity,
- Autism training,
- PDA training,
- Paediatric first aid,
- Adaptive technology,
- Active learning,
- Sensory circuits
- EAL

- **Use of outside Expertise:** Anne Smith- Stockport Early Years Send consultant
  Sharon Stewart-Stockport Primary Inclusion Team. Ethnic Diversity team.

Communication and Language

- Quality interactions worked on in EYFS training-used videos of ourselves in 2022
- Quality Interactions revisited in Spring 2024 with EYFS staff and put up prompts
- Communication and Language prompts in different areas of learning September 2026- Shrec approach
- Shrec approach- began training following audit in 2026 by EYFS lead in staff meetings. Started in classes September 2026.
- Tales toolkit, Drawing club and Talk 4 Writing, NCETM-I say you say, circle times
- Visual cues, timetable of the day, daily calendar



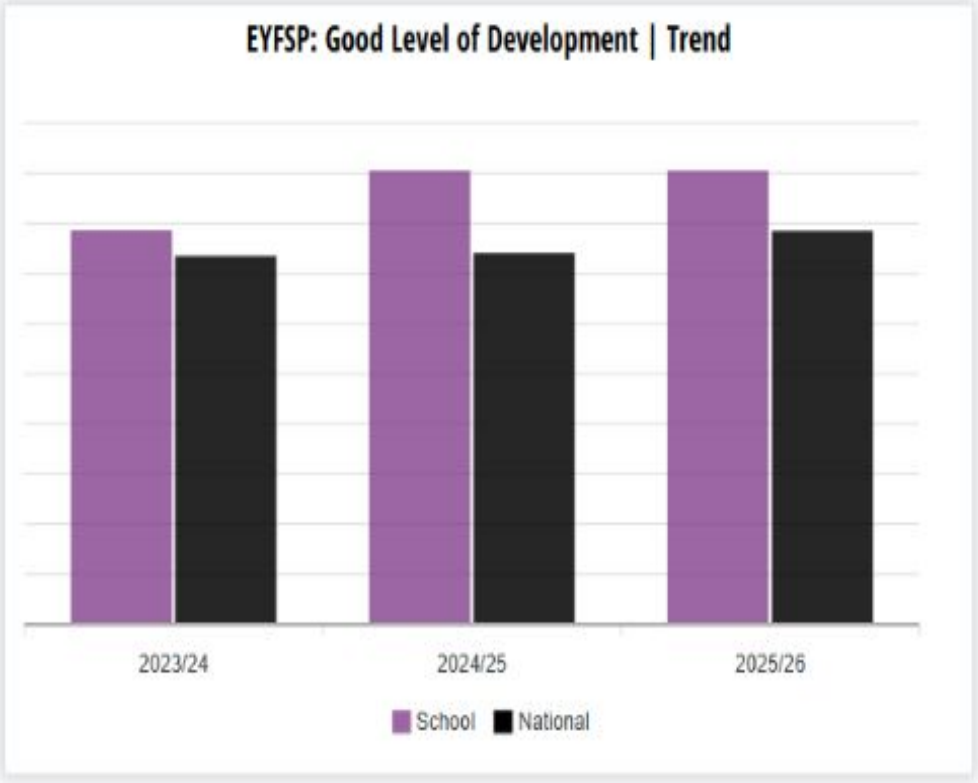
Early Literacy

- Adults to read stories with children
- Reading bear and box with hot chocolate
- Mystery reader
- Library books in Nursery and Reception
- Quality interactions
- Sound buttons
- Yoto box
- Sing rhymes and songs
- Promote Literacy in all areas
- Writing shed outdoors
- Reading den outdoors
- Phase one phonics-Nursery
- Floppy's Phonics- start imminently, baselines and then interventions
- Keyword recognition and spelling
- Handwriting - daily basis from September, large mark making on tummy, big easel to paper then handwriting books. During phonics, 1:1, constant rhyming cards. Volunteer doing handwriting rocket books after half term.
- Emergent writing
- Adults model reading and writing skills

Safeguarding

- All staff responsible and have yearly training
- Correct ratios of staff to children in Nursery 1:13
- Regular risk assessments- broken equipment removed by any staff who find it
- Outdoors checked on a daily basis and some equipment not available when wet and slippy.
- School business manager informed of any dangers which require action such as replacement parts for trim trail.
- Gates locked by EYFS staff
- Parents inform us who is picking up children-home/school diary
- Intimate care policy

Good Level of Development



Your school's EYFSP good level of development has **remained the same 0.0%** from **83.3%** in 2024/25 to **83.3%** in 2025/26.

This is equivalent to approximately **the same number of** pupils achieving a good level of development in 2025/26 compared to 2024/25.

Your school's average for the last 3 academic year(s) is **79.8%**.

What is the story behind the data?

Summary of attainment in relation to National standards for EYFS

STRENGTHS:

- The whole cohort made good progress; 83% of the class achieved GLD.
- 17% (5 Children) of the class did not get the GLD.
- The gender split this year meant there were a larger % of boys than girls. The class was made up of 53% boys and 47% girls. 86% of the girls achieved the GLD in comparison to 81% of boys.
- 26 out of 30 children achieved the ELG in the prime areas and UW and EAD. The four children who did not achieve this were one child in Communication and Language and Understanding the World, two children in Physical and one in PSED. All children were on a support plan for this and made progress.
- 27 out of 30 children achieved the ELG in Maths. 26 out of 30 children achieved the ELG in Reading. 27 out of 30 children achieved the ELG in Writing.
- We completed Wellcomm assessments in September and then completed interventions on those children that needed it. All children made good progress during the interventions and were all at the correct point when leaving reception.
- We completed speech and language daily with the child who did not get the ELG in Communication and Language.
- The children who did not get the Physical ELG had daily interventions of fine motor skills practise.
- Action- Year 1 staff have been made aware of the children that need support in reading, writing and maths. They are aware of the children who will need motor skills and fine motor interventions. The speech and language will go up with the child who needs support with this.