Early Years Foundation Stage Policy

Waddesdon Village Primary School – *a Pathway to Excellence*

Approved by:	Laura Forchione	**Date:** October 2026
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1. Policy Statement

At Waddesdon Village Primary School we believe 'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five 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 together provide the foundation children need to make the most of their abilities and talents as they grow up.' (EYFS Statutory Framework).

As children commence their journey at Waddesdon Village Primary School, we begin to develop and nurture strong positive attitudes where children become proud and respectful of themselves, others and their environment.

This policy reflects the school's aims and objectives in relation to the Early Years Foundation Stage. It sets out a framework within which teaching and non-teaching staff can operate. It gives guidance on planning, teaching and assessment.
This policy needs to be read alongside other school policies and government guidance including:

- Homework policy
- Assessment policy
- Admissions policy
- Equality and Cohesion policy
- Health and Safety policy
- Subject specific policies
- The Statutory Framework for the Early Years foundation stage
- Development Matters
- Birth to 5 years
- Waddesdon Village EYFS Curriculum (including subject on a page documents)
- Educational Visits Policy
- other documents from the Standards and testing Agency.

2. Aims



Aims of the Early Years Foundation Stage Curriculum

I. To provide high-quality learning experiences that are play-based, engaging and meaningful, enabling children to learn through exploration, active learning and first-hand experiences within a stimulating environment.

II. To provide an inclusive curriculum that recognises each child as a unique learner, builds upon their interests, strengths and prior learning, and supports all children to make good progress from their individual starting points.

III. To nurture confident, motivated and resilient learners by celebrating achievement, promoting positive attitudes to learning and ensuring every child experiences success.

IV. To promote children's personal, social, emotional, physical and cognitive development, while ensuring their safety, health, wellbeing and readiness for future learning.

V. To deliver a broad and balanced curriculum that reflects the requirements of the Early Years Foundation Stage, supports development across all areas of learning, and prepares children for the next stage of their education.

VI. To provide an inclusive learning environment that values diversity, promotes equality of opportunity and ensures that all children, including those with SEND and disadvantaged backgrounds, can access and enjoy learning.

VII. To develop strong partnerships with parents, carers and other professionals, recognising that children learn best when home and school work together to support their learning, development and wellbeing.

The EYFS principles which guide the effective work of all practitioners are grouped into four distinct but complementary themes:

- A Unique Child - every child is constantly learning and can be resilient, capable, confident and self-assured.
- Positive Relationships - children learn to be strong and independent.
- Enabling Environments - supporting and extending a child's development.
- Learning and Development - 3 prime and 4 specific areas of learning and development.

The Unique Child reaches out to relate to people and things through the Characteristics of Effective Teaching and Learning, which move through all areas of learning.
- Playing and exploring
- Active learning
- Creating and thinking critically

3. Statutory Requirements

Safeguarding:

At Waddesdon Village Primary School, we are fully compliant with the safeguarding and welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage Framework. The EYFS team reports all concerns to the school's designated safeguarding leads, Laura Forchione and Sarah Leslie. All EYFS staff have up to date safeguarding training and use CPOMS to report any safeguarding concerns.
Please view the school's safeguarding policy for further details.

Statutory assessment:

In line with the statutory requirements of the Early Years Foundation Stage (EYFS) Framework, children complete the Reception Baseline Assessment (RBA) within the first six weeks of starting Reception. Throughout the year, practitioners use ongoing observation, interaction and professional assessment to monitor children's progress across all areas of learning and development and to inform future teaching and provision. By the end of Reception, practitioners complete the Early Years Foundation Stage Profile (EYFSP) for each child by the statutory deadline, providing a holistic picture of attainment in relation to the Early Learning Goals and supporting a smooth transition into Key Stage 1. EYFSP outcomes are reported to the local authority in accordance with statutory requirements. The school also ensures that all safeguarding and welfare requirements are met, including maintaining appropriate paediatric first aid provision in line with EYFS statutory guidance.

4.Teaching and Learning

4.1 Play Policy

We believe that play, both indoors and outdoors, is the fundamental way in which young children learn. Play can be enjoyed and challenging. When playing, children behave in different ways. Sometimes, their play will be boisterous, sometimes they will describe and discuss what they are doing, and sometimes they will be quiet and reflective as they play. Through play, children will be developing skills across all the Prime and Specific areas of learning, working towards achieving the Early Learning Goals.

In a secure environment with effective adult support, children will be able to:

- Have access to clearly labelled, easily-accessible resources allowing children to initiate their own play safely
- Explore, develop and represent learning experiences that help them make sense of the world
- Practise and build up concepts, ideas and skills
- Learn how to control impulses and understand the need for rules
- Be alone, be alongside others or co-operate as they talk to rehearse their feelings
- Take risks and make mistakes
- Think creatively and imaginatively
- Communicate with others as they investigate and solve problems
- Express fears to relieve anxious experiences in controlled and safe situations
- Have access to their own outdoor area and have free flow both inside and outside when possible
- Have access to water and snack when the children are in Child Initiated Learning (ChIL)
- Have access to age-appropriate toilets within their own learning environment

Adults in the setting will support play by:

- Planning and resourcing a stimulating and enabling environment
- Extending and supporting children's learning through play
- Extending and developing children's language and communication in their play.
- Listening to all forms of children's communication and their ideas and taking these into account when developing play and planning.
- Narrating children's play.
- Asking questions about children's play.

• Having established routines so that children begin to anticipate and feel confident to take the next step. Pictorial timetables give children the security to know and understand their routines.

At Waddesdon Village Primary School we are always aiming to improve our teaching skills, knowledge and understanding so all staff are encouraged to take part in local authority courses, in-service training and disseminate new initiatives, ideas and teaching ideas to colleagues.

4.2 The Curriculum

In the Early Years Foundation Stage (EYFS) at Waddesdon Village Primary School we aim to provide a broad, balanced, differentiated curriculum which addresses the children's social, emotional, physical, intellectual, moral and cultural development within a safe, secure, stimulating environment.

Our curriculum enables the child to learn and develop skills, attitudes and understanding in these areas of learning:

The prime areas:
• Personal, Emotional and Social Development (PSED)
• Communication and Language (CL)
• Physical development (PD)
The specific areas are:
• Mathematics (M)
• Literacy (L)
• Understanding the World (UW)
• Expressive Art and Design (EAD)

Throughout the EYFS we plan activities to give children learning experiences and opportunities to work towards the Early Learning Goals and prepare them for the National Curriculum. Teaching and learning will take place within the classroom and outside areas. Within these areas children will participate in a variety of activities, both with an adult and independently. Please view our subject on a page documents to gain a further insight into how we implement each area of learning in our setting.

5. Planning

Effective planning is key to making children's learning effective, exciting, varied and progressive. It builds upon and extends children's prior knowledge and understanding. At Waddesdon Village Primary School our planning shows how the principles of the EYFS will be put into practice and is always informed by observations we have made of the children, in order to understand and consider their current interests, development, learning and next steps.

Long-term planning reflects the educational programmes, seven areas of learning and development and the school's EYFS curriculum. This ensures that all curriculum areas are covered whenever a topic or activity is planned. This also ensure that the areas are taught progressively.

Adult focused and independent activities are planned on a weekly basis. Children have the opportunity to work in each of the learning areas within the classroom and outdoors. Whole class, group and individual activities are used to develop skills in all areas of the curriculum, as appropriate.

Weekly plans are organised around literacy, mathematics, phonics and wider curriculum learning and provide opportunities for progress across the seven areas of learning and development, supporting children's journey towards the 17 Early Learning Goals. All plans take a cross curricular approach and the prime and specific areas of development are evident across all planning. The timetable reflects an appropriate balance of child-initiated and adult focussed time.

Continuous provision is reviewed on a half termly basis and encompasses all the areas of learning. Enhanced provision is planned weekly in order to further develop children's learning.

The teacher regularly liaises with support staff involving them in planning, preparation and assessment. We have regular meetings with two main purposes; one to discuss general EYFS updates, Ofsted requirements, feedback on courses and another to discuss successes and development points from the previous week and collaborative work on planning. As well as these timetabled meetings, informal feedback between the teacher and teaching assistants regularly takes place through informal conversations and annotations on planning.

5.1 Inclusion
The school aims to provide a broad and balanced education for all children so that they achieve as highly as they can according to their individual abilities.
Through our Early Years provision, we provide learning opportunities that enable all pupils with special education needs, those with disabilities, those learning English as an additional language, and we take all reasonable steps to achieve this.

5.2 SEN
Through on-going formative and summative assessments, the class teacher identifies children who need support with skills at the earliest possible stage. Within the classroom, the teacher identifies children with difficulties and addresses them by differentiated activities and extra support where possible. Where a child has a greater need the class teacher and the SEND leader work closely together to further support the child. Interventions maybe carried out by practitioners and are tracked and evaluated through the use of intervention folders.

5.3 EAL
EAL pupils' needs are identified by the class teacher and addressed both within the class, as far as possible, and through individual small group and support.

5.4 Equal Opportunities
At Waddesdon, we are committed to equality of opportunity. All pupils will have equal opportunity to reach their full potential across the Early Years Curriculum regardless of their race, gender, cultural background, ability or any physical or sensory disability.

6. Assessment

At Waddesdon Village Primary School we analyse and review what we know about each child's development and learning, and then make informed decisions about the child's progress. This enables us to plan the next steps to meet their development and learning needs. All practitioners who interact with the child contribute to the assessment process. This assessment process is integral to informing our future planning to ensure we meet the children's needs.

On entry at Waddesdon Village Primary School children complete the statutory Reception Baseline Assessment (RBA) with EYFS practitioners. Additional baseline assessments are completed such as a phonics baseline assessment and prime area baseline observations. Additional information comes from home visits with parents prior to the child starting school, information from any previous settings, childminders and observations made in the first few weeks.

Throughout the year practitioners will make sure that:
• they make systematic observations and assessments of the children's significant achievements, interests and learning styles and add photographs to the class learning journey overview on Class Dojo.
• they observe children as they act and interact in their play, everyday activities, child-initiated activities and planned activities, and learning from and sharing with parents about what the child does at home.

A weekly learning overview is shared with parents through Class Dojo to celebrate and document children's learning experiences. Observations are recorded when they are significant and support practitioners' understanding of a child's learning and development; however, greater emphasis is placed on high-quality interactions and responsive teaching, ensuring adults spend their time engaging with and supporting children rather than producing extensive evidence. Ongoing assessment is informed by professional knowledge, observations, discussions and children's learning behaviours. Regular staff discussions are used to monitor progress, identify next steps and evaluate attainment in relation to the school curriculum, Development Matters guidance and the Early Learning Goals.

In December, March and June the teacher will meet with the Assessment Leader to discuss the children. Children who are working below the expected standard will be highlighted and measure put into place to help them close those gaps.

Progress is reported to parents at parent's evenings in the Autumn and Spring term, and then a written report in the summer term.

At the end of Reception, the Early Years Foundation Stage Profile (EYFSP) is completed for each child. Practitioners assess whether children are meeting the expected level of development in relation to the 17 Early Learning Goals, providing a holistic picture of each child's attainment and readiness for Key Stage 1. EYFSP outcomes are reported to the local authority in accordance with the current Assessment and Reporting Arrangements (ARA).

The EYFS profile will form a baseline assessment for the Year 1 teacher and will inform a dialogue between the Reception and Year 1 teacher about each child's stage of development. The baseline assessment will also be used to measure each child's progress by the end of KS2.

Waddesdon Village Primary School also moderates with other schools, as well as attending the county-wide moderation meetings.

7. Homework

For specific details on Home Learning please see the Home Learning policy. Homework is not given in EYFS. However, pupils are expected to read their ELS phonics reading book 4 times a week. They are also expected to practise weekly Harder to Read and Spell Words (HRSW) and taught graphemes.

8. Role of Subject Leader

The Subject Leader is responsible for raising the standards of teaching and learning in the EYFS through:

- monitoring and evaluating learning through looking at pupil progress, provision of Literacy (including Intervention and Support programmes), the quality of the Learning Environment, the deployment and provision of support staff
- Leading in policy development
- Keeping up to date with recent EYFS developments
- Auditing CPD needs and supporting colleagues in their CPD
- Auditing, purchasing and organising resources
- Ensuring that all subject leaders are aware of the requirements of Early Years and reports to them on current EYFS practice.

9. Role of the Governing Body

Initiatives are discussed with the teaching and learning committee and regular meetings take place on the progress of Early Years provision with the Early Years Leader and Early Years Governor. The Governing body ensure the implementation of the Early Years Foundation Stage Framework and reviews the policy regularly.

10. Involvement of Parents/Carers

We recognise that parents/carers are the child's first and most enduring educators and we strive to ensure they play an active role in the child's education. A successful partnership needs to be a two-way flow of information, knowledge and expertise. We aim to develop this by:

- Working in partnership with parents and carers to promote good attendance and punctuality from the start of Reception, recognising that regular attendance supports children's learning, wellbeing, social development and readiness for future learning.
- Sharing an overview of the half term's learning objectives with parents so they can support their child's learning, through the newsletter.
- Having an 'open door' policy and ensuring many opportunities for the teacher to be available to meet parents and exchange information at the beginning and end of the day.
- Inviting parents to come and help in the classroom and share skills they may have with the class.

- Questionnaires to parents asking them what workshops/events they would like to best support their child.
- Parent workshops to support them in developing key skills
- Open mornings/afternoons in which parents can come in and work with their children
- A weekly Class Dojo story is shared with parents and carers to celebrate and communicate the children's learning experiences, achievements and activities. This provides an overview of the week's learning across the class and helps families engage with and support their child's learning at home.
- Ensure parents are informed about school events and relevant topics through regular newsletters, letters, notice boards and the school website.

11. Transition

11.1 Transition from previous settings to Reception

• All pupils starting school attend a transition session in the summer term and the class teacher contacts and visits all nursery settings prior to this session.

- Home visits are completed for all new starters.

• We offer a new parent meeting where the parents get to meet the Headteacher and class teacher and see short presentations from both about the school and Reception.
• Practitioners will have meetings, or at least receive and read reports, from the child's previous setting about their previous achievements.

- Pupils have a transitioned start to school in September, with reduced hours and numbers. This enables practitioners to build positive relationships with pupils and ensure that pupils feel safe and secure in their new learning environment.

11.2 Transition from Reception to Year 1

The EYFS curriculum is designed to develop children's independence, communication, self-regulation, resilience and confidence, ensuring they are well prepared for the transition to Key Stage 1 and future learning. Transition to year one should build upon and extend the experiences children have whilst in Reception.

• Throughout the year there will be activities where Reception, year one and two mix which will allow children to make friends in other year groups as well as allowing them to visit different classrooms and meet other teachers.
• During the summer term children will regularly make visits to the year one classrooms for short periods of play and story time.
• During the summer term Class 1 children will be Class R's friendship partners where they will meet once a week to do joint activities.
• The Reception and Year 1 teacher will meet to discuss the child's achievements in relation to the Early Learning Goals.
• Throughout the first half of the autumn term Year One will continue to work off the EYFS framework ensuring similar routines, expectations and activities are adopted enabling children who have not yet achieved the expected level in the EYFS to continue to do so.
•There will also continue to be periods of active child-initiated learning and access to an outdoor learning environment through planned play. The amount of time that children are

sat on the carpet still and listening will be gradually increased to ensure that children remain motivated, enthused and eager learners.
•Class Dojo will continue to be used in Year 1 on the whole schools story, to support communication between home and school and to celebrate learning.
•A transition meeting for parents will be held in the summer term of Reception, to provide a clear picture of what learning in Year 1 looks like and how they can support in preparing their child for an effective transition into KS1.

The EYFS coordinator will have overall responsibility to ensure that the process of transition is smooth, effective and a happy process.