



Pensans EYFS Strategy
Academic Year 2025-2026

TPAT Vision

At the heart of our Early Years provision is the belief that a high-quality early education is a powerful, lifelong protective factor. We are committed to laying strong foundations from the very start—nurturing curious, confident learners who are ready to thrive both in school and beyond.

Our vision is to ensure every child experiences a positive and enriching start to their educational journey. We focus on the whole child, fostering a love of learning, strong learning behaviours, and achieving a Good Level of Development (GLD), particularly through the prime areas and the characteristics of effective learning. We view this early progress as just as significant as later academic benchmarks.

We champion early identification of needs and successes, breaking down barriers with timely, high-quality support. Our environments are inclusive, adaptive, and rooted in expert knowledge of child development. We believe every interaction is an opportunity for meaningful intervention—and that when we get it right for the most vulnerable, we get it right for all.

Informed by the latest, evidence-based research and best practice, the Trust continually reviews and updates its EYFS priorities. This research-led approach ensures that our curriculum, pedagogy, and support strategies are aligned with current understandings of child development, allowing us to respond dynamically to the evolving needs of our learners and maintain high standards across all settings. In addition the development of curriculum is focused on supporting the individual needs of the community that they serve.

Through strong parental partnerships, skilled and nurturing professionals with high aspirations, and a deep commitment to continuous professional development, we ensure every child in our trust begins their education supported, valued, and inspired to flourish.

We are committed to supporting all our schools to achieve the government target of 75% of all pupils gaining a good level of Development.



Transition into Nursery and Reception

To ensure a smooth transition into nursery we invite the children to a 'come and play' session with their parents/carers and then a home visit is carried out by staff. Depending on the child, more than one 'come and play' session may be offered until we feel the child is ready to start nursery. Parents fill in an 'All About Me' sheet with children's favourite activities and interests so that these can be incorporated into planning when the children start.

For transition into reception, the majority of our new intake come through our onsite nursery provision and therefore are familiar with the setting and staff. As our older nursery children mix with reception children this transition naturally happens. For children who come from other nurseries, we need to ensure that any children from other settings have the strong same start. We aim to carry out quality nursery visits for the children and children are invited to 'stay and play' sessions. Home visits take place for new children into the EYFS provision. We also carry out informal activities such as family picnics.

In September all our children come into our school full time as quickly as possible to maximise learning opportunities.

Priorities for 2025-26

- **The 'Starting Reception' materials will be shared with all parents and carers as part of the nationwide initiative to support families to prepare for the transition into an educational setting. [Starting-Reception.pdf](#)**

Personal Development

At Pensans we place strong emphasis on developing the whole child—emotionally, socially, physically and spiritually—through high-quality interactions, planned experiences, and a language-rich environment. Children are encouraged to form positive relationships, understand their emotions, and develop a sense of belonging within their school and wider community. Real-life experiences such as exploring local beaches, woodlands, and farms, as well as engaging with Cornish traditions, such as Mazey Day and St. Piran's Day and seasonal events, support children in making meaningful connections with the world around them. Our approach ensures children build a secure foundation for lifelong learning, with personal development woven through every aspect of the Early Years curriculum

Priorities for 2025-26

- **Effective use of data analysis through INSIGHT to support the gaps in personal development**
- **Emotional literacy tools – zones of regulation**
- **Settings utilising the relational tool assessments (support from PB)**

Curriculum

Prime Areas

In our Early Years setting, the Prime Areas of learning—**Personal, Social and Emotional Development (PSED), Physical Development (PD), and Communication and Language (C&L)**—are given the highest priority, as they are fundamental to every child’s ability to access and succeed in all other areas of the curriculum. These areas form the essential building blocks for lifelong learning and development, enabling children to form positive relationships, regulate emotions, communicate effectively, and engage confidently with the world around them. We use a carefully structured, school written **Progression of Skills** documents to guide and support development across the Prime Areas and the wider EYFS curriculum, ensuring that learning is consistent, responsive, and aligned with each child’s individual needs and stage of development.

Communication and Language

Supporting communication and language development is a key priority and aligns with national focus areas. All pupils are screened upon entry to EYFS using the evidence-based tools Language Link. This allows us to identify needs early and provide targeted support.

We use structured interventions including the Speech, Language and Communication Progression Tool, Talk Boost, and Language Link 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.

We have adopted the ShREC Approach, (Education Endowment Fund) to promote shared attention and back and forth conversation in the early years. Practitioners are trained to improve early education through high quality interaction.

Physical Development

At Pensans, we recognise that 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 initiatives and interventions such as Healthy Movers, Fun Fit, and Big Brush Club are used to enhance physical skills, support coordination, and promote lifelong healthy habits, ensuring every child can thrive physically and emotionally.

Personal Social and Emotional Development

At Pensans, personal development 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. Each school's values and rules are embedded throughout the day, helping children understand expectations and develop a strong sense of belonging and community.

Literacy

Phonics is taught through the consistent, synthetic systematic phonics programme RWInc and begins immediately when children join the setting. 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. Reading materials are carefully matched to the phonemes that have already been taught, allowing children to apply their learning with confidence and success. The most skilled practitioners work closely with the most vulnerable pupils to provide targeted, high-quality support, and the phonics programme is regularly shared with parents to ensure they are informed and able to support learning at home. We start by delivering 'A Strong Start to Reception' for the first four weeks. RWI is quality controlled and coached by school's phonics lead and through development days delivered by the Cornwall English Hub. There is a designated RWI intervention member of staff who is working with, Pupil Premium eligible children as well as the lowest 20% for RWI catch up work or pre-teach.

We also use the '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, poetry, non-fiction texts, and oral story telling CDs etc. Often children are exposed to these through repetition.

Our writing strategy recognises 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. Correct letter formation is a key focus across all settings, ensuring children develop good habits from the outset. Writing is primarily taught through systematic phonics programmes, enabling pupils to apply their growing phonic knowledge to spell and write with increasing independence. Our setting also enhances this with rich, imaginative approaches such as Drawing Club and storytelling prompts, which help to inspire a love of writing. Adults consistently model writing to demonstrate the writing process, vocabulary choices and sentence construction. In independent provision, children have access to varied opportunities to write for a range of purposes. Practitioners carefully plan for children to write phonemes, words and phrases that align with their phonics learning, ensuring progression and consolidation in meaningful contexts.

Maths

- Our strategy for teaching mathematics in the Early Years is rooted in a mastery approach, ensuring that all children develop a deep and secure understanding of number. At Pensans we use both Mastering Number and White Rose. Teaching is carefully planned with an emphasis on building strong number sense. Mathematical learning is made meaningful by relating concepts to real-life experiences, enabling children to apply their understanding in practical, purposeful contexts. Within continuous provision, carefully selected resources are used to support exploration, promote mathematical talk, and deepen conceptual understanding. Through this integrated approach, we aim to foster curiosity, confidence, and a lifelong love of maths from the very beginning of a child's learning journey. Children receive a 15-minute Maths lesson 5 days a week that is then 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.

Understanding the World

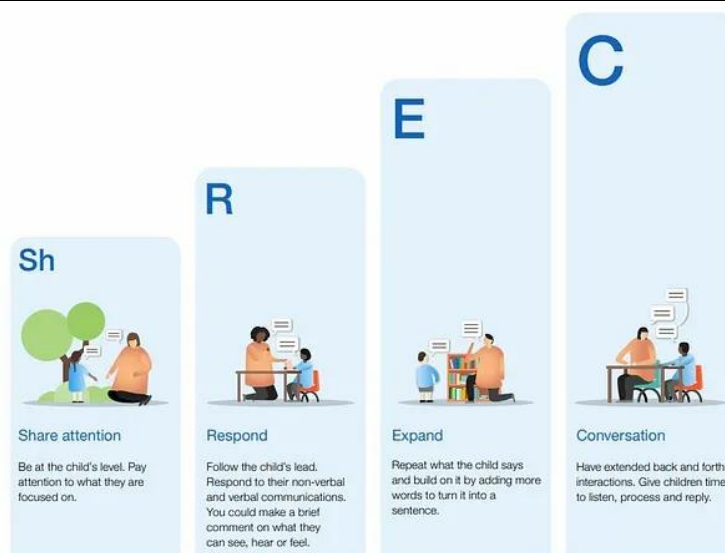
Understanding the World lays the essential foundations for the Humanities curriculum across the wider school, supporting children to develop a strong sense of identity and their place in the world. We place great importance on grounding children's understanding in real-life experiences and the local context, making full use of our 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, enriched by links to local artists and traditional Cornish songs 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. We also provide opportunities for children to share their creations with the wider community, building pride in their achievements and strengthening connections beyond the classroom.

Priorities 2025-26

- To implement a language screening tool language link
- To undertake the EEF SHREC work supported by the Cornwall Teaching school - see separate implementation plan from January [The ShREC approach](#) | [EEF High quality interactions](#)
- To ensure that plans in EYFS focus on supporting pupils to gain the firm foundations in reading, writing, maths.



Assessment

Children within Early Years are part of both formative and summative assessment. Statutory assessments for early years pupils are:

- Two-Year-Old Check - When a child is aged between 2- and 3-years practitioners must review their progress and provide parents and/or carers with a short written summary of their child's development in the prime areas.)
- Reception Baseline Assessment – A short online assessment taken in the first six weeks a child starts reception.
- 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.
- Four times a year we complete the Developmental Journal for children in nursery. Children who may not be developing on the trajectory we expect, we do it 6 times a year to monitor their progress.
- Summative assessments are recorded on Arbor 4 times a year (This includes the Baseline on entry data).
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Aside from the statutory requirements, we carry out our own ongoing assessments. This does not require long breaks from interactions with children or require excessive paperwork. We use Insight to record and track pupil progress.

High importance is placed upon the outcomes for pupils within the EYFS as we understand that this is an early indicator of future success.

Priorities 2025-26

- **Embed the implementation of Insight to support schools with the tracking of Foundation stage data to support meeting the government target of 75% of pupils meeting a GLD.**
- **End of Autumn 1 baseline findings for Literacy and Maths and Primes to be submitted to Insight / End of December then Easter – primes and literacy and Maths and Summer full profile. Return after Autumn half term Priority sheet.**
- **Schools accessing the 2024-25 school-level data becoming available through the 'view your education data platform.'" Shows how your school performs compared to other schools both regionally and nationally -The report can be accessed through DfE Sign-in; full details are [available on gov.uk](#).**

Leadership

- 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. We place a strong emphasis on continuous professional development, ensuring all EYFS practitioners receive up-to-date training and remain aligned with current legislation and best practice guidance. In addition, subject leaders across the school are supported to understand the progression from nursery through to reception and into Key Stage 1, building a coherent and connected curriculum that supports a seamless educational experience for every child. The EYFS Team is supported by Lizzie Stokes TPAT EYFS Leader and Cornwall County Advisor Sam Thompson. SLT EYFS Lead – SLT are devoted to improving the standards in EYFS through supporting the

team. The Head will support challenge via the monitoring of practice and pupil outcomes across the EYFS rooms

Priorities 2025-26

- **Leaders to ensure that the curriculum meets the needs of the context of the pupils**
- **Focused session to support Headteachers in their understanding of the EYFS curriculum – 6th November HT briefing**
- **Schools to access supporting materials from the DFE [Help for early years providers : Support for practitioners](#)**

Transition into Key Stage 1

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:

- Sharing of effective EYFS strategies and resourcing
- 4 transition afternoons in Summer Term 2
- Information sharing through meetings and visits between EYFS and Key Stage 1 teacher
- Drop in sessions from new teacher to read stories, come and look at work etc.

Priorities 2025-26

- **Ensure that curriculum build from Nursery and EYFS seemingly into KS 1**

Safeguarding arrangements:

- Katie Mungles is DDSL and will lead safeguarding in EYFS
- EYFS Staff have attended the Paediatric First Aid Course.
- All EYFS team update their yearly Safeguarding course through safe smart. Additional safeguarding training is provided by the TPAT's safeguarding lead.
- All new staff receive training in how to use the safeguarding record software CPOMS.
- All staff have induction training from TPAT Safeguarding Lead.
- All staff and volunteers are subject to safer recruitment processes before undertaking role.