

WALFORD NURSERY & PRIMARY SCHOOL



Policy for EYFS

Reviewed and Updated: June 2025

Date for Review: June 2026

*Learning and Enjoyment...
Every Child, Every Opportunity, Every Day!*

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year (0- 5). In our school, children join us either in Nursery (from the age of two) or in the Reception class where they complete EYFS. At Walford Nursery & Primary School, we will provide a safe and stimulating environment, following the children's interests, where they have opportunities to explore and investigate through their play.

'Every child deserves the best possible start in life and the support that enables them to fulfil their potential.' EYFS Framework 2021

1. Intent of the EYFS setting

At Walford Nursery & Primary School, our aim is to create and celebrate a community of learning where there are endless possibilities to discover together through curiosity, creativity and play through:

- providing a secure and stimulating place in which all children and adults can learn together with confidence and enjoyment;
- offering opportunities for children to learn as individuals and as part of a group appropriate to support their development;
- fostering creativity and curiosity, providing opportunities which will help children develop understanding about the world in which they live.

There are four guiding principles that shape our practice in our early years settings.

- 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.
- The importance of learning and development. Children develop and learn at different rates.

Children's wellbeing is at the heart of what we do. All adults support children's self-esteem, confidence and positive self-image.

- We promote core values such as honesty, fairness and justice, developing children who understand the needs and views of others.
- Children access a broad and balanced curriculum that gives them a range of knowledge, new vocabulary and skills to prepare them well for their next stage of education.
- We provide quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind.
- Research based practice ensures the best teaching and learning methods used to help children progress in prime and specific area Mathematics and Literacy.
- We develop close partnership working between practitioners, parents and/or carers, other agencies and the wider community. We get to know the children and their families, knowing when and how to support them.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.
- We deliver broad and balanced educational experiences which celebrate the richness and diversity of the society in which we live.

***Learning and Enjoyment...
Every Child, Every Opportunity, Every Day!***

- We are opposed to racism or racist behaviour and will challenge instances of this should they occur.
- Girls and boys have an equal right to develop the skills they will need in order to live a full and happy life.
- A person's worth as a member of society is not related to social class, physical or intellectual ability and we promote this view in our work with children and families.

The EYFS team seek to:

- **provide quality and consistency** in our early years settings, so that every child makes good progress and no child gets left behind;
- **provide a secure foundation** through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly;
- **provide partnership** working between practitioners and with parents and/or carers;
- **provide equality** of opportunity and anti-discriminatory practice, ensuring that every child is included and supported;
- **safeguard** children, promoting their welfare and well-being;
- ensure **assessment** arrangements for measuring progress are in place and reports are shared with parents and/or carers;
- provide a **key worker** for each child;
- provide an **effective transition** from nursery to school.

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](#).

This policy has due regard to statutory legislation including, but not limited to, the following:

- Childcare Act 2006
- Safeguarding Vulnerable Group Act 2006
- The GDPR
- Data Protection Act 2018.

This policy has due regard to statutory guidance including, but not limited to, the following:

- DFE (2021) 'Statutory Framework for Early Years Foundation Stage'
- DFE (2021) 'Keeping Children safe in Education'
- DFE (2018) 'Working Together to safeguard Children'
- DFE (2015) 'The Prevent Duty'.

3. Implementation

The EYFS Team will achieve this by;

- considering the individual needs, interests and development of each child in their care, and use this information to plan a challenging, stimulating curriculum and environment;
- stimulating children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions, coupled with secure routines for play and learning;
- creating opportunities for children to explore, investigate and solve problems;

*Learning and Enjoyment...
Every Child, Every Opportunity, Every Day!*

- ensuring children have an enjoyable experience in all areas of learning and development;
- using the education programmes to ensure children have a broad wealth of experiences and opportunities for learning;
- helping children to develop the knowledge and skills they require for Early Learning Goals (ELG);
- ensuring children have conversations with peers and adults in a language-rich environment;
- conducting weekly meetings and discussions with the EYFS team;
- using Family to show 'WOW!' or to 'Remark on the Remarkable' moments to parents/carers and encouraging parents to help 'build a picture' of their child.

4. Structure of the EYFS

Walford runs an onsite nursery for children from 2 years of age. Information on sessions and charges is available directly from the school office. Children transition to our Reception Class, in accordance with the local authority admission procedures, in the year of their fifth birthday.

5. Curriculum

The 'Characteristics of Learning' underpin all future learning by supporting, promoting and developing children's positive attitudes and dispositions towards their learning, social skills, attention skills and persistence through the 7 key areas:

Prime areas:

- Personal, Social, and Emotional Development (Self-Regulation, Managing Self and Building Relationships).
- Communication and Language (Listening and Attention, Understanding and Speaking).
- Physical Development (Gross Motor Skills and Fine Motor Skills).

Specific areas:

- Literacy (Comprehension, Word Reading and Writing).
- Mathematical Development (Number and Numerical Patterns).
- Understanding of the World (Past and Present, People, Culture and Community and the Natural World).
- Expressive Arts and Design (Creating with Materials and Being Imaginative and Expressive).

At Walford, we want our children to be inspired and engaged through a curriculum which reflects their interests and helps them to ask and answer questions. We understand children's starting points and developmental needs, and we use these to deliver a tailored curriculum, as outlined in the 2020 statutory framework of the EYFS. Our curriculum reflects the world in which we live now and will be part of in the future, as well as helping to prepare children for their next school stage.

We do this through:

- ensuring our curriculum reflects the climate, values and culture of our school;
- considering prior learning and where next steps need to be taken;
- engaging children in the planning process so that their questions inform the learning to ensure they feel real ownership; each child is valued and heard in this process;
- planning learning opportunities to answer these questions which ensures the acquisition of knowledge;
- knowing all children have an innate ability to learn from birth;

***Learning and Enjoyment...
Every Child, Every Opportunity, Every Day!***

- believing that every child has an incredible capacity to learn and develop through engagement with others and with the world. This principle has inclusion and diversity at its heart and is made visible through the pedagogical approaches of the school where learning is seen as crossing the borders that separately define disciplines, curriculum and concepts.
- using effective questioning to promote thinking and language;
- providing opportunities for children to become secure in the prime areas of learning, as well as specific areas. Our practitioners know that there is an optimum time for children to learn good learning habits;
- providing activities that are designed to maximise language development;
- practitioners assessing children in all areas of the curriculum regularly to ensure that interventions can be delivered quickly. Paperwork is efficient and effective, it is used to support learning rather than taking adults away from supporting learning activities;
- ensuring a genuine, respectful and active partnership between children, their families and the school are central to successful learning;
- incorporating the ethos of British Values and SMSC;
- taking risks! We have innovated our own curriculum, based on what our children need and want to learn. For example, designing our own themes on a termly basis in light of world events, local interests and children's questions. Our curriculum helps turn our pupils from 'novices' to 'experts' through providing opportunities to engage with new experiences, opportunities, visits and visitors.

Early Mathematics

Research findings demonstrate that early understanding of Maths underpins later attainment in Maths and Literacy.

We recognise there are **six areas** for early mathematic learning, which collectively provide a platform for everything children will encounter as they progress through their maths learning and beyond.

- **Cardinality & Counting** – this is the understanding that the carinal value of a number refers to the quantity, or 'howmanyness' of things it represents.
- **Comparison** – this is the understanding that comparing numbers involves knowing which numbers are worth more or less than each other.
- **Composition** – this is the understanding that one number can be made up from (composed from) two or more smaller numbers.
- **Pattern** – this is looking for and finding patterns which helps children notice and understand mathematical relationships.
- **Shape & Space** – this is understanding what happens when shapes move or combine with other shapes and helps develop wider mathematical thinking.
- **Measures** – this involves comparing different aspects such as length, weight and volume, as a preliminary to using units to compare later.

Children with gaps in early mathematical understanding continue to 'lag' behind their peers and are unable to narrow this gap. Therefore, we ensure there is a clear mathematical focus every week and children are exposed to mathematical moments every day.

We provide a range of experiences including whole class teaching, focused groups, 1:1 work and exploration of concepts throughout the settings.

*Learning and Enjoyment...
Every Child, Every Opportunity, Every Day!*

Early Literacy

Spoken language is the first and most important skill that young readers and writers develop. Children need to have a wide experience of story, knowledge of written language and how this works as a means of communication. We acknowledge that all children come to school with a range of experience of literacy, including digital and media text. We believe that strong two-way links with home really supports all literacy learning; reading is particularly sensitive to parental support and role modelling.

We teach phonetic skills and knowledge consistently and systematically. Adults support children's early auditory discrimination and early sound awareness in contexts arising during children's enquiry, exploration and play through planned group activities using the Read, Write Inc programme.

Phonics is introduced in the Summer Term of the pre-school and in Reception as soon as children start school, through daily whole class phonics sessions. Children are assessed every half term and diagnostic assessments help teachers to quickly spot and support children who are struggling, whilst providing them with regular phonics interventions.

All children engage in early mark-making that, for them, has meaning and purpose. We believe that the development of writing occurs with a range of graphical representations in which one person communicates with another. Children begin to develop their understanding of shared meaning and the difference between drawing and writing increases in accuracy and fluency with practice and sensitive teaching. Again, it is essential that this occurs in developmentally appropriate ways and at times that makes sense to children whilst supporting their desire to explore, relate, understand and connect.

Young children can compose long before they can transcribe and, therefore, we focus on easing the burden of transcription and enabling children to compose more freely. Initially, children need the help and support of another person, usually an adult, in order to write conventionally. This support will be gradually withdrawn as transcription becomes easier and the child increases in independence. Progress and development will be multi-dimensional. Inexperienced writers will also need support with developing spelling skills – as a foundation for moving from the phonetic stage to gaining increasing control of standard spelling – and gaining better control of handwriting. Throughout Nursery and Reception, we focus on the development of both fine and gross motor physical competencies, as this is essential to fluent handwriting later on. Core strength, proximal stability in shoulders and pelvis and the pincer grip are developed in all areas of nursery to prepare children for Reception Class. We also use the Read Write Inc. rhymes for letter formation.

6.1 Planning

Staff plan activities and experiences in a thematic manner to enable children to develop and learn effectively. In order to do this, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also consider the individual needs, interests and stage of development of each child in their care. This information is used to plan challenging and enjoyable learning experiences for every child.

Adults make use of ongoing observations and draw upon these in weekly team discussions about planning, interventions, barriers to learning, next steps, etc.

***Learning and Enjoyment...
Every Child, Every Opportunity, Every Day!***

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, practitioners reflect on the different ways that children learn and include these in their practice.

6.2 Teaching

Each area of learning and development is implemented through planned, purposeful play **both indoors and outdoors**, and through a mix of adult-led and child-initiated activities. Practitioners 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.

7. Assessment

At our school, 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. Practitioners also consider observations shared by parents and/or carers **as well as other early years settings children may attend**.

When a child is aged between 2 and 3, practitioners review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

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, or
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of observation, involving the teacher and other adults as appropriate, and although not always formally recorded, it informs future planning.

In Nursery, the children's individual targets are linked to the Development Matters document and the ELG's at the end of Reception Class. Observations and assessments of each child are shared electronically with parents and carers on a regular basis, via Famly.

8. Inclusion in the Early Years Foundation Stage:

At Walford, we believe that every child should achieve their potential and we give our children every opportunity to achieve their best. We do this by taking into account our children's range of life experiences when planning for their learning.

In the Early Years Foundation Stage, we set realistic and challenging expectations that meet the needs of our children. We recognise that children develop and learn at their own rates and in their own ways. We plan and assess the children's learning using the Development Matters document, ensuring that children make expected progress in their development and learning in nursery and

*Learning and Enjoyment...
Every Child, Every Opportunity, Every Day!*

achieve the Early Learning Goals by the end of their Reception year. We achieve this by planning to meet the needs of all children, including children with special educational needs, children who are more able, children with disabilities; children from all social, religious, and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

If additional needs are identified, the Class Teacher, or Key Person in Nursery, will liaise with the SENCo in order to set targets to support the child's learning and progress.

9. Working with Parents / Carers

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

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

Practitioners provide workshops for parents and/or carers, such as 'How to support early reading.'

Each child in nursery is assigned a key person who helps to ensure that their learning and care is tailored to meet their individual needs. The key person also supports parents and/or carers in guiding their child's development at home. In addition, the key person also assists families to engage with more specialist support, when appropriate.

Parents / carers are invited to attend two parent consultation meetings each school year. In Reception Class, parents / carers receive an annual report at the end of the school year. Nursery parents / carers are kept up-to-date with a written summary of their child's progress and development each school year, as well as attending a face-to-face consultation during the summer term.

10. Transition

Starting nursery and school can be a difficult time for young children. Therefore, we plan this time carefully in order to support children with transitions, ensuring it is as smooth as possible for each child and enables them to settle into their new class swiftly and happily.

Starting Nursery:

Parents / carers of all children starting Nursery will be invited to visit Nursery with their child in order to meet nursery staff and to learn more about how children learn in nursery. Parents / carers are always welcome to stay for part of their child's first session where this assists the settling in process and settling in plans will be discussed with parents / carers, where appropriate or necessary, to meet individual needs.

Starting Reception:

In the Summer Term, parents / carers of all children starting in Reception Class will be invited to an Induction Meeting to meet their child's new teacher and learn more about the Reception curriculum. In addition, the Headteacher and Reception Class Teacher visit each child at home before the children attend two transition mornings in the Summer term.

Each child in Reception Class is paired with an older child (Year 5) as a 'buddy' who will support them during lunchtimes, reading times, school events etc, in order to support and help them.

11. Impact

Our EYFS curriculum will support children's development of knowledge and skills to prepare them for Year 1 and the National Curriculum. It will also help to develop their independence, their self-regulation and their personal, emotional and social development. The children will learn to read, using phonics skills learnt through the Read Write Inc. programme and they will develop a 'love of reading.' The children will also develop a firm foundation in number and numerical patterns. In addition, the children will have a range of opportunities to be creative and to develop their skills through music, dance and the arts.

12. Equality

All children will be included, valued, and supported in our setting. We will:

- ensure that all pupils and staff are treated with respect;
- not discriminate against any child/adult;
- ensure that all pupils have access to the full range of educational opportunities provided by the school;
- strive to remove any forms of discrimination, either direct or indirect, that may form barriers to learning or to the development of any child or group of children;
- challenge stereotyping and prejudice;
- celebrate the cultural diversity of our school community and the wider world.

13. Safeguarding and Welfare Procedures

In the Early Years, we promote good oral health, as well as good health in general by:

- making links with health professionals such as Health Visitors, Dentists, School Nurse, Speech and Language, etc;
- using stories such as, 'I don't want to clean my teeth' and 'Goodbye nappies'
- delivering the NSPCC 'Let's Talk Pants' programme;
- regular safeguarding training for all members of staff;
- delivering the PSHE Education 'Jigsaw' programme.

The rest of our safeguarding and welfare procedures are outlined in our Policy for Child Protection & Safeguarding Children.

Staff receive safeguarding training that enables them to understand the school's safeguarding policy and procedures, have up-to-date knowledge of safeguarding issues and recognise signs of potential abuse and neglect. All staff know that the Headteacher, Louise George, is the Designated Safeguarding Lead (DSL).

14. Health and Safety

Keeping Safe. 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. We also encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children and we continually risk assess classrooms and outside areas in order to maintain a high level of safety.

*Learning and Enjoyment...
Every Child, Every Opportunity, Every Day!*

We follow the safeguarding and welfare requirements detailed in the Early Years Foundation Stage Statutory Guidance (2021).

15. Monitoring Arrangements

This policy will be reviewed and approved every year.

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

This policy was updated in June 2025.

The policy was adopted by the Standards, Teaching & Learning Committee of the Governing Body of Walford Nursery & Primary School in June 2025.

Signed:

Chair of Standards, Teaching and Learning Committee

Appendix 1. List of Statutory Policies and Procedures for the EYFS

This checklist details the policies and procedures that we must have according the EYFS statutory framework.

Statutory policy or procedure for the EYFS	Where can it be found?
Child Protection	See Policy for Child Protection & Safeguarding Children
Procedure for responding to illness	See Policy for Attendance, Policy for Child Protection & Safeguarding Children and the Policy for First Aid.
Administering medicines policy	See Policy for Administering Medicines
Emergency evacuation procedure	See Policy for Health and Safety
Procedure for checking the identity of visitors	See Policy for Child Protection & Safeguarding Children
Procedures for a parent failing to collect a child and for missing children	See Policy for Child Protection & Safeguarding Children
Procedure for dealing with concerns and complaints	See Policy for Complaints