

WOODHOUSE PRIMARY SCHOOL

Wisdom Grows from Wonder



EARLY YEARS FOUNDATION STAGE POLICY

Working Together with Respect • Growth • Pride •

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Last reviewed: March 2025

Next review due by: March 2026

We follow the Early Years Foundation Stage Curriculum in Nursery and Reception.

“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 five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right.” (EYFS Statutory Framework)

At Woodhouse we want to ensure that ‘From little acorns, great oaks grow’

We Aim 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/or carers
- That every child is included and supported through equality of opportunity and anti-discriminatory practice

Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS).

Structure of the EYFS

The EYFS at Woodhouse consists of one Nursery and Reception class.

In our Nursery we offer 15 hour and 30 hour places. We will also offer ‘top up’ places for parents who want their child in nursery above the 15 hours who are not eligible for the 30 hour provision.

In the first instance we will offer 13, 30 hour places and 26 part-time places. For more information regarding this please see our Nursery Admissions Policy.

We have 30 places in our Reception cohort.

Curriculum

Our EYFS at Woodhouse follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

The EYFS is based upon 4 principles:

- A Unique child
- Positive Relationships
- Enabling environments with teaching and support from adults
- Learning and Development

A Unique child

At Woodhouse we recognise that every child can be a competent learner. All children have potential and can be nurtured and supported into becoming confident, resilient and self-assured. We recognise that children develop at different rates and have individual needs, but we apply quality and consistency to ensure that no child is left behind on their learning journey.

“Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured” (EYFS Statutory Guidance)

Positive Relationships

We recognise that children learn to be confident and independent through the development of secure relationships, both child to child and child to adult. We aim to nurture and care for our children and develop caring, professional and respectful relationships with our children and their families. Staff support children’s personal, social and emotional development which enables them to become confident learners across a range of situations, experiences and with other people/ groups.

We value the contribution that children’s first and most enduring educators, their parents and carers, make to each child’s learning journey and we welcome parent voice in a variety of forms in contributing to a dialogue of progress about their child.

Enabling Environments

The environment plays a key role in supporting and extending children’s development. We provide a calm, safe and stimulating environment both indoors and outdoors. These are well resourced to encourage the children to make choices, develop individually in collaboration and that develop their knowledge, understanding and skills. We work with and observe the children in their play to find out about their interests, strengths and areas for development and provide challenging, yet achievable activities and experiences.

We adapt and change our provision to meet their needs of our learners.

Learning and Development

The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. 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

Planning

Planning is flexible and changes in response to the children's interests and next steps, ensuring that all areas of learning are covered throughout the year.

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children in Nursery are expected to focus strongly on the prime areas of learning.

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 children 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 in these in their practice, planning predominantly 'in the moment'.

Staff Plan with a broad overview of themes and content coverage for the year, broken into half terms. There is also flexibility within the planning to teach 'in the moment' with staff skilfully progressing children in their learning, individually, whilst they play. Themes may link to things happening in our community, the local environment and other events which happen throughout the school calendar. There is a broad Long Term Planning overview, however this can change dependent on each cohort and their needs. Staff also use Wonder Webs in the medium term to show how practitioners react to themes and children's interests.

Teaching

Practitioners teach children by ensuring challenging and playful opportunities are planned for across the prime and specific areas. We foster the characteristics of effective teaching and learning by identifying how children learn in different ways which include:

- Playing and exploring
- Active Learning
- Creating and thinking critically.

Each area of learning and development is implemented through in the moment and 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.

Children are supported in their transition into year one by extending the adult led learning towards the end of the year in Reception.

Where children need additional support, interventions are run. Some of these are through play, with some, such as Wellcomm or Little Wandle, completed outside of the classroom.

Assessment

At Woodhouse, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils as they work with them to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. These may be immediate next steps (in the moment) or steps to be addressed over the next week or half term. Staff also take into account observations shared by parents and/or carers and this is gained on a half termly basis and through our online communication systems. Some observations and assessments are logged on half termly planning sheets for individuals.

Within the first six 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 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.

Early Reading

AT Woodhouse children are taught systematic synthetic phonics through their 'Little Wandle Letters and Sounds Revised' daily sessions. In addition to this they have Shared Reading Practice Sessions 2-3 times per week and are surrounded by a text rich environment. Staff share their enthusiasm and passion for reading and a love of books and use texts throughout the curriculum to foster the joy of reading. (See Early Reading Policy for further information).



Working with parents

We recognise that children learn and develop well when there is 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.

Each child is assigned a key person (Class Teacher) who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families with more specialist support, if appropriate.

Parents are asked to provide information about their child through our online communication system Class Dojo. Any information sent is used by practitioners when working with the children to inform next steps alongside own observations and knowledge of the children.

Where appropriate the key person may be the teaching assistant in class.

Parents are kept up to date and informed of learning in the EYFS through posts on DOJO and termly open afternoons / play and stay sessions.

Safeguarding and welfare procedures

We promote good oral health in general by teaching the children about the effects of eating too many sweet things and the importance of brushing your teeth. This is taught when appropriate through thematic work. E.g. healthy lifestyles in PSHE.

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

Monitoring arrangements

This policy will be reviewed and approved by R Mellor (EYFS Lead / Deputy Head) every three years.

At every review, the policy will be shared with the Head. EYFS governor and Gov body as appropriate

2021

Updated March 2025

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