



Early Years Foundation Stage Policy – 2023

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Approved for School: Headteacher: C Sexton Date: 08.01.2025	(Signature)
Approved by Governing Body: Chair/Deputy: N Slater Date:	(Signature)

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of their reception year. The School's Early Years Foundation Stage accommodates children from the age of 4 to 5.

Aims

At Wallop Primary School we aim to provide the highest quality care and education for all our children therefore giving them the strong foundation for their future. We aim to ensure that all our children develop into independent and lifelong learners.

“When we succeed in giving every child the best start in their early years, we give them what they need today. We also set them up with every chance of success tomorrow.”

**Development Matters Sept 2020
Early Years Foundation Stage**

Policy

Our high expectations will enable children to develop socially, physically, intellectually and emotionally and to achieve their full potential. We will ensure that all our children are kept healthy and safe and that they achieve the knowledge and skills they need to start in Key Stage 1.

Curriculum

The Reception children follow the curriculum as outlined in the EYFS document. The EYFS is based on seven areas of learning as set out the January 2024 statutory framework of the EYFS.

Areas of Learning:

The EYFS is made up of three prime areas of learning:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development



There are four specific areas of learning:

- Literacy
- Maths
- Understanding the World
- Expressive Arts and Design

All seven areas of learning and development are important and interconnected.

As part of our best practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning
- Promote equality of opportunity and anti-discriminatory practice
- Provide early intervention for those who need additional support
- Work in partnership with parents and where needed outside agencies
- Plan challenging learning experiences for all our children, based on the individual needs of the child
- Provide opportunities for our children to engage in adult led learning and self-initiated learning
- Provide a secure and safe learning environment indoors and outdoors
- Plan an exciting and challenging curriculum based on our observations of children's needs, interests and stages of development across the seven areas of learning

At Wallop Primary School children are provided with a range of rich, meaningful first hand experiences, in which children can explore, think creatively and are active.

We provide a well -balanced curriculum and our planning ensures that each child has the opportunity to develop their knowledge, skills and understanding in every area of the EYFS. Each area of learning and development is implemented through planned, purposeful activities and through a mix of adult led and child initiated learning.

Inclusion

All children will receive quality first teaching on a daily basis and activities will be differentiated accordingly. In addition to this, where children have been identified as having additional needs (SEND), intervention programmes will be implemented. Teachers and Learning Support Assistants plan programmes together and where needed with liaison with the Special Educational Needs Co-ordinator. (Please refer to the School's 'Special Educational Needs Policy' for greater detail). The needs of children with English as an additional language will be met through planning and support.

Assessment, Recording and Reporting

- Assessments are made in line with the EYFS
- At the start of the EYFS all children are assessed in line with the RBA (Reception Baseline Assessment) and statements from this assessment of where children are shared with parents.
- Daily practice includes observations of children's development and progress which



- are shared with parents using the Tapestry app.
- Discussions are held with all adults in EYFS about individual children's development and next steps
- Significant observations of each child's achievements are recorded in their learning journeys which are shared with parents
- An end of year report is provided to all parents/carers on their child's development against the seven areas of learning
- At the end of Reception children are assessed against the Early Learning Goals for each area of learning

Transition

At Wallop Primary School we recognise that starting school and moving up classes has the potential to be a stressful time for both parents and children. To this end we have established a strong set of procedures for transitions to be as smooth as possible.

All children starting in our school have home visits offered prior to their child starting school as this gives children the security of meeting with their teacher in a safe, familiar environment and gives parents time to ask questions and share knowledge or any concerns they have about their child. In addition to this all the children ordinarily have a play session in the school to meet the other staff and get familiar with their new surroundings.

All children starting Reception have a home visit in the morning of their allocated day in the first week and then spend the afternoon in school with their new class teacher and learning support assistant, parents are invited to attend and are familiarised with the school and school day by the Head Teacher. Parents can ask questions and share information about their child.

Those children coming from the different settings are visited, where possible, by the Early Years teacher and LSA and their progress and development shared by their Nursery key worker.

We have a staggered intake in our Early Years in the first week – with all children in school full time in week 2 (unless circumstances indicate a longer familiarization period would be beneficial). This ensures that children who need extra support are given time at each start date to settle in.

All children starting in Reception have a booklet to complete during the summer break and parents are given a timetable and 'School Readiness' booklet.

Health and Safety and Safeguarding

Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. We follow the safeguarding and welfare requirements detailed in the 'Keeping Children Safe in Education' statutory guidance and adhere to the School's safeguarding policy.

We are a healthy school and participate in the free fruit and milk for under-fives scheme. For our Reception children we provide the universal infant free school meal and the menu is regularly monitored with the catering company. We cater for those children who have special dietary requirements.



Fresh water is readily available for all children and we encourage children to bring in water bottles with water only.

Children are taught the importance of keeping clean and washing their hands correctly.

Date of review: Jan 2025	Date of implementation: November: 2023
Next review due: Jan 2027	Reviewing Committee Standards and Curriculum Ratification: FGB