

Wincheap Foundation Primary School

Early Years Foundation Stage (EYFS) Policy



Version	1
Ratified by	Learning & Teaching Committee
Date of Approval	June 2025
Author	Headteacher
Responsible Committee / Board	Learning and Teaching Committee
Review Date	June 2027
Target Audience	Staff/Governors/Parents

Contents

1. Aims	3
2. Legislation	3
3. Structure of the EYFS	3
4. Curriculum.....	3
5. Assessment	5
6. Working with parents and carers.....	5
7. Safeguarding and welfare procedures	6
8. Monitoring arrangements.....	6
Appendix 1. List of statutory policies and procedures for the EYFS	7

1. Aims

“All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential.” (DfE 2024)

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) for 2023.

3. Structure of the EYFS

At Wincheap, we have two EYFS classes of 30 children, with a teacher and a teaching assistant in both classes. Both classrooms have access to a large outdoor area which the children free flow in between throughout the day.

4. Curriculum

Every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured.

- Children learn to be strong and independent through positive relationships.
 - Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
 - Importance of learning and development. Children develop and learn at different rates. The framework covers the education and care of all children, including children with special educational needs and disabilities (SEND)
-

Our early years setting follows the curriculum as outlined in the latest EYFS statutory framework.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 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

4.1 Planning

Our staff plan activities and experiences for children that enable children to develop and learn effectively. Throughout the year, at Wincheap there is a big focus on the children's prime areas, as these are the areas that will enable their development in their first year of school.

Staff also take into account the individual needs, interests, and stage of development of each child in their care and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

1.18 In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are: • Playing and exploring - children investigate and experience things, and 'have a go'. • Active learning - children concentrate and keep on trying if they encounter difficulties and enjoy achievements. • Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

4.2 Teaching

We follow 6 broad topics throughout the year which we evolve with the children's interests and prior knowledge. We focus on building depth to their knowledge and things in their immediate environment, such as a focus on Canterbury.

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. 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 more formal learning, ready for year 1.

5. Assessment

At Wincheap, ongoing assessment is an integral part of 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 take into account observations shared by parents and/or carers.

Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA).

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
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority upon request.

5.1 Ongoing assessment

Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners understanding children's interests and what they know and can do, and then shaping teaching and learning experiences for each child reflecting that knowledge. In their interactions with children, practitioners should make and act on their own day-to-day observations about children's progress and observations that parents and carers share. However, there is no requirement to keep written records in relation to this.

At Wincheap, we have created a learning journey for each child which is a record of their development and gives parents an opportunity to see their child's progress. This will include activities, photos, comments and pieces of work each child has completed throughout the year.

6. Working with parents and carers

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

Parents and/or carers are kept up to date with their child's progress and development. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

At Wincheap, we have two Parents Evenings a year which gives parents and/or carers an opportunity to discuss their child's progress. We have an Open-Door policy, where on most occasions we will be able to address concerns or talk about a child's need.

Parents and/or carers have access to SeeSaw when your child starts with us, as well as being able to communicate with the teacher, there are also opportunities to see what your child has been up to and receive details of things happening at school.

We have a number of “Stay and Play” events, where we welcome parents into to school to see what their children have been learning and they have the opportunity to look through their books.

In summary, the main methods that parents can use to monitor and support their child’s learning are through SeeSaw, Parents Evening, Open Door policy, Learning Journeys, Stay and Play.

7. 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 caring for them. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

We make sure that the appropriate statutory staff: child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

We comply with infant class size legislation and have at least 1 teacher per 30 pupils.

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

The rest of our safeguarding and welfare procedures are outlined in our school’s child protection and safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by the Learning & Teaching Committee bi-annually.

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