

Kew Woods Primary School

Early Years Foundation Stage policy

Aims

This policy aims to ensure that:

- Children access a broad, balanced and ambitious curriculum that supports their learning and development and prepares them for future success.
- Quality and consistency in teaching, learning and assessment enable all children to make strong progress from their individual starting points.
- Strong partnerships between staff, parents/carers and the wider community support children's wellbeing and development.
- Every child is included, valued and supported through equitable and inclusive practice.
- Children learn in a safe, secure and stimulating environment that promotes independence, curiosity and a love of learning.
- The requirements of the Early Years Foundation Stage (EYFS) Statutory Framework are fully met.

Legislation

This policy is based on the requirements of the Early Years Foundation Stage Statutory Framework (September 2026).

Curriculum Intent

At Kew Woods Primary School, we believe every child deserves the very best start to their learning journey. We are committed to providing a nurturing, inclusive and ambitious EYFS curriculum that enables children to feel safe, valued and inspired to learn. We want every child to feel happy, successful and confident as they begin their journey through school.

Our curriculum reflects the values of Connect, Kindness and Believe, which are at the heart of life at Kew Woods. We want every child to feel a strong sense of belonging within our school community, develop positive relationships with others and understand the importance of kindness, respect and working together. We encourage children to believe in themselves, embrace new challenges and develop the confidence to become successful learners.

Our bespoke curriculum has been carefully designed to reflect the needs, interests and experiences of the children within our school community. We recognise that children begin Nursery and Reception with a wide range of experiences, knowledge, skills and levels of development. Our curriculum builds on what children already know and can do, whilst ensuring they develop the knowledge, skills, vocabulary and learning behaviours needed for future success. It responds to children's starting points on entry, celebrates their backgrounds and experiences, and addresses identified gaps in learning.

We recognise the vital role communication and language play in children's learning and development. As a Communication Friendly Setting and through our commitment to Oracy 21, we place great importance on developing children's speaking, listening, understanding and vocabulary. We want every child to find their voice, communicate with confidence, build positive relationships and access learning successfully.

We also place a strong emphasis on children's personal, social and emotional development. We support children to develop confidence, resilience and independence, build secure relationships

and learn how to understand and manage their feelings. We believe these skills provide the foundations for successful learning and help children to thrive both academically and personally.

We are passionate about broadening children's experiences and raising aspirations through rich learning opportunities, quality texts, visits, visitors and meaningful first-hand experiences that extend children's understanding of the wider world. Outdoor learning is an important part of our EYFS curriculum and provides children with regular opportunities to explore, investigate and learn through first-hand experiences. Through seasonal walks, forest school sessions, exploring our local area, engaging with nature and enjoying high-quality texts, children develop curiosity, creativity and a deeper understanding of their community and the wider world.

Our curriculum identifies the key knowledge, skills, vocabulary and experiences children need to develop across all seven areas of learning. These are thoughtfully organised from Nursery to Reception so that children build securely on prior learning, make sustained progress over time and are well prepared for the next stage of their education. We are ambitious for all learners, including disadvantaged pupils, those eligible for Early Years Pupil Premium (EYPP), and children with Special Educational Needs and Disabilities (SEND).

Through our inclusive and ambitious curriculum, we aim for every child to leave Reception as a confident communicator, resilient learner and independent thinker who embodies the values of Connect, Kindness and Believe. We want children to be well prepared for a successful transition into Key Stage 1, equipped with the knowledge, skills, vocabulary and learning behaviours they need to continue to flourish as learners and valued members of the Kew Woods community.

Curriculum Implementation

Our EYFS curriculum is brought to life through a balance of adult-led and child-initiated learning, purposeful play, high-quality interactions and meaningful first-hand experiences. Learning takes place both indoors and outdoors and is carefully planned to help children develop the knowledge, skills, vocabulary and learning behaviours identified within our curriculum.

Our curriculum follows the EYFS Statutory Framework and is delivered through the seven areas of learning. The prime areas of Communication and Language, Personal, Social and Emotional Development, and Physical Development underpin all learning and support children's development across the four specific areas. Throughout Nursery and Reception, the Characteristics of Effective Learning are woven into everyday experiences, encouraging children to play and explore, engage in active learning and think creatively and critically. This helps children to develop confidence, independence and positive attitudes towards learning.

Our bespoke curriculum maps and overview documents (see separate documents) identify the key knowledge, skills, vocabulary and experiences children develop throughout EYFS. These are planned progressively from Nursery to Reception to ensure learning builds over time and children are well prepared for the next stage of their education. Curriculum maps and overviews are regularly reviewed and adapted, where appropriate, to reflect the needs, interests and next steps of each cohort.

Assessment is ongoing and formative. Staff use observations, interactions and learning experiences to identify children's next steps, inform planning and ensure all children make progress from their individual starting points. Weekly planning is informed by observations, assessment information, children's interests and current learning priorities. This enables staff to provide meaningful learning experiences, appropriate challenge and opportunities for all children to succeed. High-quality programmes, including Read Write Inc., White Rose Maths, NCETM, Get Set 4 PE, Talk for Writing and Birdy Beat, support the delivery of key aspects of the curriculum.

Key vocabulary is carefully planned and sequenced across all curriculum areas. Children are introduced to new vocabulary through texts, teaching, continuous provision and first-hand experiences, with regular opportunities to revisit and apply language in meaningful contexts.

Planning for children with SEND is personalised and inclusive, with staff working closely with parents, the SENCo and external professionals to ensure appropriate support is in place. Learning experiences, resources and the environment are adapted to meet individual needs and reduce barriers to learning. This may include targeted interventions, visual supports, adapted activities, additional modelling and opportunities to revisit learning, enabling all children to access the curriculum and make progress from their starting points.

Each day, children take part in whole-class and small-group learning experiences, including phonics, mathematics, story time, physical development (e.g. PE and Squiggle Whilst You Wiggle), circle time and music. As children move through the EYFS, they experience increasing opportunities for sustained focus and adult-directed learning to support a smooth transition into Year 1.

Continuous provision is carefully planned across both the indoor and outdoor environments to reflect the knowledge, skills and vocabulary identified within our curriculum. Adults play an active role within provision, joining children in their play to model language, ask questions, extend thinking and move learning forward. High-quality interactions are central to our practice. Through sustained shared thinking and purposeful conversation, staff support children to solve problems, deepen understanding, make connections in their learning and develop confidence as learners. Areas of provision are enhanced in response to children's interests, current learning and next steps, enabling children to revisit, practise and deepen their learning independently (see Continuous Provision Planning document for further information). As children progress through the EYFS, provision offers increasing levels of challenge and independence. Resources are accessible, clearly labelled and open-ended, encouraging exploration, creativity, problem-solving and independence.

Communication and language are prioritised across all areas of learning and act as a golden thread throughout our curriculum. As a Communication Friendly Setting and through our commitment to Oracy 21, staff model language, introduce and revisit vocabulary, encourage meaningful conversations and support children to express their thoughts, ideas and feelings with confidence. Opportunities to develop language are embedded throughout the day through play, routines, adult-led learning and high-quality interactions. For example, 'vocabulary flowers' are used within provision to introduce and reinforce key vocabulary, helping children to hear, understand and use new words in meaningful contexts.

Personal, social and emotional development is woven throughout daily life in EYFS. Through warm relationships, consistent routines, circle time, collaborative play and opportunities for independence, children develop confidence, resilience and self-regulation. The values of Connect, Kindness and Believe are embedded in everyday interactions, helping children to build positive relationships, develop a strong sense of belonging and become responsible members of the Kew Woods community.

Outdoor learning is embedded within our provision and forms an important part of children's everyday experiences. Through seasonal walks, forest school sessions, exploring our local area, engaging with nature, investigating the world around them and opportunities for risky play, children are encouraged to develop curiosity, resilience and independence. Outdoor provision also supports children's physical development through climbing, balancing, lifting, transporting, and developing core strength and coordination. Adults support children to observe, question, explore and solve problems, helping them to apply their learning in meaningful ways and make connections between their experiences indoors and outdoors.

Curriculum Impact

The impact of our EYFS curriculum is reflected in the progress children make from their individual starting points, the strong relationships they develop and the secure foundations they build for future learning. Through our ambitious, inclusive and progressively sequenced curriculum, children acquire the knowledge, skills, vocabulary and learning behaviours needed to succeed within the Early Years Foundation Stage and beyond.

Communication and language are at the heart of our curriculum, and this is evident in children's confidence to express their thoughts, ideas and feelings, engage in meaningful conversations and use an increasingly rich vocabulary. Children develop positive attitudes towards learning and demonstrate the Characteristics of Effective Learning, becoming curious, resilient and increasingly independent learners. They are increasingly able to regulate their behaviour, sustain attention, work collaboratively and apply learning independently, preparing them well for the expectations of Key Stage 1.

Children's engagement, confidence and ability to apply their learning across a range of experiences demonstrate the impact of the curriculum. Through purposeful play, outdoor learning, high-quality interactions and meaningful first-hand experiences, children develop a deeper understanding of the world around them and make strong progress across all seven areas of learning.

The impact of the curriculum is evaluated through:

- Ongoing observations and formative assessment
- WellComm screening and language assessments
- Early Excellence assessment materials (per term)
- Progress against curriculum progression maps
- Children's engagement, independence and participation within continuous provision (using Leuven Scales of wellbeing and involvement).
- Children's voice and learning conversations
- Internal moderation and professional dialogue

- Attainment within the 17 Early Learning Goals
- Statutory EYFS Profile outcomes
- Children's readiness for Year 1

Leaders regularly review the attainment and progress of all children, including disadvantaged pupils, those eligible for Early Years Pupil Premium (EYPP) and children with SEND, ensuring that support and challenge are carefully matched to need.

By the end of Reception, children leave EYFS as confident communicators, resilient learners and independent thinkers who embody the values of Connect, Kindness and Believe. They are well prepared for a successful transition into Key Stage 1 and have the knowledge, skills, vocabulary and confidence needed to continue to flourish as learners and valued members of the Kew Woods community.

Assessment

Starting Points

Every child begins their learning journey with unique experiences, knowledge, skills and levels of development. We recognise that children enter Nursery and Reception with a wide range of starting points and use assessment to gain an accurate understanding of each child's strengths and areas for development.

In Nursery, starting points are identified through observations, interactions, information shared by parents and carers and previous settings, the Early Excellence Nursery Assessment and WellComm screening. In Reception, staff build on information gathered from parents and carers and previous settings alongside observations of children's learning and engagement (using the Leuven scales). Within the first six weeks, children complete the statutory Reception Baseline Assessment (RBA), and practitioners use the Early Excellence Reception Assessment to assess development across the seven areas of learning.

This information is used to identify next steps, inform planning and ensure timely support and intervention where required. It also enables staff to identify strengths, celebrate achievements and ensure the curriculum remains responsive to the needs of each cohort.

Formative Assessment

Ongoing assessment is central to our EYFS practice. Staff observe children during play, adult-led activities and whole-class sessions to identify achievements, interests and next steps in learning. These observations inform planning and ensure learning experiences remain engaging, ambitious and appropriately challenging.

All Early Years staff contribute to the assessment process, with regular team discussions supporting a shared understanding of children's progress. Parents and carers contribute through Learning Selfies and Little Star vouchers, helping us to build a holistic picture of each child's development.

Children's progress is reviewed throughout the year using the Early Excellence Assessment materials. Judgements are informed by observations, progression maps, examples of children's

work and discussions with parents and carers and are moderated within the Early Years team to ensure consistency and accuracy.

Assessment information is recorded on Arbor and reviewed by the Early Years Leader and Senior Leadership Team to ensure provision, interventions and support are effectively targeted.

EYFS Profile

At the end of Reception, the Early Years team completes the statutory EYFS Profile for each child, assessing attainment against the 17 Early Learning Goals. Outcomes are recorded as either Expected or Emerging.

Judgements are informed by ongoing assessment, observations and professional discussion within the Reception team and with the Senior Leadership Team, and are moderated internally to ensure accuracy. Outcomes are shared with parents and carers and the Year 1 team to support a smooth transition and continuity of learning.

Inclusion and Early Intervention

Assessment is used to identify children who may benefit from additional support or early intervention. Each term, the Early Years team meets with the SENCo to review children's progress and identify next steps, additional support or referrals where needed. We work in partnership with parents and carers, the SENCo and external agencies to ensure appropriate provision is in place and barriers to learning are identified and addressed promptly.

Particular attention is given to 'spotlight' children, disadvantaged pupils, children eligible for EYPP and children with SEND. Assessment information is used to target support, interventions and enrichment opportunities, ensuring all children have equitable access to the curriculum and are able to make the best possible progress from their starting points.

Key Person

Each child is assigned a Key Person. In Reception, this is the class teacher; in Nursery, children are allocated to a designated member of staff. The role of the Key Person is to support each child's individual needs, help them settle confidently into the setting, and provide a secure and consistent relationship. They work closely with parents and carers to build strong, trusting partnerships and ensure continuity of care.

While each child has an identified Key Person, all staff within the Early Years team actively nurture positive and respectful relationships with children. This collective approach ensures every child feels safe, valued and known within our setting. These secure relationships are fundamental to children's wellbeing, confidence and ongoing learning, providing a strong foundation for future success.

Transition

Starting school or moving into a new phase can be an anxious time for children and their families. We plan transitions carefully to ensure they are positive, supportive experiences that enable children to feel secure, develop a sense of belonging and settle quickly and confidently. Our approach focuses on building strong relationships, sharing key information and providing

familiarity, recognising that smooth transitions are essential in supporting children's emotional wellbeing, engagement and continued progress.

Transition to Nursery

Families offered a nursery place are invited to an informal visit before their child starts. This after-school session allows children to explore their new classroom, while families meet the Early Years team, SENDCo and Senior Leadership Team, and receive a welcome pack with key information.

Following this, the Nursery team visits the child in their home environment. This provides an opportunity for families to share information about their child's interests, developmental stage, routines and any additional needs, as well as to ask questions. Prior to starting full-time, all children attend a one-hour settling session to support a gradual and confident transition into the setting. Where needed, an enhanced transition offer is provided to ensure individual needs are met.

Transition to Reception

For children moving from Kew Woods Nursery, key information is shared between Nursery and Reception staff, and Reception staff visit the Nursery to build relationships and familiarity. For children joining from other settings, the Early Years Lead and SENDCo liaise with practitioners and, where possible, visit the child in their current setting. For children without prior nursery experience, a home visit is offered.

In the Summer term, parents and carers are invited to a welcome meeting to meet the Reception team, learn about school life and receive key information. Children are then invited to attend a Stay and Play session with their parent or carer. In September, children take part in a phased transition, attending 1 half-day before starting full-time. This gradual approach supports emotional security, confidence and independence.

Transition to Year 1

The move to Year 1 is a significant stage in children's learning journey. We place a strong emphasis on ensuring continuity of learning, environment and pedagogy, in line with best practice in Early Years.

Early Years staff and Year 1 staff work closely together to ensure a smooth transition. Detailed information is shared about each child, including attainment, progress, SEND needs, characteristics of effective learning, interests, friendships, medical needs and routines. Assessment information, including the EYFS Profile and Early Excellence Reception to Year 1 Transition Tool, is used to identify next steps and ensure learning builds on prior experiences.

Children take part in transition sessions, including visits to their new classroom, meeting their teacher and support staff, and becoming familiar with routines and expectations. Year 1 staff also spend time in the Reception environment, enabling children to see familiar adults and ensuring consistency in relationships and approaches.

Our approach reflects a gradual and developmentally appropriate transition, with continuous provision continuing into Year 1. This provides consistency in pedagogy and ensures children experience a seamless progression from EYFS, supporting independence, engagement and

sustained learning. Through this carefully planned approach, children move into Year 1 with confidence, maintaining their enthusiasm for learning and building on prior knowledge, skills and experiences.

Working with Parents and Carers

We recognise that children learn and develop best when there is a strong partnership between staff and parents and carers. We value the crucial role parents and carers play in their child's learning journey and work hard to develop and sustain positive, supportive relationships from the very start.

We begin building partnerships before children start Nursery or Reception, through clear communication, initial visits and welcome meetings. Our aim is to ensure parents and carers feel well-informed, included and confident in supporting their child's learning both at school and at home.

Parents and carers are kept up to date with their child's progress through informal conversations, formal meetings, and statutory assessments. These provide a rounded picture of each child's development, knowledge and abilities.

Communication with Parents and Carers:

- Instagram (@KewWoods) and our school website (www.kewwoods.co.uk) share updates and information.
- Weekly newsletters published on the school website provide an overview of learning and upcoming events.
- Half-termly overviews highlight key events and curriculum focuses.
- A member of the Early Years team is available at drop off and collection for brief messages from parents and carers.
- Parents and carers may request to meet their child's class teacher via the school office for longer conversations before or after school.

In the EYFS, we further strengthen our partnership with families through:

- Welcome meetings and Stay & Play sessions
- Reading books shared between home and school
- Weekly EYFS newsletters (Nursery only)
- Parent workshops (e.g. Phonics)
- Parents evenings
- Little Star vouchers and Learning Selfies to share achievements from home
- Weekly home learning tasks
- End of year school report

Safeguarding and Welfare Procedures

We recognise that children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults who care for them.

Safeguarding is embedded in all aspects of our practice. Staff model safe and respectful behaviour, build trusting relationships and respond sensitively to children's voices. We follow the safeguarding

and welfare requirements of the EYFS Statutory Framework to provide a safe, secure and stimulating environment where children can learn and thrive.

We maintain appropriate statutory staff-to-child ratios at all times to ensure children's safety and wellbeing. In Nursery, there is at least one member of staff for every 13 children, and in Reception we comply with infant class size legislation, with at least one teacher for every 30 children.

At least one member of staff with a current Paediatric First Aid (PFA) certificate is on the premises at all times and accompanies children on outings. All Early Years staff are trained in paediatric first aid to ensure children's needs are met promptly and effectively. During mealtimes, children are supervised within sight and hearing at all times.

Our food and nutrition procedures follow current DfE guidance. This includes safe food preparation, strict allergy awareness, and minimising choking risks (for example, by preparing food appropriately such as cutting grapes lengthways). Any accidents or incidents, including choking incidents requiring intervention, are recorded and reported in line with statutory requirements.

We promote good health, including oral health, through planned teaching and partnership work with external agencies. Children learn about healthy eating, hygiene and the importance of oral health, and this is reinforced through daily routines and communication with families. We participate in the supervised toothbrushing programme to support children's oral hygiene and promote positive lifelong health habits.

Intimate care is carried out in line with our Intimate Care Policy, ensuring children's privacy, dignity and comfort are maintained at all times. Appropriate procedures are followed, including maintaining supervision while safeguarding dignity and, where appropriate, the presence of a second member of staff.

We ensure that any child with medical needs has a written health care plan, developed in partnership with parents/carers and relevant professionals. Staff receive appropriate training to support children's medical needs. Medicines are only administered in accordance with our policy and with written parental consent.

Fresh drinking water is available at all times, and fruit is provided daily. Children may have a school meal or bring a healthy packed lunch. We take all reasonable steps to ensure children are not exposed to allergens and operate as a nut-free school.

We have regard to national guidance relating to children's screen use and ensure any use of technology within EYFS is purposeful, developmentally appropriate and supports children's learning, development and wellbeing.

Where children require rest or sleep during the day, appropriate arrangements are made to ensure they are comfortable, safe and appropriately supervised. A sleep mat is available where needed. Staff follow safer sleep guidance and work in partnership with parents and carers to meet individual children's needs.

We have a clear whistleblowing procedure, enabling staff, volunteers and students to raise concerns about unsafe practice or safeguarding issues in confidence. Concerns are taken seriously and referred to appropriate agencies where necessary.

Children's attendance is monitored carefully in line with statutory expectations. Unexplained absences are followed up promptly, and concerns are escalated where appropriate. We hold at least two emergency contact details for each child to ensure their safety.

All staff receive safeguarding training at induction and regular updates in line with statutory guidance, including *Keeping Children Safe in Education*. The Designated Safeguarding Lead (DSL) has overall responsibility for safeguarding and works with the wider safeguarding team and local safeguarding partners.

We follow safer recruitment procedures to ensure all adults working with children are suitable for their role. This includes obtaining references directly from employers and carrying out all required pre-employment checks in line with statutory guidance.

All Early Years staff take part in regular supervision meetings. These provide opportunities to:

- discuss children's development, wellbeing and any safeguarding concerns
- identify and address any issues promptly
- receive support, feedback and professional guidance
- discuss staff wellbeing

Supervision meetings are recorded confidentially and support both safeguarding and professional development.

This policy should be read alongside the school's Child Protection and Safeguarding Policy, Whistleblowing Policy, Intimate Care Policy, SEND Policy and Attendance Policy. Together, these ensure that all safeguarding and welfare requirements of the EYFS Statutory Framework are fully met.