



Part of



Early Years Foundation Stage (EYFS) Policy

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Introduction

This policy links with the ‘Every Child Matters’ agenda and foundations for life, health and learning, in that every child has a right to grow up safe, healthy, enjoying and achieving, making a positive contribution and achieving economic well-being.

EYFS Principles

Effective practise in the EYFS is built on four guided themes which all contribute to a child’s learning and development.

- A unique child – recognising that every child is a competent learner who can be resilient, capable and confident.
- Positive relationships –recognising that children learn to be strong, confident and independent from being in secure relationships.
- Enabling environments - recognising that the environment plays a key role in supporting and extending the children’s development, where the children feel confident, secure and challenged.
- Learning and developing - recognising that all areas of learning are connected and that children develop and learn in different ways.

1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies from September 2021](#).

3. Structure of the EYFS

At Wootton Wawen our Early Years provision comprises of one Reception class with places for 15 pupils. The setting is organised in such a way that children can explore and learn in a safe environment. In addition, a well-resourced and stimulating classroom environment, children have access to an enclosed outdoor play area, and daily outdoor activities are planned. An external canopy roof allows children to access the outside area even if the weather is inclement.

4. Curriculum

Our EY setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021. The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The **prime areas** are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 **specific areas**:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

(Please read this policy alongside our Curriculum Intent, Implementation and Impact document).

4.1 Planning

The EYFS at Wootton Wawen provides a happy, safe, caring, stimulating and well-organised environment in which children learn by building upon what they already know and can do. EYFS

staff look carefully at the children in their care, consider their needs, their interests and their stages of development and use all of this information to help plan a challenging and fun experience across all areas of Learning and Development. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas. In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice. These activities are enhanced by further knowledge about the child supplied by parents and previous settings alongside observations within our own setting. Where a child may have a special educational need or disability, staff consider whether specialist support is required, working with the school SENDCO to link with relevant services from other agencies, where appropriate.

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. We use whole-class teaching each session to begin the learning journey and ensure this is interactive and succinct to keep the children engaged. We utilise 'Talk Partners' to enable the children to share their thinking and to use their communication skills and often use 'no hands questioning' (cold calling) to enable a range of children to answer questions, and ensure a more inclusive learning environment. We also know the importance of using digital resources to engage the children at this age so often use video clips and PowerPoints as a starting point for our teaching, and pupils have access to IT resources (iPads, role play phones etc.) throughout the day. Outdoor learning is integral to our teaching and each day the children can access the outdoor area to participate in a range of physical and sensory activities focused across all areas of the curriculum. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for their transition to year 1.

5. Assessment

Ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also consider observations shared by parents and/or carers.

Within the first six weeks that a child starts Reception, staff will administer the DFE Reception Baseline Assessment (RBA). This Baseline assessment will enable a starting point to be established and will ensure clear targets can be set for each child. These are all shared at the first Parent Consultation in October and parents can request a copy of their child's RBA report.

Data will be entered onto INSIGHT four times over the year for Reception. This will be for Baseline (entered in September), then in December, at Easter and finally at the end of the school year. This data will then form part of the discussions in Pupil Progress Meetings held at the end of each term. From this data, children that need more support will be identified and appropriate intervention will be planned. This information will be updated on the Provision Map each term and a copy of both the Provision Map and the Intervention Plan will be shared with Head of School and the school SENDCO. Parents will also be informed when children are receiving extra intervention and guided as to how they can further support their child at home. There is a further Parent Consultation around Easter for staff and parents to discuss the progress of each child.

Meaningful targets set through ongoing observation and teaching are set each half-term and shared with parents at each Parent Consultation.

At the **end of the EYFS**, staff complete the EYFS Profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development ('expected')
- Not yet reaching expected levels ('emerging')

The Profile reflects ongoing observations, and discussions with parents and/or carers. The results of the EYFS Profile are shared with parents and/or carers for their child. This also includes a section on 'Characteristics of Effective Learning' so parents can see how their child learns in these areas the curriculum. These all form part of the Annual Report which is sent to parents in July.

The profile is moderated internally (referring to the Development Matters guidance and using DFE published exemplification materials) and in partnership with other schools within the MAT, to ensure consistent assessment judgements. EYFS Profile data is submitted to the local authority.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

At Wootton Wawen, transition is seen as a process, not as an event and is planned for and discussed with parents, children and practitioners of the pre-school settings that the children attend.

In June, new parents are invited to a 'Welcome Afternoon' to find out more about the school and to meet school staff and to see the school setting. New children are invited to a 'Stay and Play Afternoon' to prepare them for starting school in September. Visits are also undertaken by the EYFS teacher to the different settings that the children are currently attending to see the children in-situ and discuss them with the staff of their current setting.

The teacher for EYFS is on the school gate each morning and each afternoon to discuss any immediate concerns or queries with the parents and the school ensures there is an open-door policy for parents to speak to staff. Parents are invited into school on regular occasions such as Celebration Assembly, school performances, school visits and PTA events.

We also recognise that parents are the children's first and most enduring educators and that when parents and practitioners work together the results have a positive impact on children's development and learning. We encourage parent partnership through:

- Showing respect and understanding for the role of the parent in the child's education
- Listening to accounts of their child's development and any concerns they may have
- Making parents feel welcome by being friendly and approachable
- Maintaining an on-going dialogue
- Sharing the EYFS Profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities
- Being flexible in arrangements for settling children in
- Meeting with parents of Reception children regularly to discuss their child's progress and development
- Inviting parents to accompany staff on trips
- Inviting parents in the school to share their specialised skills.

7. Safeguarding and welfare procedures

It is important to us that all children in our school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. We know that children learn best when they are healthy, happy and safe, when their individual needs are met and when they have the chance to build positive relationships with the adults around them and their peers. We promote good oral health, as well as good health in general, in the early years by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed by the EYFS Lead (currently Ann Bradshaw) every 2 years.

At every review, the policy will be shared with the governing board.

9. Food and Nutrition

In line with the revised *Early Years Foundation Stage* statutory framework (September 2025), the school will have regard to the DfE's published nutrition guidance. Meals, snacks, and drinks provided for pupils in the EYFS will be healthy, balanced, and nutritious. Foods high in salt, sugar, or saturated fat will be avoided, and foods that present a choking risk will be prepared safely.

Staff are trained in paediatric first aid and safe eating practices, and will ensure close supervision during mealtimes. The school maintains clear procedures for managing and communicating food allergies and dietary requirements with parents and carers, and for the safe storage and preparation of food.

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy