



## WIBSEY PRIMARY SCHOOL

### EYFS Policy

Agreed by Governors	Full Governors	
	Finance and General Purposes	
	Teaching and Learning	X
Date:		
Signed on behalf of Governing Body by Chair of Committee:	<i>L. M. Howles</i>	
Approved	<i>27/11/25</i>	
Review	<i>NOV 2028</i>	

This policy is written with regard to Department for Education (DfE) Guidance **Statutory Framework for the Early Years Foundation Stage** issued in 2021, which sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe.

## 1. Introduction

At its core, Wibsey Primary School believes that every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop rapidly in their 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. High-quality early learning together with good parenting provide the foundation children need to make the most of their abilities and talents as they grow up.

At Wibsey Primary School, we are committed to promoting child-friendly teaching and learning during the Early Years Foundation Stage to ensure children's readiness for school, as well as equipping them with a broad range of knowledge and skills that provide the right foundations for good future progress through school and life.

## 2. Aims

This policy aims to ensure:

- That across EYFS, children, including those with differing starting points and SEND, access a broad, balanced, relevant and creative curriculum that sets in place firm foundations for further learning and development and gives children the broad range of knowledge and skills needed for good progress through school and life.
- High quality provision and consistency across the EYFS, so that every child makes good progress focussed on the needs of each child.
- A secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly, enabling choice and decision making, fostering independence and self-confidence.
- A happy, safe stimulating and challenging programme of learning that will enable each child to develop personally, socially, emotionally, physically, creatively and intellectually to their full potential.
- A culture of partnership working between practitioners and with parents/carers.

## 3. Legislation

This policy is based on the requirements set out in the [EYFS Statutory Framework 2025](#)

## 4. Structure of the EYFS

Wibsey Primary School is a split site school and the EYFS unit is located separately from the main school. Both Nursey and Reception have their own self-contained unit and separate outdoor spaces, which are secure and offer children the opportunity to explore different environments, thereby presenting them with different challenges and experiences.

Nursery children either attend full time (from 8:40am – 3:40pm) or for the morning session (8:40-11:40am) or afternoon session (12:40pm -3:40pm). Reception children are grouped into three classes for pastoral purposes but have access to learning across the Shared area, Upper and Lower Deck. Within each of these areas, children are able to access learning across the 17 aspects of learning. There is also a high-quality outdoor playground which is used by Reception at lunchtime and also by full time Nursery children.

At Wibsey Primary School, we recognise that the physical (indoor and outdoor) and human (social / emotional) environments play a key role in supporting and extending children's development. We aim to create attractive and stimulating learning environments where children feel confident, secure and challenged and where they are empowered to be agents in their own learning which in turn will encourage them to be independent, resilient, capable, confident and self-assured.

Our learning environments are of high quality and have recently been improved and developed to give our children the best opportunities possible to achieve their potential. The children have daily access to indoor and outdoor environments where well-planned continuous provision allows them to explore and learn securely and safely. The school recognises that being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children the ability to explore, use their senses and be physically active and exuberant as well as offering areas where they can participate in quieter activities. The school plans activities and resources for the children to access the outdoors, which help the children to develop in all areas of learning. We encourage children to explore the outdoors at all times of year and appropriate clothing is provided for children to access the outdoors in all weathers. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors.

Classrooms are arranged into learning areas with equipment and resources accessible and located so they can be chosen and used independently by children. Both the Nursery and Reception classrooms offer a range of continuous provision such as a Reading area, Writing area, Maths area and provision that inspires curiosity and independence. The provision is enhanced as appropriate throughout the year to support the curriculum.

## **5. Curriculum**

As Early Years practitioners we develop the children's knowledge, skills and understanding in all areas of learning by providing a well-balanced curriculum, delivered through a thematic/text-based approach, which ensures breadth and balance across the areas of learning. However, we have a fluid approach which allows us to adapt our teaching to meet the children's interests and needs.

Our early years setting follows the curriculum as outlined in the 2021 EYFS statutory framework. 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

### **Communication and Language**

Within EYFS there is a strong focus on the development of children's speech and language, with school commissioning a speech and language specialist to work with children in EYFS as needed. The development of children's spoken language underpins all seven areas of learning and development and their interactions from an early age form the foundations for language and cognitive development. Within the language rich environment, staff provide a model of oral language. The number and quality of the conversations children have with adults and their peers throughout the day is crucial, and through these conversations our practitioners build children's language effectively.

Reading is a key focus; we promote reading for pleasure alongside the development of early reading skills. Staff read frequently to children, and engage them actively in stories, non-fiction, rhymes and poems. They provide them with extensive opportunities to use and embed new words in a range of contexts, thereby giving them the opportunity to thrive and become comfortable using a rich range of vocabulary and language structures. Both Nursery and Reception promote reading for pleasure through their reading areas and the Fab Five approach, which allows children to develop their reading skills and depth of

understanding by focusing deeply on one book per week. Children will predict, learn new vocabulary, develop their comprehension and be able to use these skills in both their spoken language and writing, where appropriate.

### **Personal, social and emotional development**

Children's personal, social and emotional development (PSED) is crucial for them to lead healthy and happy lives and is fundamental to their cognitive development. Strong, warm and supportive relationships with adults across the unit enable children to learn how to understand their own feelings and those of others, thereby underpinning their personal development. Through supported interactions with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. By providing opportunities for children to co-operate with others and collaborative activities, children are helped to develop self-control and to respect the feelings, needs, culture and skills of others. The organisation of resources across EYFS enables children to access resources independently and promotes social learning and the development of social skills. Children are supported to manage their emotions and develop a positive sense of self and through adult modelling and guidance, they learn how to look after their bodies, including healthy eating, and managing personal needs independently. In EYFS children are introduced to the Zones of Regulation as a way of learning about and managing their feelings and emotions.

Children's wellbeing and Spiritual, Moral, Social and Cultural (SMSC) development is at the heart of all school's priorities and this starts in EYFS with a focus on Personal, Social and Emotional Development (PSED). This prepares children for our 'Wibsey Skills for Life' curriculum where we promote the interpersonal, resilience and self-regulation skills that our children need to succeed in life.

### **Physical Development**

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, and by providing opportunities for play, both indoors and outdoors, we support children in developing their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being, and our large grounds provide opportunities for children to run and develop spatial awareness.

Fine motor control and precision helps with hand-eye co-ordination, which is linked to early literacy. Repeated and varied opportunities are provided to manipulate, explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, supporting children to develop proficiency, control and confidence.

### **Literacy**

It is crucial for children to develop a life-long love of reading; reading for pleasure is promoted across school. Reading consists of two dimensions: language comprehension and word reading. With a strong focus on the development of early reading a core text supports children's learning in both Nursery and Reception and is carefully chosen with regard to the children's ages and to support at their stage of development. Thereby, children are exposed to a number of key texts across the year and provided with opportunity to revisit texts and develop understanding of basic story structure. Read, Write, Inc is delivered daily across Reception with Nursery moving to more formal Phonics delivery later in the year. This is overseen by the school's lead for Phonic development.

Early writing develops from mark-making to recognisable writing as children are provided with opportunities to develop their fine motor skills and are taught formal letters. The Handwriting Patter supports children with this. Experiences to encourage writing are provided and there are opportunities to write across the provision.

### **Mathematics**

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. In Reception there is a daily taught Maths input session. Children should be able to count confidently, develop a deep understanding of the numbers to 10 (five in Nursery), the



relationships between them and the patterns within those numbers and the use of the 'number of the week' supports understanding of number to 10.

Children are provided with frequent and varied opportunities to build and apply this understanding across the unit, both indoors and outside and by using a variety of approaches and manipulatives, including natural materials such as small pebbles for securing counting skills, they develop a secure base of knowledge and vocabulary on which mastery of mathematics is built.

The curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measure. Mathematical development is promoted across the provision with pupils given practical opportunity to measure, look for patterns and relationships and spot connections.

### **Understanding the World**

Understanding the world involves guiding children to make sense of their physical world and their community. We seek to develop links with the local area and opportunities are sought to use the community and local environment to enrich the curriculum. A variety of visitors are invited into school and children are taken out into the local area when appropriate - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems fosters their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words and enriches and widens children's vocabulary which will support later reading comprehension.

### **Expressive Arts and Design**

The development of children's artistic and cultural awareness supports their imagination and creativity and children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials, both on a large and small scale. Children are exposed to a variety of experiences across their time in EYFS; the quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experience is fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

### **Building Learning Power (BLP)**

Learning to be better learners is a key focus across the school, and this begins in EYFS where we begin our journey to grow 'Learning Power'. At an age appropriate level, we promote the development of our children as independent learners with children beginning to learn to take responsibility for their learning and understand the concept of challenge. Throughout EYFS children are given the opportunity to self-select from a range of resources across the unit, both indoors and out, are encouraged to keep going when faced with challenges and are encouraged to work collaboratively with others.

Whilst the curriculum is delivered through activities planned by adults, we also encourage children to plan and initiate themselves; this encourages children to become independent in their learning by enabling them to work at a level that is appropriate to their own individual stage of development.

### **Access and Inclusion**

We value all our children as individuals and celebrate the diversity of our families. Our curriculum is based upon pupil entitlement - all pupils, regardless of their race, gender, special needs or other characteristics, are treated fairly and share an entitlement to the curriculum which contributes to the fullest development of their capacities, personal qualities and attributes. We promote equality of opportunity and provide early intervention for those children who require it, through our personalised approach.

Children whose home language is not English are provided with opportunities that will support their language development. They are given the opportunities to learn and reach a good standard in English language during the EYFS, ensuring they are ready to benefit from the opportunities available to them when they begin Year 1.

### 5.1. Planning

Four guiding principles shape practice across our early years foundation stage:

- 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, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents/carers;
- Children develop and learn in different ways and at different rates.

Throughout their time in the EYFS our children partake in an ambitious curriculum which is planned sequentially to ensure progression towards the end of Reception goals, as defined in the Early Learning Goals (ELGs). Activities are planned across the Foundation Unit to help the children develop in all areas of learning. We observe the children and assess their interests, development and learning needs, before planning challenging but achievable activities to extend their learning.

Staff across EYFS work as a team, planning learning, activities and experiences for children that enable children to develop and learn effectively both indoors and out. This ensures continuity as children move from Nursery to Reception. Our approach to curriculum planning incorporates learning through play, learning by adults modelling, by observing each other and through guided learning and direct teaching. Planning is flexible, allowing staff to respond quickly to children's new interests and / or learning needs.

Woven throughout our planning are the three Characteristics of Effective Learning:

- **Playing and exploring** – children's play reflects their wide-ranging interests and we believe that through play young children achieve their highest learning potential. Playing with peers is especially important for children's development and through play our children investigate, experience things, explore and 'have a go' thereby developing their learning experiences, which help them to make sense of the world. They have the opportunity to think creatively alongside other children and communicate with others as they investigate and solve problems.
- **Active learning** – children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods. When children are motivated and interested they concentrate and keep on trying if they encounter difficulties and enjoy achievements. We give children a degree of independence and control over their learning and as they develop their confidence they learn to make decisions, providing them with a sense of satisfaction as they take ownership of their learning.
- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. When children have opportunities to play and engage with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. We give children opportunities to be creative in all areas of learning with adults supporting children's thinking and helping them to make connections by showing interest, offering encouragement, clarifying ideas and asking open questions. This enhances children's ability to think critically and ask questions.

These elements underpin how we reflect on each child's development and adjusting our practice accordingly. Supporting children in their individual learning behaviour and observing the context of children's play is essential.

Nursery and Reception plan their own separate curriculums but work as a unit with a common focus on high expectations and ensuring continuity and progression as children move from EYFS1 to EYFS2. Our curriculum is flexible and it allows us to meet the needs of each cohort. This means that topics do not stay the same each school year, but are developed to meet the needs of the current cohort. Activities and experiences are planned that enable children to develop and learn effectively. In order to do this staff working with the youngest children focus strongly on the three prime areas.

Planning is sequential, and a curriculum map provides a yearly overview and ensures all areas of learning are covered. Medium- term plans set the learning intentions for the half- term and cover all areas of learning; these in turn are broken down into the short-term planning for the week.

When planning children's learning, staff reflect on the different ways that children learn best and include these in their practice. They consider the individual needs of children, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience which promotes learning and development. Where a child may have a special educational need or disability, staff consider whether specialist support is required, consulting the SENDCO and linking with relevant services from other agencies, where appropriate.

## **5.2.Teaching**

Wibsey invests heavily in Early Years staffing with an Early Years Lead who teaches in EYFS daily and oversees the day to day running of the EYFS Unit. An Assistant Headteacher, who is a member of the Senior Leadership Team has responsibility for Lower School, which includes EYFS and Year 1.

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Play allows children to rehearse what they know, practice and develop their skills, and try out new possibilities. It is organised in a way which offers them opportunities for working within a variety of groupings: individually, in pairs or small groups, with an adult and in large adult led groups. Children learn by leading their own play, and by taking part in play which is guided by adults. Staff respond to each child's emerging needs and interests, guiding their development through positive interactions across a mix of class, group and individual teaching.

Practitioners observe and respond appropriately to children and thereby engage them in the learning process through planned input and appropriate, sensitive interaction which supports child-initiated learning. To ensure that all children are well-motivated and involved, planned activities are carefully matched to build on the children's learning capabilities, their current knowledge, experience and skills, and interests with new experiences being introduced in familiar contexts. Children are given time to develop, practice, think about and return to experiences in a range of different contexts and over time in order to consolidate their learning.

Children have whole class and small group teaching sessions daily in both Nursery and Reception. Phonics is taught daily in Reception – this is taught in small groups guided by summative assessment every six weeks with groupings changing in response to the assessments in order to maximise progress. Children in Nursery are taught pre-phonetic skills then those who are able will begin to learn their single letter sounds, towards the end of the year.

The nature of teaching approaches and activities develops and changes as children move from Nursery to Reception and throughout the reception year. 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. Children in Reception have whole class maths inputs as well as guided writing, reading and the development of fine motor skills. These increase in duration as the children approach Key Stage 1. Children experience some specialist teaching; the specialist music teacher having some timetabled sessions in Reception.

## **6. Assessment**

At Wibsey Primary School, ongoing formative assessment is an integral part of the learning and development processes. Through careful observation, staff consider 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 for each child in all of the areas of learning and development, identifying next steps in learning. Staff also consider observations shared by parents and/or carers. In this way, daily ongoing formative assessment plays an important part in helping practitioners recognise children's progress, and understand their needs, with learning plans adapted as needed in the light of this assessment.

### **On entry assessment and Reception baseline assessment**

On entry to Nursery all children are assessed, within the first six weeks, against 'Development Matters' in all areas of learning to provide a baseline. These teacher assessments are then entered into our Sonar Assessment Tool as a baseline measure of children's knowledge and attainment; this enables progress to be measured across the year.

At set points across the year teachers submit a formal assessment against the 17 aspects of learning in Reception and against the three core Prime Areas in Nursery. This enables progress to be measured and actions taken as needed.

**Launchpad for Literacy** assessment also supports this baselining process. Launchpad is an approach to language development that supports speech and language screening and intervention in the early years. It supports teachers to understand a child's current level of speech and language, and how to fill in any gaps they may have. This approach is used across Nursery and Reception.

**The Reception Baseline Assessment (RBA)** is a short statutory assessment, which is taken in the first six weeks in which a child starts reception. It assesses a child in early mathematics, literacy, communication and language. The purpose of the RBA is to form the starting point for cohort-level school progress measures and is solely intended for use within the primary school progress measure.

### **Assessment at the end of the EYFS – The Early Years Foundation Stage Profile (EYFSP)**

**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')

When forming a judgement about whether an individual child is at the expected level of development, teachers draw on their knowledge of the child, including ongoing observations and discussions with parents and/or carers, and their own expert professional judgement. The profile is completed for all children, including those with special educational needs or disabilities.

The results of the profile are shared with parents and/or carers for their child and provides them with a well-rounded picture of their child's development against expected levels, and their readiness for Year 1. Parents are given an opportunity to discuss the profile with the teacher who completed it.

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.

As part of the transition process, Year 1 teachers receive a copy of the profile report, along with a transfer document which guides provision and next steps as children move into Year 1. These inform a professional dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assist with the planning of activities in Year 1.

### **7. Working with parents**

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. We value the contribution parents make, both historically and in the future, in educating their children.

The school aims to develop caring, respectful, professional relationships with the children and their families; this begins at induction where parents are invited to meet key staff and the senior leadership team. In addition, children have the opportunity to spend time with their teacher before starting school during transition sessions.



The school maintains ongoing contact with parents via face-to-face contact at drop off and pick up, and via the school APP. In addition, school aims to foster positive partnerships with parents/carers by inviting parents/carers to attend workshops which provide information about other areas of the curriculum, such as early reading, mathematics and phonics and organising a range of activities throughout the year that encourage collaboration such as 'Sing a long' in Nursery at Christmas and Sports Day.

In Nursery and Reception the class teacher has overall responsibility for the children but any of the teachers may teach different groups of children. In addition, we have a wide team of support staff who play an important role in the learning and development of our children. The class teacher supports parents and/or carers in guiding their child's development at home. They also help families to engage with more specialist support, if appropriate.

Parents/carers are kept up-to-date with their child's progress and development through consultation evenings and mid and end of year progress and attainment reports. The school addresses any learning and development needs in partnership with parents and/or carers, and any relevant professionals.

## **8. Safeguarding and welfare procedures**

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. The EYFS at Wibsey Primary School follows all statutory safeguarding and welfare requirements as set out in the [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

All staff undertake annual safeguarding training delivered by the DSL at the start of the academic year, and ongoing refreshers. Over the course of the day and during the lunchtime period, all statutory staffing ratios are adhered to and there is at least one paediatric first aider within the unit at all times. We promote good health, through providing a piece of fruit daily, in addition to a healthy snack and fresh water. All information regarding dietary requirements is gathered and recorded when a child joins us. Relevant staff are informed of these requirements. Allergy plans are constructed and implemented. All staff receive training on the signs and symptoms of anaphylaxis. First aiders are always present when children are eating. Snacks and food is prepared in a way that prevents choking and is suitable for the children's developmental needs. Children are always within sight and sound of an adult, whilst they are eating. We are committed to promoting good oral health.

### **Induction and Transition**

The vast majority of children look forward to moving on in learning and in life, but for some children, transitions can be challenging. When transitions work well, children are assisted to develop confidence and acquire skills needed to manage future changes in their lives. Support from parents and staff at school can help transitions to be more successful.

Transitions between starting in Nursery, Nursery to Reception and Reception to Year 1 are recognised as an important time in the child's life and we recognise that they can be a difficult time for young children.

The Assistant Headteacher with responsibility for Lower School, which includes EYFS and Year 1, oversees transition into EYFS and from EYFS to Year 1. Transitions are planned carefully to support children, ensuring it is smooth as possible for each child so they settle in their new class quickly and happily. In both Nursery and Reception, children are invited to a taster session/s before their official start date. Staff are on hand to meet and greet parents with their children and answer any questions they might have. Parents of all children starting in the next academic year are invited to an induction meeting in the Summer term to meet their child's new teacher and other key staff.

At the end of EYFS children in Reception spend an induction period of at least a week in Year 1 with their new teacher. This ensures that children feel settled in their new class prior to the summer break.

## **9. Monitoring and review**

This policy is monitored on a day-to-day basis by the Assistant Headteacher with responsibility for EYFS, who reports to Headteacher and Governors about the effectiveness of the policy on request.

## **10. Other Policies**

