



Roche CP School

EARLY YEARS STRATEGY for 2026 - 2027

Please read alongside TPAT's EYFS Strategy Document

EYFS Lead = Vic Tonkin EYFS Teacher = Shannon Garratt

INTENT

- All staff and SLT have a clear vision for EYFS at Roche and within TPAT. (See separate documents.)
- Children gain a love for learning as soon as possible which will establish a firm foundation for the next stage of their education.
- Children will learn a broad, balanced and stimulating curriculum which has an emphasis on the development of foundational skills such as: The Prime Areas, Early Reading, Writing and Number as well as vocabulary.
- The Foundational Skills are given the highest priority.
- Children deepen their learning through focused direct teaching and Continuous Provision.
- To ensure teaching of Phonics is systematic and to a high standard and that children have books closely matched to their reading development, Phonics teaching starts immediately from the first full week in September.
- All children to make at least expected progress in Phonics.
- For all children to have regular and high-quality opportunities to write.
- To increase the number of children who reach the ELGs by the end of the Reception year, particularly in the Prime Areas, Reading, Writing and Number.
- To increase the number of children achieving GLD each year. (Aim = the new Government target of 75%.)
- School and Government Baselines will be undertaken within the first 5 weeks to capture the child's starting points accurately and will be used to plan to meet their emerging needs.
- For parents to be involved in their child's learning journey in EYFS and to have strong links with the school, this enabling us to gain a complete picture of their learning and developments.
- For our children to also complete our Reception Personal Development Programme. (See separate document).

Curriculum overview:

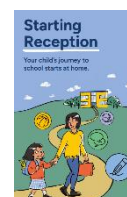
Here at Roche we are using the revised EYFS Framework as well as the revised version of Development Matters as a curriculum reference. However, each learning opportunity is planned to address the specific needs of each cohort which is continually addressed through accurate use of formative and summative assessment alongside children's interests.

Planning: We have a long term plan, medium term plans and weekly plans which are all flexible to meet the emerging needs of each child.

IMPLEMENTATION

Transition into Reception:

- To ensure a smooth transition for our children we take time to carry out quality nursery visits, personal phone calls home and we invite our new intake in for a 'meet and greet' with the teachers, teaching assistants and SLT. Here they receive a book bag and book all about starting school.
- We provide parents with school readiness challenges to complete over the Summer holidays as well as the new 'Starting Reception' materials. [Starting-Reception.pdf](#)
- We also have a dedicated information page on our website for our new intake.
- In September we do a gradual start and have a third of the class in for 3 days but then we like to get all our children into our school, full time, as quickly as possible to maximise learning opportunities.



- The children's parents will be sent our first half termly letter of the year promptly at the start of term. These inform our parents of school routines, procedures, expectations, rules as well as what we will be teaching their children in the Prime and Specific areas for Autumn 1. It also prioritises what and how our parents can help support their child further at home.

Engagement and involvement of parents:

- Once a week the teacher emails the parents to explain the word, nursery rhyme, number and key text for the week. It also gives parents ideas for how they can support their child at home.
- There is an initial Parents' Evening in October to let them know how their child has settled into school, feedback about their attitudes towards their learning as well as ideas that parents can do to support their child at home with the Prime Areas if there are gaps. There will be another Parent's Evening in the Spring Term which will be more assessment orientated and finally there is an end of year written report. This covers attainment and progress across the 17 ELGS.
- Parents are involved in emailing information/evidence to include in their child's learning journey throughout the year. Once a half term parents are also invited into the classroom to view their child's learning journey to see their progress and complete a form to provide feedback to the EYFS team.
- We will carry out 3 Parent Workshops throughout the year. Two are focused on Reading and explaining Read Write Inc. in detail, and the third will be based on an additional priority of learning from the outcomes of the September Baseline. This year it will be to support Writing.

Baseline arrangements:

- Baseline assessments are compared to their nursery end of year outcomes and information from parents' personal phone calls where possible, to get an accurate picture of the child.
- We write our own Baseline activities for the Specific and Prime Areas as we want a quick, accurate picture of the child straight away. We will also be completing the statutory Government Baseline in Weeks 4 and 5.
- We aim to complete all Baseline activities within the first 5 weeks so we can use it to inform planning promptly that will meet the emerging needs of all the children in the class.

Week 1 = Wed-Fri = 3 Transition days consisting of a third of the children in on one day at a time.

Week 2 = Literacy- Word Reading, Comprehension and Writing

Week 3 = Personal, Social and Emotional Development and Physical Development

Week 4 = Communication + Language

Week 5 = Maths- Number + Numerical Patterns

- It is carried out through a mixture of 1:1 tasks, small group tasks and class observations. We look to assess key aspects of the '3 and 4-year-old' Development Matters criteria. If needed, we also assess against the lower or higher age bands.

Quality Assurance of Baseline:

- Our Baseline activities are quality assured by subject leads to ensure accuracy and consistency as well as support where needed.
- When analysing the data from the Baseline we firstly look at the strengths and then the areas for improvements within the Prime and Specific areas.
- Baseline data is used to set targets for outcomes for individual children by end of year.
- Summative assessments are recorded on Insight 6 times a year (This includes the Baseline on entry data).
- Our planning reflects the priorities identified from Baseline, children's interests, as well as the INTENT for EYFS.

Classroom Organisation:

- Whole class direct teaching is carried out daily for Drawing Club, Maths, Mastering Number, PE and Topic (Broader Curriculum). Shared Reading is incorporated whole class from Summer 1.
- Differentiated small group direct teaching is carried out daily for Read Write Inc.
- Continuous Provision is carried out twice a day after direct teaching lessons. We aim to have free flow indoors and outdoors between the classroom and our secure outdoor area. This is where children independently choose their learning through play.

- 1:1 work is carried out for SALT, Maths, RWI and any significant gaps within the Prime Areas.

Approaches to developing the Prime Areas:

Communication + Language

- Supporting Communication and Language development is a key priority across our trust and aligns with national focus areas. All pupils are screened upon entry to EYFS using this evidence-based tool: WellComm. This allows us to identify needs early and provide targeted support.
- We provide targeted support from our WellComm assessments and SALT referrals to help close gaps and accelerate progress.
- Children benefit from a rich language environment where both planned activities and high-quality incidental interactions are used to develop vocabulary, expressive language, and listening skills, laying strong foundations for future learning and communication success.
- Settings across TPAT have adopted the ShREC Approach, (Education Endowment Fund) to promote shared attention and back and forth conversation in the Early Years. Training has been completed in January 2026 for using the ShREC Approach.

Physical Development

- Physical Development and health are fundamental to nurturing happy, healthy, and engaged learners. All pupils spend sustained periods of time outdoors each day, where they are encouraged to explore, move, and play, developing both their gross and fine motor skills in meaningful ways.
- Our outdoor provision is planned with the same care and intention as our indoor environments, ensuring it supports all areas of learning, particularly Physical Development.
- Children are taught the importance of hygiene and are supported to develop personal care independence, such as handwashing, toileting, and self-care routines.
- Targeted interventions are used to enhance physical skills, support coordination, and promote lifelong healthy habits, ensuring every child can thrive physically and emotionally.
- In addition, at Roche we do a 30min PE lesson everyday which is predominantly focused around the scheme REAL PE.

Personal Social and Emotional Development

- PSED is at the heart of our EYFS approach, ensuring that children grow into confident, resilient, and caring individuals.
- Adults model positive relationships and self-regulation throughout the provision, helping children learn how to interact kindly, resolve conflicts, and manage their emotions.
- Pupils are supported to recognise and name their feelings, laying the foundation for emotional literacy and wellbeing.
- Through play and daily routines, children learn to socialise, work co-operatively, and become responsible, respectful citizens.
- We foster resilience and confidence by encouraging children to embrace challenges and try new things, celebrating effort and perseverance.
- A strong emphasis is placed on having a healthy body and mind, with children learning about balanced diets and being encouraged to enjoy the healthy foods provided.
- Our school values and rules are embedded throughout the day, helping children understand expectations and develop a strong sense of belonging and community.

Approaches to developing Literacy:

Phonics:

- We deliver a systematic approach for the development of Phonics through the implementation of Read Write Inc. (RWI) Children receive 45 minutes every day between 8.45-9.30am.
- All staff that deliver RWI teaching in Reception class have been trained to deliver RWI to a high standard. The most skilled practitioners always teach the most vulnerable group.
- RWI is quality controlled and coached by school's phonics lead (Mrs Garratt) and through development days delivered by the Cornwall English Hub.

- The approach is proactive, with a strong emphasis on helping all pupils to keep up with the pace of learning, rather than having to catch up later. Progress is closely tracked and assessed to ensure each child is making steady development in their phonics knowledge.
- There is a designated RWI intervention member of staff who is working with PP children as well as the lowest 20% for RWI keep up work or pre-teach.
- We use the levelled reading materials from RWI that complement the phonics programme at each level. Firstly, a green set one sounds book goes home, then sound blending books 1-10, then a ditty a day = 20 and finally coloured books go home.
- Our main feeder nursery (Pebbles) have started to introduce RWI into their setting from work they did with us previously.
- We let all parents know which sounds to practise by sending home weekly links to the Virtual Classroom films (VC films) on the Ruth Miskin Training Online Subscription.
- There are 2 workshops for parents to inform and assist them in supporting reading and Phonics development at home.

Early Vocabulary and Reading Opportunities:

- '5 a Day' approach; children are given a vocabulary rich diet of hearing 5 pieces of high quality text every day. It will include nursery rhymes, fiction texts, story sacks, poetry, non-fiction texts, oral story telling videos etc... Often children are exposed to these through repetition.
- In Reception, the purpose of Drawing Club is to bring together storytelling, language, early writing, creativity and imagination in a fun, highly engaging way. The approach encourages children to become confident storytellers and communicators while developing the skills they need for writing. It is particularly useful because children can draw and talk before they are expected to write, making the process accessible to all learners.
- Emphasis on modelling and repetition of key vocabulary by adults wherever possible in Continuous Provision.
- SALT is carried out for the children who have County targets, who are waiting for a referral or who need intervention based on their WellComm assessment.

What books we want our children to learn:

Rationale = To provide our children with a variety of different texts, which specifically focus on high end, topic related vocabulary. We also choose texts that engage and inspire our children within their Continuous Provision time.

- In July we give all our children the book: 'Peter Rabbit Starting School.' This is to help with encouragement of reading at home and transition as well as the teacher being able to use a familiar text with them when they start in September.
- Autumn 1 = All About Me Topic. Books = Peter Rabbit Starting School, Starting School, I am absolutely too small for school, Harry and the Dinosaurs go to School, Owl babies, Our Class is a Family, The Colour Monster Goes to School, Super Duper You, All Are Welcome.
- Autumn 2= Festivals and Celebrations Topic. Books= Non-fiction books about Festivals and Celebrations, Sparks in the sky, Dipal's Diwali, Peppa's Diwali, Kipper's Birthday, The Jolly Christmas Postman, Let's Celebrate!
- Spring 1= Toys Topic. Books= Non-fiction books about Toys, Dogger, The Old Toy Room, Kipper's Toy box, Where's my Teddy?, The Teddy Robber, Lost in the toy museum, Toys in Space.
- Spring 2= People who help us Topic. Books= The Zoo Vet, Non-fiction books about Police Officers, Fire Fighters, Lifeboat Crew, Ambulance and Air Ambulance Crew, Charlie the Firefighter, Whose hat is this?, Clothesline clues to the jobs people do.
- Summer 1= Minibeasts Topic. Books= Non-fiction books about Minibeasts, Superworm, Aaaarrgghh, Spider!, What the Ladybird Heard, The Very Hungry Caterpillar, Norman the Slug with the Silly Shell, The Bad-Tempered Ladybird.
- Summer 2= The Seaside Topic. Books= Non-fiction books about the Seaside, Commotion in the Ocean, Sally and the Limpet, What the Ladybird Heard at the Seaside, The Snail and the Whale, The Rainbow Fish, Seaside, Sharing a Shell.

What Nursery Rhymes we want our children to learn:

- Autumn 1 = Head, Shoulders Knees and Toes, If You're Happy and You Know It, 1,2,3,4,5 Once I caught a fish alive, This is the way we brush our teeth.
- Autumn 2= When I was one I sucked my thumb, Twinkl twinkle little star, The 12 Days of Christmas.
- Spring 1= Miss Molly had a Dolly, Little Bo Peep, Teddy Bears Picnic, One, two buckle my shoe.
- Spring 2=Dr Foster went to Gloucester, Milly Molly had a Dolly, This is the way we lay the bricks, The wheels on the bus. (All linked to jobs that people may do to help us)
- Summer 1= Incy Wincy Spider, Wiggly Woo, Five Little Speckled Frogs (Minibeasts + Lifecycles)
- Summer 2= A sailor went to sea sea sea, I do like to be beside the seaside, Under the sea.

Writing

- We recognise that children must be developmentally ready to write, and as such, we place a strong emphasis on fine motor activities to build the physical skills required for writing.
- Pencil grips are assessed and tracked throughout the year. Whole class interventions such as Squiggle While You Wiggle and Dough Disco are used to support this.
- Correct letter formation is a key focus across all settings, ensuring children develop good habits from the outset. This is taught through our systematic Phonics programme RWI.
- As mentioned previously, we also enhance this with teaching using 'Drawing Club' which helps to inspire a love of writing.
- Adults consistently model writing to demonstrate the writing process, vocabulary choices and sentence construction.
- In Continuous Provision, children have access to varied opportunities to write for a range of purposes. We carefully plan for children to write phonemes, words and phrases that align with their phonics learning, ensuring progression and consolidation in meaningful contexts.

Approaches to building early Mathematical skills:

Maths

- We use our own EYFS Maths Policy to support the whole class direct teaching of Maths as well as Continuous Provision linked activities each day.
- Priorities are Number with a huge emphasis on Place Value and Counting.
- Mastery approaches are interlinked: Practical, Pictorial, Abstract (this supports varied fluency) as well as promoting problem solving and reasoning.
- 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 as they go up the years in primary school:
 - Cardinality and Counting
 - Comparison
 - Composition
 - Pattern
 - Shape and Space
 - Measures
- Time dedicated to learning a number deeply over 2 weeks up to 10. This will heavily support the first 4 main areas for developing children's early Mathematics.
- Children receive a 30-minute Maths lesson 5 days a week that is then always reflected in their Continuous Provision to allow children to keep rehearsing and practising these vital skills to help them become fluent and for it to be embedded in their long term memory.
- Our EYFS class will have 4 x 15min Mastering Number lessons a week which is provided by the NCETM. This is great for children's Declarative Knowledge and continues into Year 1.
- Maths is also to be incorporated in other areas of learning as well as tidy up time. E.g. counting items while they tidy, measuring in the mud kitchen, problem solving in the construction area, capacity and comparing in the aqua pool and sand pit etc...

Wider Curriculum Planning:

- The Wider curriculum is planned using a Topic approach in EYFS. Key aspects that are planned for link to our whole school Intent: *Learning is structured within a curriculum that is designed to be engaging, enjoyable and rich with experiences and meaningful contexts for learning. We want our children to become confident, independent, driven and resilient learners and young people.*

Teaching is designed to nurture and champion these attributes. We want our children to learn and demonstrate the values of kindness, respect, tolerance and consideration for others. We want our children to know how to keep themselves and others safe and healthy.

- Our '5 a day' Reading Strategy is effectively used in the delivery of Broader Curriculum content. The stimulus for writing will regularly be derived from Broader Curriculum study.
- Experience has shown us that our children learn best when learning is set within an understandable context. This may be an overarching topic but could also be based on a central shared text thus reinforcing our reading focus. We plan activities and experiences within topics that are designed to spark imagination and celebrate learning. This may be in the form of an educational visit, a visitor coming in to school, a celebration day or a super learning day. However, some areas of learning are best delivered as a discreet stand-alone area or within a 'one off' super learning day or week.
- 6 Topics, Topic enquiry questions and stand-alone enquiry questions are planned into a year.
Autumn 1: All About Me (T= How am I special? How do I look after my body?)

Autumn 2: Festivals and Celebrations (T= Why do we celebrate special times? SA= How does ice change? SA= What might we pack in a suitcase to take with us to different environments?)

Spring 1: Toys (T=Why do old toys not light up and make noises?)

Spring 2: People Who Help Us (T=What if I need help?)

Summer 1: Minibeasts (T=Why are insects helpful for our garden? What is a Lifecycle? SA= How does my life compare to Handa's?)

Summer 2: The Seaside (T= How do we adapt our behaviour and clothing to suit the different seasons? SA= Why is the King Special?)

Understanding the World

Understanding the World in the EYFS lays the essential foundations for the Humanities curriculum across the wider school, supporting children to develop a strong sense of identity and their place in the world. We place great importance on grounding children's understanding in real-life experiences and the local context, making full use of the rich Cornish landscapes, heritage, and traditions to foster curiosity and a connection to their community. Through purposeful and carefully planned experiences, children begin to explore geography, history, and culture in meaningful ways that are rooted in their everyday lives. At the same time, we recognise the need to extend children's horizons beyond Cornwall by intentionally planning opportunities to learn about different countries, cultures, and times outside of their own experiences. This includes introducing children to global diversity through stories, celebrations, visitors, and resources that reflect a wide range of communities and traditions. In doing so, we ensure that every child begins to build the cultural capital and global awareness they need to thrive in an increasingly interconnected world.

Expressive Arts and Design

Expressive Arts and Design is a vital part of our EYFS curriculum, encouraging children to develop their creativity, imagination, and confidence in expressing themselves. From the earliest stages, children learn to use a range of tools and materials to create, explore, and communicate their ideas. They are supported by inventing and recount stories alongside peers and adults, bringing their imaginations to life through role play, Music, and Art. Our curriculum includes a carefully planned progression of songs and rhymes. We use Charanga to teach Music. We use Kapow to teach Art, this includes a unit that links to local artists that help foster a strong sense of cultural identity. At the same time, we intentionally broaden children's creative horizons by introducing them to music, stories, and artistic styles from a wide range of cultures, helping them appreciate diversity and new perspectives. To deepen their engagement with the Arts, we are aiming to take Reception Class to the Hall for Cornwall this year.

Children's involvement in assessment of their learning:

- Rationale = This approach is to help develop children's abilities to talk and reflect about their learning which additionally focuses on one of the Prime areas of Communication and Language. Additionally, it allows the teacher to assess what learning has been retained and what will need to be revisited in our Broader Curriculum Revisiting lesson once a week with the class.
- There are timetabled slots for children to share their learning and their plans linked to Continuous Provision with their teachers each half term.
- Children are taught how to verbally assess their own learning by recognising what they have achieved/made progress on as well as their next steps.

Timetable:

- Carrying on from work in 18/19, more barriers to learning have been removed. Both morning and afternoon breaks have been removed so children have much longer on Continuous Provision where snacks and physical development opportunities are available and incorporated.
- There are 5 sessions a day focused on direct teaching (50mins RWI, 30mins Maths, 15mins Mastering Number, 15mins Drawing Club, 15mins Handwriting, 30mins PE and 30 mins Topic) and 2 longer sessions in a day for Continuous Provision. 15 minutes of Shared Reading is added from Summer 1 in preparation for Y1. (Some of these timings are increased as the year goes on.)

Approaches to all other EY teaching:

- Continuous Provision is planned for each week using assessment for the 7 areas of learning.
- 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 promotes self-regulation.
- Each area of Continuous Provision that is planned for has a specific objective that links back to Development Matters and the Characteristics of Effective Learning.
- In addition, there is a priority focus area that is responsive and reflective from data. This area(s) will be threaded throughout.
- Adults are directed to specific learning activities where they will use differentiated question starters and specific vocabulary planned by the teacher. Independent Continuous Provision activities will be modelled throughout the week so children are inspired and motivated to explore a variety of their learning opportunities therefore resulting in progress.
- The teachers and TAs observe, listen, model and play naturally alongside children at these times being careful not to take over.
- Questioning is key to lead learning forwards. There are planned key questions for the adults each week.
- The whole school does 30minutes of PE a day which started in Sept 2020 after Lockdown. This enables children to have a healthy mind-set and lifestyle as well as strengthening their gross motor skills. Children also attend school in a PE kit, allowing them to be active throughout the whole day. It additionally links well to our '5 Ways to Wellbeing.'

Approaches to supporting disadvantaged and SEND children:

- Before September, our school SENCO attends meetings and meets children at any nursery settings where they are already on the Record of Need or who have EHCPs.
- Catch Me Cards (CMC) are in place for children on the Record of Need. These are specific targets to allow children to make progress.
- TAs carry out interventions for RWI, SALT and priorities from baseline as well as continuing to support the learning and capturing observations of their Key Worker Groups.
- The teachers have the least able RWI group to enable Quality First Teaching for the lowest 20%.
- Daily RWI 1:1 intervention for lowest 20%.
- Precision Teach is a school wide strategy we are using for children with CMC or children who need to catch up in a specific area. All staff received training in 20-21.
- PP children are closely monitored by all staff in EYFS. They will receive High Quality Teaching as well as additional intervention if needed.

Development of staff expertise:

- VT is the EYFS Lead and has been since 2019. 2025/26 VT also job shared with SG for the year.
- SG successfully completed her NQT year in EYFS in 19-20.

- VT has attended EYFS briefings led by Ofsted inspectors.
- VT meets with SG at least once every half term to discuss data and the EYFS Action Plan.
- VT and SG both aim to attend all TPAT and Local Authority EYFS events as well as visiting schools within TPAT to gain further knowledge and understanding of best practise.
- Research into Continuous Provision planning across TPAT as well as online companies e.g. CornerStones, Alistair Bryce Clegg.
- 2022 – SG and LG (Y1 teacher) completed an ABC course for 'Effective transition into Year 1.'
- 23-24 - SG completed her NPQLT.
- 25-26 - SG will be supported VT in her new part time teaching role in EYFS.
- 26-27 - SG completing her NPQSL.

Leadership of Early Years:

- At Roche, we recognise that the EYFS is the vital starting point of every child's educational journey and, as such, it is central to the design and planning of the whole school curriculum. Our Headteacher and Deputy maintain a clear and in-depth understanding of the practice within their EYFS settings, enabling them to articulate the specific developmental priorities of each cohort and how individual needs are being effectively met.
- Through rigorous analysis of EYFS data, leaders implement targeted strategies to secure the best possible outcomes, with a particular focus on ensuring children achieve a Good Level of Development.
- All EYFS practice is underpinned by adherence to both trust-wide and school-specific policies, including those relating to intimate care, behaviour, and relationships, ensuring consistency, safety, and high standards across all settings
- VT has been the EYFS lead since NW left at Easter 2019.
- Part of her SLT role is devoted to improving the standards in EYFS through supporting the team. It is part of her Performance Management targets for the year. She has set up a half termly EYFS monitoring and evaluation calendar.
- VT to ensure that the curriculum meets the needs of the context of the pupils at Roche.
- Termly data analysis and Pupil Performance Meetings are carried out by VT and SG. This is also shared with the Headteacher, Maths and English Leads.
- VT was TPAT's Lead Practitioner for Maths in 2021-22 and 2022-23 and supported Maths Leads across the trust specifically focusing on EYFS and the new revised Framework.
- In 21-22 and 22-23 SG and VT supported several schools in the trust for EYFS provision.
- 22-23 SG and VT presented their Ofsted Experience to all TPAT EYFS Teachers, EYFS Leads and several Head Teachers at our Trust wide INSET day.
- VT and or SG attend half termly meetings with TPAT EYFS teachers which are led by Lizzie Stokes, TPAT's EYFS Lead and Kelley Butcher - Director of Education - Development.

Safeguarding:

- JW is our DSL and VT is the DDSL.
- 3 adults within EYFS have attended the Paediatric First Aid Course.
- TPAT Central Team visit school throughout the year to come and check it over for any recommendations in terms of health and safety.
- All EYFS team to update their yearly Safeguarding course. EYFS Teachers are also to keep up to date throughout the year with safeguarding updates from SLT.
- All EYFS staff know about our strict end of the day procedures which is vital in safeguarding our children.

Transition from Reception into Y1 and Beyond:

- It is vital that the strong foundations created in the early years continue into the next stage of children's development. Therefore, to support children to transition into Key Stage 1 effectively, we offer the following transition experiences:
- After CPD on effective transition to Year 1, JC will adapt her timetable every September to allow for Continuous Provision in the Autumn Term. The intent will be to focus on EYFS areas where children were not at the Expected Standard as well as enhancing the Y1 NC Wider Curriculum

topics through this approach that the children are familiar with. Therefore, this also aims to be positive for the classes mental wellbeing at a time when there is a lot of change.

- EYFS Team to be aware of the Y1 National Curriculum expectations to allow, where appropriate, transitional approaches.
- JC to be aware of the Reception ELG expectations and the ways in which they learn.
- Dependant on the class and their assessments and level of needs, in the Summer Term JC and SG to meet to start formalising plans for Autumn of the next academic year.
- The children have a 'Transition morning' in the Summer Term.

IMPACT

How is it measured? Outcomes?:

- Assessment at Roche should not require long breaks from interactions with children or require excessive paperwork. The Trust use Insight to record and track pupil progress 6 times a year and expectations around this are set out in the Trust's assessment policy.
- High importance is placed upon the outcomes for pupils within the EYFS as we understand that this is an early indicator of future success.
- We start with the Government Reception Baseline which is a short online assessment taken in the first six weeks a child starts Reception. Additionally, we carry out our own baseline activities.
- In order to make accurate summative assessments, a range of factors are looked at within the EYFS Team: formative observations and learning journeys, half termly summative assessments e.g. RWI, Maths, Independent Writing etc.... and TAs and the Teacher's knowledge of the children.
- Assessment is then quality assured by VT (EYFS Lead) and SG (Phonics Lead) and an assessment benchmark record is then kept to support with future assessments.
- Early Years Foundation Stage Profile - In the final term of the academic year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile must be completed for each child.

Data Summary:

2019/20 31 in class.

2020/21 Baseline 30 in class. Autumn 2 onwards 29 in class.

2021/22 30 in class.

2022/23 30 in class.

2023/24 23 in class.

2024/25 30 in class.

2025/26 28 in class.

Year:	GLD %	Reading ELG %	Writing ELG %	Number ELG %
2017	53%	77%	53%	67%
2018	56%	73%	57%	63%
2019	62%	69%	65%	73%
2020 Teacher Prediction	X	61%	52%	71%
2021	41%	62%	59%	59%
2022	43%	73%	50%	80%
2023	57%	83%	60%	77%
2024	61%	87%	74%	87%
2025	80%	87%	87%	90%
2026	71%	79%	75%	86%

	GLD %	Reading ELG %	Writing ELG %	Number ELG %
2019/20 Baseline	39%	39%	39%	74%
2019/20 Target	55%	55%	55%	94%
2020 Teacher Prediction	X	61% (+22%)	52% (+13%)	71% (-3%)
	GLD %	Reading ELG %	Writing ELG %	Number ELG %
2020/21 Baseline	30%	37%	30%	43%
2020/21 Target	60%	60%	60%	60%
2021 End of Year	41%	62% 18/29 (+7)	59% 17/29 (+8)	59% 17/29 (+4)
	GLD %	Reading ELG %	Writing ELG %	Number ELG %
2021/22 Baseline	10%	11/30 37%	6/30 20%	20/30 67%
2021/22 Target	60%	24/30 80%	18/30 60%	24/30 80%
2022 End of Year	43%	22/30 73% (+11)	15/30 50% (+9)	24/30 80% (+4)
	GLD %	Reading ELG %	Writing ELG %	Number ELG %
2022/23 Baseline	8/30 = 27%	Word Reading = 16/30 = 53%	10/30 = 33%	Number = 18/30 = 60%
		Comprehension = 19/30 = 63%		Numerical Patterns = 17/30 = 57%
		Combined = 14/30 47%		Combined = 15/30 = 50%
2022/23 Target	15/30 = 50%	25/30 = 83%	20/30 = 67%	25/30 = 83%
2023 End of Year	17/30 57%	Word Reading = 30/30 = 100% (+14)	18/30 = 60% (+8)	Number = 23/30 77% (+5)
		Comprehension = 25/30 = 83% (+6)		Numerical Patterns = 26/30 = 87% (+9)
		Combined = 25/30 = 83% (+11)		Combined = 23/30 = 77% (+8)
	GLD %	Reading ELG %	Writing ELG %	Number ELG %
2023/24 Baseline	6/24 25%	Word Reading= 16/24 67%	9/24 38%	Number= 16/24 67%
		Comprehension= 17/24 71%		Numerical Patterns= 14/24 58%
		Combined= 14/24 58%		Combined= 14/24 58%
2023/24 Target	15/24 63%	20/24 (83%)	15/24 (63%)	20/24 (83%)
2024 End of Year	14/23 61%	Word Reading= 21/23 91% (+5)	17/23 74% (+8)	Number= 20/23 87% (+4)
		Comprehension= 20/23 87% (+3)		Numerical Patterns= 20/23 87% (+6)
		Combined= 20/23 87% (+6)		Combined= 20/23 87% (+6)
	GLD %	Reading ELG %	Writing ELG %	Number ELG %
	6/30	Word Reading= 16/30 53%	8/30 27 %	Number= 18/30 60%

2024/25 Baseline	20%	Comprehension= 16/30 53%		Numerical Patterns= 18/30 60%
		Combined= 16/30 53%		Combined= 18/30 60%
2024/25 Target	16/30 53%	25/30 (83%)	16/30 (53%)	23/30 (77%)
2025 End of Year	24/30 80%	Word Reading= 26/30 87% (+10)	26/30 87% (+18)	Number= 27/30 90% (+9)
		Comprehension= 26/30 87% (+10)		Numerical Patterns= 27/30 90% (+9)
		Combined= 26/30 87% (+10)		Combined= 27/30 90% (+9)
GLD %		Reading ELG %	Writing ELG %	Number ELG %
2025/26 Baseline	6/29	Word Reading = 10/29 (34%)	9/29 (32%)	Number = 18/29(62%)
	21%	Comprehension = 11/29 (38%)		Numerical Patterns = 13/29 (45%)
		Combined = 10/29 (34%)		Combined = 16/29 (55%)
2025/26 Target	18/29 (62%)	24/29 (83%)	18/29 (62%)	24/29 (83%)
2026 End of Year	20/28 71% +14	Word Reading = 22/28 (79%) +12	21/28 (75%) +12	Number = 24/28 (86%) +6
		Comprehension = 25/28 (89%) +14		Numerical Patterns = 24/28 (86%) +11
		Combined = 22/28 (79%) +12		Combined = 24/28 86% +8

- EYFS profile indicates that the set target of children have met the Expected Standard in Reading, Writing and Number ELGs.
- Children have benefited from a broad, balanced and stimulating curriculum which has an emphasis on the development of reading, children's vocabulary and writing.
- The Prime Areas come out in line with National Averages.
- Observations show children: wanting to learn, enjoying learning, being resilient/focused on tasks, challenging themselves. Learning Journey Evening feedback forms and Parents' Evening discussions shows their children enjoy coming to school and learning.
- Regular assessment of Phonics through RWI, results in clearly differentiated provision and ensures that all children have made progress, with the aim of 'Cracking the Code' by the end of Year 1.
- As a result of work with our main feeder nursery Pebbles, the majority of pupils who join us in September have had exposure to Phonics using RWI strategies. The focus is mainly around Set 1 Sounds picture cards.
- Intervention has been identified and Lowest 20%, PP children who are receiving it are making expected or better progress and have accelerated to be on track with their peers.
- Assessment of Phonics has identified more able pupils who may be pushed towards GDS in Year 1 and 2.
- Parents have a clear understanding of their children's progress towards the ELGs. This is clearly indicated by Learning Journeys, observations and data outcomes. A high percentage of parents access our online information enabling them to help their child at home. All parents are involved in their own children's Learning Journey.
- Internal moderation activities and academy moderation events indicate we are accurate with our assessments.
- Reception classes attendance data is better than the national average.