



Early Years Foundation Stage Policy

“Enjoying learning and growing together.”



Respect



Persevere



Achieve

Coordinators:	Head Teacher and Early Years Lead
First written:	January 2026
Approved by Governors:	February 2026
To be reviewed:	January 2028
Updates:	

1. Aims

At West Denton Primary School, we aim to provide a high-quality Early Years Foundation Stage that gives all children the best possible start to their education. Our EYFS provision aims to:

- Provide a broad, balanced and ambitious curriculum that supports children to develop the knowledge, skills and attitudes needed for future learning.
- Ensure quality and consistency in teaching and learning so that every child makes good progress and no child is left behind.
- Foster positive relationships that support children to become confident, independent learners.
- Create enabling environments that respond to children's needs, interests and stages of development.
- Promote equality of opportunity and anti-discriminatory practice so that every child feels valued, included and supported.
- Work in close partnership with parents and carers to support children's learning and development.

2. Legislation

This policy is based on the requirements set out in the **Statutory Framework for the Early Years Foundation Stage (EYFS)** (DfE).

3. Structure of the EYFS

The EYFS at West Denton Primary School comprises of:

- Nursery and Reception provision within the main school.
- One Nursery class and two Reception classes with 45 places. The Nursery and Reception classes are led by a qualified class teacher and supported by a team of teaching assistants.
- All children start with us at different points of development and will begin on a shortened timetable. This will be communicated to parents/carers throughout a child's first few weeks at our school and the school expects parents/carers to work with the school on this in the child's best interests. We aim to build up all children to their entitled hours by the 3rd week of Nursery. For some children, this may need to be longer, but this will always be communicated with parents/carers.

4. Curriculum

Our Early Years curriculum is ambitious, carefully sequenced and designed to ensure that all children, regardless of starting point, make strong progress and are well prepared for Year 1.

It is rooted in a secure understanding of child development and is informed by the Statutory Framework for the EYFS. We place high value on high-quality adult interactions, purposeful play and the development of the whole child.

EYFS Principles in Practice

We deliver the four guiding principles of the EYFS through consistent practice:

A Unique Child

Every child is viewed as capable, confident and resilient. Staff build a deep understanding of each child's strengths, needs and interests through observation and professional dialogue.

Positive Relationships

Warm, secure relationships underpin learning. Staff support children to develop independence, self-regulation and positive social skills.

Enabling Environments

Indoor and outdoor environments are carefully planned to promote curiosity, independence and challenge. Provision is reviewed regularly to reflect children's interests and next steps.

Learning and Development

Our curriculum is ambitious and inclusive. It supports all children, including those with SEND and disadvantaged pupils, to make strong progress and close gaps over time.

Characteristics of Effective Learning

We explicitly promote the Characteristics of Effective Learning:

- Playing and exploring
- Active learning
- Creating and thinking critically

These characteristics inform planning, teaching and assessment and help children develop positive attitudes to learning.

Areas of Learning and Development

The EYFS curriculum consists of seven areas of learning and development.

Prime Areas:

- Communication and Language
- Personal, Social and Emotional Development

- Physical Development

The prime areas are prioritised as they form the foundation for all future learning.

Specific Areas:

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

The specific areas are built upon the prime areas and provide rich contexts for applying skills and knowledge.

Curriculum Intent

Our curriculum is designed to:

- Develop confident communicators with a rich vocabulary
- Build strong foundations in early reading, writing and mathematics
- Support children to manage emotions, build relationships and develop independence
- Ensure children are ready to access the Key Stage 1 curriculum

4.1 Planning

Planning is coherent, progressive and responsive. Staff use assessment, observation and knowledge of child development to plan experiences that are challenging, engaging and inclusive.

Planning includes:

- Adult-led learning with clear learning intentions
- High-quality continuous provision
- Opportunities for sustained shared thinking

Provision is adapted to support children with additional needs and to ensure all children access the full curriculum.

4.2 Teaching

Teaching is delivered through a balance of adult-led and child-initiated learning. Adults:

- Model language, behaviours and skills
- Extend learning through questioning and interaction
- Scaffold learning to move children forward

As children move through Reception, teaching increasingly supports readiness for the expectations of Year 1 while remaining developmentally appropriate.

5. Assessment

Assessment is an integral part of teaching and learning in the EYFS and is used to support progress for all children.

Ongoing Assessment

Staff make regular observations to understand children's learning, development and interests. These observations inform planning and next steps and are shared through professional discussion and engagement with parents and carers.

Assessment focuses particularly on:

- Communication and language
- Personal, social and emotional development
- Early reading, writing and number

Reception Baseline Assessment

Within the first six weeks of Reception, children complete the statutory Reception Baseline Assessment (RBA). This establishes starting points and does not impact future outcomes.

EYFS Profile

At the end of Reception, staff complete the EYFS Profile, assessing children against the 17 Early Learning Goals. Judgements are made using a best-fit approach and are informed by:

- Ongoing observation
- Professional judgement
- Contributions from parents and carers

Children are assessed as either:

- Expected
- Emerging

Assessment outcomes are used to support transition into Year 1 and to inform future curriculum planning.

6. Working with Parents and Carers

We recognise that strong partnerships with parents and carers are vital to children's learning and wellbeing.

We work in partnership by:

- Sharing information about learning, progress and next steps
- Encouraging parents and carers to contribute observations from home
- Providing guidance on how to support learning and development

The Key Person Role

Each child is assigned a Key Person, who is the class teacher. The Key Person:

- Builds a secure relationship with the child and family
- Monitors progress and wellbeing
- Acts as the main point of contact for parents and carers

Strong partnerships ensure continuity between home and school and support early identification of need.

7. Safeguarding and Welfare Procedures

Children's safety and wellbeing are central to our EYFS provision. We:

- Follow statutory safeguarding and welfare requirements
- Ensure all staff are trained in safeguarding and child protection
- Maintain appropriate staff-to-child ratios
- Promote good health, including oral health and physical wellbeing

All safeguarding and welfare procedures are outlined in the school's **Child Protection and Safeguarding Policy**.

8. Monitoring Arrangements

This policy will be reviewed regularly by the Headteacher and EYFS Lead.

The quality of EYFS provision is monitored through:

- Observations of practice and learning environments
- Review of assessment and outcomes
- Professional dialogue and staff development

At each review, the policy will be shared with the Governing Body.

Appendix 1: Statutory Policies and Procedures for the EYFS

Policy or Procedure	Where it can be found
Safeguarding and Child Protection	Child Protection and Safeguarding Policy
Health and Safety	Health and Safety Policy
Supporting Pupils with Medical Conditions	Medical Needs Policy
Behaviour	Behaviour Policy
Complaints	Complaints Policy