

Early Years Foundation Stage (EYFS) Policy
Codnor Primary School 2026-2027



Introduction

This policy is based on the requirements of the *Early Years Foundation Stage (EYFS) Statutory Framework for Group and School-Based Providers*, which is statutory for schools and early years providers in England. This policy reflects the framework in force from 1 September 2026.

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers in England must meet to ensure that children from birth to five learn, develop and are kept healthy and safe. The EYFS recognises that children develop quickly in the early years and that high-quality early education, together with positive relationships and experiences, provides an important foundation for children's future learning and development.

The EYFS aims to provide:

- quality and consistency in early years provision so that every child makes progress and can achieve their potential;
- a secure foundation through learning and development opportunities that are planned around children's individual needs, interests and stages of development;
- strong partnerships between practitioners, parents and/or carers and other professionals where appropriate; and
- equality of opportunity and inclusion, ensuring that every child is supported to participate, learn and develop, including children with special educational needs and disabilities (SEND).

At Codnor Primary School, we are committed to providing a high-quality Early Years environment in which children feel safe, valued and respected. We recognise that every child is unique and that children develop and learn in different ways and at different rates. Our provision is designed to support children to become confident, independent, curious and resilient learners who develop a lifelong love of learning.

Our EYFS provision reflects the requirements of the Early Years Foundation Stage Statutory Framework for Group and School-Based Providers, September 2026.

At Codnor Primary School, we aim to provide a high-quality Early Years Foundation Stage experience in which every child feels safe, valued, included and supported to achieve their potential. We aim to:

- Enable all children to develop their knowledge, skills and understanding across all areas of learning and development.
- Develop a love of learning, curiosity, creativity and a desire to achieve their best.
- Provide a high-quality education that builds on children's individual starting points and prepares them for the next stage of their education and for life beyond school.
- Provide a safe, stimulating and enabling environment where children can explore, investigate, play, take appropriate risks and develop independence.
- Develop children's communication and language skills and support them to become confident communicators.
- Help children develop positive relationships, empathy, respect and an understanding of themselves and others.
- Support children's emotional wellbeing, self-regulation, resilience and confidence.
- Promote equality of opportunity and ensure that all children, including children with SEND, are included, supported and able to participate fully in EYFS provision.
- Develop children's understanding of the wider world, their local community and different cultures, faiths, backgrounds and family circumstances.
- Provide rich and meaningful experiences that develop children's cultural capital and broaden their knowledge and understanding of the world.
- Support children's spiritual, moral, social and cultural development through opportunities for reflection, prayer, exploration of faith and values, and participation in collective worship.
- Work in partnership with parents and carers, recognising their important role in supporting their child's learning and development.

- Ensure that children's safety and welfare are always prioritised, in accordance with the school's Safeguarding and Child Protection Policy and other relevant policies and procedures.

Structure of the EYFS

At Codnor Primary School the Early Years Foundation Stage consists of a Nursery, one Reception class and one mixed Reception/ Year 1 class.

Nursery

The Nursery offers both part-time and full-time places, subject to availability and the school's admissions arrangements. Children are eligible to start Nursery from the term following their third birthday, in accordance with the school's admissions arrangements and applicable early education funding entitlements.

Nursery sessions currently operate from 8.30am to 11.30am and from 12.30pm to 3.30pm, Monday to Friday. Children attending for the full available Nursery Day remain at school for lunch. Where applicable, charges for meals or additional hours are set in accordance with the school's current charging arrangements and the relevant local authority and Department for Education guidance.

The Nursery is led by a qualified teacher and supported by appropriately qualified and experienced early years staff. Staffing arrangements are organised to meet the EYFS statutory requirements and to ensure that children receive high-quality care, teaching and learning.

Reception

Children normally start Reception in the September following their fourth birthday. Children do not need to have attended Codnor Primary School Nursery to apply for a Reception place. All children must apply for a Reception place through the appropriate admissions process, including children who already attend the school Nursery.

The Reception school day currently begins at 8.45am and ends at 3.15pm. Reception children are taught by qualified teachers and supported by appropriately qualified and experienced staff.

Reception children have access to a range of healthy food and drink arrangements in accordance with the school's current catering, healthy eating and school meals policies. Children can access a universal free school meal or bring in their own packed lunch.

Codnor Stars

At Codnor primary school, our aims are based around 5 'Codnor Stars' which include Safety First, Take Responsibility, Aspire, Respect and Support Our Community. The school ethos is based on these 5 stars and children are taught both exclusively about each star and throughout daily school life.

Curriculum

Our curriculum for the Early Years Foundation Stage (EYFS) reflects the seven areas of learning and development identified within the EYFS Statutory Framework. We provide a broad, balanced and ambitious curriculum that supports children to develop the knowledge, skills, understanding and dispositions they need for their future learning. By the end of Reception, children are supported to work towards the Early Learning Goals (ELGs).

At Codnor Primary School, we plan an exciting, stimulating and meaningful curriculum that builds on what children already know, understand and can do. We recognise that every child is unique and that children develop and learn in different ways and at different rates. Our curriculum is therefore responsive to children's individual needs, interests, experiences and stages of development.

We follow a text- and topic-based curriculum. Each half term, children's learning is organised around a topic question identified within our long-term curriculum overviews and progression documents. Key texts provide opportunities to develop children's vocabulary, communication, comprehension, knowledge and understanding across the curriculum. Topics and planned experiences are adapted where appropriate in response to children's interests, questions and fascinations.

Alongside our planned curriculum, children have regular opportunities to learn through high-quality continuous provision, purposeful play, exploration and first-hand experiences. Practitioners observe children's learning, interactions and interests and use this knowledge to identify next steps and adapt teaching and provision. Children are given opportunities to revisit, practise and apply their learning in different contexts.

The EYFS is organised into seven areas of learning and development, which are divided into three prime areas and four specific areas:

Prime areas

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

Specific areas

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

The seven areas are interconnected and are all important in supporting children's development and learning.

Prime Areas

Communication and Language

We provide a language-rich environment in which children are supported to develop their listening, attention, understanding and speaking skills. Staff model and extend children's vocabulary throughout the day and provide opportunities for children to communicate through stories, songs, rhymes, conversations, role play and purposeful interactions. Children's individual communication and language needs are identified through ongoing observation and assessment, with additional support provided where appropriate. Specific children are also identified for interventions for both expressive and receptive language skills and advice from SALT may be necessary for some children.

Physical Development

Children are provided with regular opportunities to develop their gross and fine motor skills, coordination, balance, strength and control. Both Nursery and Reception children have access to outdoor learning and physically active play. Children are also supported to develop increasing independence in their personal care and self-care skills, appropriate to their individual stage of development.

Personal, Social and Emotional Development

We support children to develop confidence, independence, resilience, self-regulation and a positive sense of themselves. Children are encouraged to build positive relationships, develop friendships, cooperate with others, manage their emotions and resolve conflicts with appropriate support. Clear and consistent expectations are established throughout the EYFS, in line with the school's Behaviour Policy. Reception children also participate in age-appropriate Relationships and Sex Education in accordance with the school's RSE curriculum.

Specific Areas

Literacy

We promote a love of reading and writing from the earliest age. Children have regular opportunities to enjoy and discuss a wide range of high-quality stories, non-fiction texts, poems, rhymes and songs. Phonics teaching supports children's development of word reading, while children are provided with opportunities to develop writing through mark-making, drawing, handwriting, phonics and purposeful opportunities to communicate their ideas. Children are encouraged to apply their literacy skills independently across the learning environment.

Mathematics

We provide children with a strong foundation in mathematical understanding. Children develop their knowledge of number, quantity, comparison, numerical patterns, shape, space and measure through planned teaching, purposeful play and everyday experiences. Children are given opportunities to develop, practise and apply their mathematical understanding in a range of contexts, with appropriate support and challenge based on their individual development.

Understanding the World

Children are supported to make sense of the world around them and develop an understanding of their family, community and wider society. They have opportunities to explore people, cultures, communities, the natural world, the past and technology. Children are encouraged to ask questions, investigate, observe, make connections and talk about their own

experiences. Enrichment and first-hand experiences are used to broaden children's knowledge and understanding and develop their cultural awareness.

Expressive Arts and Design

Children are encouraged to express themselves creatively through art, design, music, movement, dance, role play and imaginative play. They have opportunities to explore and experiment with a wide range of media, materials and techniques and to develop their own ideas. Children are encouraged to use their imagination, respond to creative experiences and develop confidence in expressing themselves. Opportunities to explore the work of artists, musicians and other creative practitioners contribute to children's developing understanding and appreciation of the arts.

Teaching and Learning

Quality of Teaching and Provision

The EYFS specifies requirements for children's learning, development care and welfare. The learning and development requirements include the seven areas of learning and development, the Early Learning Goals and the assessment arrangements throughout EYFS.

At Codnor Primary School, practitioners consider each child's individual needs, interests, experiences and stage of development when planning and delivering learning. We recognise that children develop and learn at different rates and provide appropriate support and challenge to enable every child to make progress from their individual starting point.

Play is an important part of children's learning and development. Children learn through leading their own play as well as through play and learning experiences guided by adults. Practitioners provide purposeful opportunities for children to explore, investigate, practise skills, solve problems and develop their own ideas through extended periods of play. Teaching is carefully balanced between adult-led experiences, small-group and whole-class teaching, purposeful interactions and child-initiated learning both Indoors and Outdoors.

Staff in EYFS reflect on three characteristics of effective teaching and learning:

- Playing and Exploring- Ensuring children investigate and 'have a go'.
- Active learning- Developing children's concentration skills and encourage them to keep on trying when encountering difficulties.
- Creating and thinking critically- Staff support children to develop and have their own ideas, make links between ideas, and develop strategies for doing things.

(Department for Education, Statutory Framework for the Early Years Foundation Stage)

Teachers will ensure that:

- learning is appropriate, challenging and builds on what children already know;
- children have opportunities to learn through play, exploration and adult-led activities;
- children have opportunities to practise, revisit and apply their learning;
- teaching and provision are adapted to meet individual needs;
- children with SEND receive appropriate support and challenge;
- communication and language are promoted throughout the day;
- children are encouraged to develop independence, confidence, resilience and curiosity;
- adults use positive, responsive interactions to extend children's language, thinking and learning
- children's interests and questions are used to support and extend learning;
- high-quality books, resources and experiences are provided;
- children develop an understanding of the wider world and different cultures; and
- observations and assessment are used to identify children's next steps and inform future teaching.

Teachers will work closely with EYFS practitioners, the SENCO and parents/carers to ensure that children are supported to make progress from their individual starting points.

Children's use of screens and digital technology

At Codnor Primary School, we recognise that technology can support children's learning when used purposefully and appropriately. In line with the EYFS statutory framework, the school has regard to the Department for Education's guidance on children's screen use in early years settings.

Screen use in EYFS is limited, purposeful and age appropriate. It does not replace opportunities for active learning, physical development, social interaction, communication, play, exploration or first-hand experiences. Staff consider the developmental needs of individual children when deciding whether digital technology will enhance learning.

Where screens or digital devices are used, staff ensure that children are appropriately supervised and that content is suitable, safe and relevant to the learning intention. Staff model healthy and responsible use of technology and work with parents/carers to promote appropriate approaches to screen use at home.

Planning

Planning at Codnor Primary School provides a framework for ensuring that children experience a broad, balanced and ambitious curriculum across the EYFS. Our curriculum is informed by the seven areas of learning and development and the knowledge and skills children need to develop throughout Nursery and Reception.

Long-term curriculum planning and progression documents identify the knowledge, skills and experiences that children will encounter throughout the year and support continuity and progression between Nursery and Reception. Topics, themes and high-quality texts provide a framework for learning and are adapted where appropriate in response to children's interests, questions and experiences.

Planning is flexible and responsive. Practitioners use their knowledge of the children and information gathered through ongoing observation and assessment to identify learning priorities, address gaps in knowledge and provide appropriate support and challenge. Planned experiences are adapted where necessary to reflect children's developing understanding and interests.

When planning and guiding children's activities, practitioners consider:

- each child's individual needs, interests, experiences and stage of development;
- children's prior knowledge and understanding;
- the seven areas of learning and development;
- the three characteristics of effective teaching and learning;
- opportunities for purposeful play, exploration and child-initiated learning;
- appropriate support and challenge;
- opportunities for children to develop and apply their knowledge and skills; and
- the needs of children with SEND and other additional needs.

Where a child has a special educational need or disability, practitioners work closely with the SENCO, parents/carers and relevant professionals where appropriate. Planning and provision are adapted to ensure that children can access the curriculum and make progress from their individual starting points.

Practitioners regularly review the effectiveness of planned learning and provision and make changes in response to children's development, interests and assessment information. Planning therefore remains a working process that supports responsive teaching rather than a fixed sequence of activities.

Assessment

Assessment is an integral part of teaching and learning throughout the EYFS. Practitioners use ongoing, formative assessment to develop a secure understanding of each child's knowledge, skills, interests, development and next steps. This information is used to inform teaching, interactions and the learning environment.

Assessment is primarily based on practitioners' professional knowledge of the children, supported by observations, conversations, interactions and examples of children's learning. Practitioners use assessment to identify children's strengths, address gaps in learning and provide appropriate support or challenge.

We recognise that assessment should not create unnecessary workload or take children away from valuable learning and play opportunities. Staff therefore use assessment purposefully to improve children's learning rather than relying on excessive recording or collection of evidence.

At Codnor Primary School, assessment information may be recorded using our electronic assessment systems, observations and examples of children's work. Class Dojo may be used to share children's learning and development with parents/carers.

Assessment is used to:

- identify children's strengths, interests and areas for development;
- inform future teaching and provision;
- identify children who may require additional support or further challenge;
- monitor children's progress from their individual starting points;
- support discussions with parents/carers and other professionals; and
- support effective transition between Nursery, Reception and Year 1.

Practitioners regularly review children's progress and adapt teaching and provision accordingly. Where a child is identified as requiring additional support, staff work with parents/carers and, where appropriate, the SENCO and other relevant professionals to identify and implement appropriate support.

Reception Baseline Assessment

Children in Reception participate in the statutory Reception Baseline Assessment within the required timeframe. The assessment provides a starting point for measuring progress during the Reception year and is administered in accordance with the current statutory assessment and reporting arrangements.

Early Years Foundation Stage Profile

At the end of Reception, teachers assess children's attainment against the 17 Early Learning Goals (ELGs). Each ELG is assessed as either expected or emerging.

The EYFS Profile is completed during the summer term of Reception and provides a summary of children's attainment at the end of the EYFS. The results are shared with parents/carers and with the Year 1 teacher to support continuity and transition into Key Stage 1.

The Early Learning Goals are used for end-of-Reception assessment and are not used as a curriculum or as a framework for tracking children's progress throughout the EYFS.

Parental Partnership

Parents/carers are kept informed about their child's learning, development and progress throughout the EYFS through ongoing communication, sharing of learning, parents' evenings and formal reports.

Parents/carers are encouraged to share information about their child's development, interests and experiences with practitioners and are given opportunities to discuss their child's progress and any concerns.

At the end of Reception, parents/carers receive a report summarising their child's EYFS Profile outcomes. Staff are available to discuss the report and answer any questions parents/carers may have.

Reporting: The class teacher will report to parents whether children are emerging or meeting the expected levels of development in each of the 17 areas of learning at the end of Reception Summer term. Teachers will share this report with parents and we invite the parents to discuss this report with the class teacher.

Teachers will report to parents three times within the school year through parents' evenings in Nursery and Reception to discuss children's progress and achievement. An end of year report will be given to Parents at the end of both Nursery and Reception years.

We recognise that parents and carers are children's first and most enduring educators and that children learn and develop best when there is a strong partnership between home and school. Parents and carers have valuable knowledge about their child's development, interests, experiences, strengths and individual needs. We value this knowledge and work closely with families to support children's learning, development, health and wellbeing.

At Codnor Primary School, we aim to:

- establish positive and respectful relationships with parents and carers from the beginning of their child's time in the EYFS;
- provide families with relevant information to support a smooth transition into Nursery and Reception;
- provide opportunities for parents and carers to meet staff and become familiar with the EYFS environment before their child starts;
- keep parents and carers informed about their child's learning, development and progress;
- provide regular opportunities for parents and carers to discuss their child's development with practitioners;
- encourage parents and carers to share information about their child's interests, experiences, achievements and development;
- provide information about the EYFS curriculum and ways in which families can support learning at home;
- share children's learning and experiences with parents and carers through appropriate communication systems;
- provide opportunities for parents and carers to

Parental Involvement

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- provide information about the EYFS curriculum and ways in which families can support learning at home;
- share children's learning and experiences with parents and carers through appropriate communication systems;

Child Protection & Safeguarding

At Codnor Primary School, safeguarding and promoting the welfare of children is everyone's responsibility. All staff have a duty to protect children from harm and to promote their safety, health and wellbeing. We maintain a child-centred approach and always consider what is in the best interests of the child.

All EYFS staff are familiar with the school's Child Protection and Safeguarding Policy, safeguarding procedures and the role of the Designated Safeguarding Lead (DSL). Staff receive safeguarding training in line with school requirements and understand that concerns about a child must be reported immediately to the DSL in accordance with school procedures.

Safeguarding concerns are recorded and managed using the school's safeguarding recording system, MyConcern. Staff understand that information must be shared appropriately when necessary to protect a child and that concerns, actions and decisions must be recorded accurately and promptly.

The EYFS environment is organised to ensure that children are safe, appropriately supervised and able to learn and play in a

secure environment. This includes:

- maintaining appropriate staff-to-child ratios and ensuring children are adequately supervised at all times;
- maintaining accurate registers and knowing which children are present at all times;
- carrying out regular checks of the indoor and outdoor learning environments and ensuring that hazards are identified and addressed;
- undertaking and regularly reviewing appropriate risk assessments;
- maintaining secure access and exit arrangements for the EYFS environment;
- ensuring visitors follow the school's visitor and safeguarding procedures;
- maintaining appropriate procedures for the arrival and collection of children;
- completing regular headcounts, particularly during transitions and when children move between indoor and outdoor areas;
- following appropriate procedures for children who are absent, uncollected or missing;
- ensuring that staff are aware of children's individual medical, health and care needs and that appropriate arrangements are in place;
- ensuring medication is stored securely and administered in accordance with school procedures;
- following appropriate fire, emergency evacuation and lockdown procedures; and
- ensuring that children are supervised appropriately during mealtimes and other activities where additional risks may be present.

Staff promote children's understanding of safety, healthy relationships, boundaries and appropriate behaviour through everyday interactions and the EYFS curriculum. Children are supported to develop the confidence to communicate their feelings, express concerns and seek help from trusted adults.

We recognise that some children may be particularly vulnerable to harm and that safeguarding concerns may present in different ways. Staff remain alert to changes in children's behaviour, appearance, communication, attendance and wellbeing and follow the school's safeguarding procedures when concerns arise.

Where concerns require additional support, the school works with parents/carers and relevant external agencies where appropriate and in accordance with safeguarding procedures. Information is shared on a need-to-know basis where this is necessary to safeguard a child.

The EYFS provision also follows the school's procedures relating to safer recruitment, staff conduct, allegations against staff, whistleblowing, online safety, attendance, health and safety, intimate care, first aid, administering medication and emergency procedures.

This policy should be read alongside the school's Child Protection and Safeguarding Policy, Health and Safety Policy, Attendance Policy, Behaviour Policy, Online Safety Policy and Intimate Care Policy.

Safer Eating and Choking

At Codnor Primary School, we promote safe and healthy eating practices throughout the EYFS. Staff are aware of children's individual dietary requirements, allergies and medical needs and follow the school's procedures for managing these.

Children are appropriately supervised during snack and mealtimes. Staff ensure that food is prepared, served and presented in a way that reduces the risk of choking and are aware of the foods and circumstances that may present a choking risk.

Staff follow the school's Food Safety, First Aid and Medical Needs procedures and ensure that relevant dietary and allergy information is readily available to those responsible for children's care.

The importance of reading

At Codnor Primary School, we recognise that reading is fundamental to children's learning, communication and development. Sharing books, stories, poems and rhymes from an early age supports children's language development, vocabulary, imagination, comprehension and enjoyment of reading. We are committed to developing a lifelong love of reading and ensuring that every child can become a confident and enthusiastic reader.

Throughout the EYFS, children have access to a wide range of high-quality fiction, non-fiction, poetry, stories and rhymes. Books are carefully selected to develop children's vocabulary, knowledge, comprehension and enjoyment of reading. We provide a range of texts that reflect children's interests, experiences, families, communities and the wider world.

Reading is embedded throughout the curriculum and continuous provision. Staff model reading and writing regularly and provide opportunities for children to:

- listen to and discuss a wide range of stories, poems and non-fiction texts;
- develop and use new vocabulary in meaningful contexts;
- retell, act out and respond to familiar stories;
- develop their understanding of characters, settings, events and ideas;
- make predictions, connections and comments about texts;
- develop an understanding of print and the purpose of reading and writing; and
- choose and explore books independently.

Books are accessible throughout the learning environment, including within role play, small world, construction and investigation areas, enabling children to develop their reading skills and enjoyment of books through play and everyday experiences.

Early Reading and Phonics

Children are taught to read through a systematic programme of synthetic phonics. At Codnor Primary School, we follow the **Little Wandle Letters and Sounds Revised** programme, with teaching matched to children's developing phonic knowledge.

Children are given regular opportunities to practise the grapheme-phoneme correspondences they have been taught and to apply their phonic knowledge when reading words and sentences. Reading books are carefully matched to the sounds and words children have been taught, allowing them to practise successfully, develop fluency and build confidence.

Alongside systematic phonics teaching, children experience regular opportunities to develop language comprehension through high-quality story sharing, discussion, vocabulary development, songs, rhymes and non-fiction texts.

Children in Reception take home reading books regularly to share and practise reading with their parents and carers. Parents and carers are encouraged to read frequently with their child and to share a wide range of books for pleasure.

Supporting Children to Become Readers

Staff use ongoing assessment to monitor children's reading development and identify children who may require additional support or further opportunities to practise. Additional reading practice and targeted support are provided where appropriate and are matched to children's individual needs.

Children who require additional support are given appropriate opportunities to practise their reading skills and develop confidence and fluency. Staff work closely with parents and carers to encourage reading at home and, where appropriate, share strategies to support children's developing reading skills.

We recognise that children develop their reading skills at different rates. All children, including those with SEND and those requiring additional support, are provided with appropriate teaching, resources and opportunities to develop as readers.

Our approach to early reading is designed to ensure that children develop both **word reading** and **language comprehension**, while also developing a genuine love of books and reading for pleasure.

Phonics

At Codnor Primary School, we follow the Little Wandle Letters and Sounds Revised systematic synthetic phonics programme. Phonics teaching begins in Nursery, where children develop the foundations for successful reading through listening and attention, oral blending and segmenting, rhyme, rhythm and an increasing awareness of sounds.

In Reception and Key Stage 1, children receive daily, systematic phonics teaching that follows the Little Wandle progression. Teaching is carefully matched to children's developing phonic knowledge and is adapted where necessary to meet individual needs.

Phonics groups are organised and differentiated to ensure that children receive teaching at an appropriate stage of development. Staff use ongoing assessment to identify gaps in children's phonic knowledge and provide additional practice or targeted support where required.

Children are given regular opportunities to apply their phonic knowledge when reading and writing. Reading books are carefully matched to the grapheme-phoneme correspondences and words that children have been taught, enabling them to practise successfully and develop confidence, accuracy and fluency.

We work in partnership with parents and carers to support children's phonics development and provide guidance on how they can practise phonics and early reading at home, including providing a parents Phonics workshop in Autumn 1 to aid parents in supporting their child at home.

At Codnor Primary School, Drawing Club is used in Reception to develop children's language, vocabulary, comprehension, creativity and early writing skills through high-quality texts and imaginative experiences.

Drawing club

Drawing Club is an approach to early literacy that combines stories, drawing, imagination, vocabulary and early writing which is taught 4x weekly. Children explore a familiar or high-quality text, learn new vocabulary and develop their understanding of characters, settings and events. Staff model drawing and writing to aid creativity, confidence, letter formation and writing skills. Children then use drawing and imaginative ideas to create their own responses to the story, using a "magic code" such as a sound, word, caption, sentence, number or mathematical fact.

New and ambitious vocabulary is introduced in meaningful contexts and children are encouraged to use new words when talking, playing and sharing their ideas. Staff model drawing, writing and the use of vocabulary, supporting children to develop their own ideas and communicate these through pictures, marks and writing.

The approach aims to make writing fun, purposeful and imaginative, while developing children's vocabulary, communication, comprehension, creativity, phonics and early writing skills. Drawing Club provides opportunities for children to develop confidence, creativity, communication and early literacy skills while fostering a positive attitude towards writing.

Handwriting

Children are taught handwriting skills daily as part of their early literacy and phonics provision. At Codnor Primary School, we follow the school's handwriting scheme and provide children with opportunities to develop correct letter formation, pencil control and fine motor skills.

Handwriting is taught progressively and is appropriate to children's stage of development. Children are supported to develop the physical skills needed for writing, including a comfortable and effective pencil grip, control of writing tools and accurate letter formation.

Children are given regular opportunities to practise and apply their handwriting skills. Staff model correct letter formation and provide appropriate support and challenge to help children develop confidence, fluency and independence in their writing.

Toileting

At Codnor Primary School, we recognise that children develop toileting independence at different rates. We work in partnership with parents and carers to support children in developing independence and confidence with personal care.

We encourage parents and carers to support children with toileting before starting Nursery or Reception. However, we recognise that some children may require additional support due to their age, stage of development, medical needs or SEND.

Children will be supported sensitively and appropriately with toileting, nappy changing and any other intimate care needs. Staff will promote children's independence wherever possible while ensuring their dignity, privacy, safety and wellbeing.

Where a child has ongoing or additional intimate care needs, an individual Intimate Care Plan may be developed in partnership with parents/carers and relevant professionals where appropriate.

For detailed arrangements relating to toileting, nappy changing, intimate care, privacy, dignity, safeguarding and individual Intimate Care Plans, please refer to the school's separate Intimate Care Policy.