



Wivelsfield Primary School & Nursery

Early Years Foundation Stage Policy

Last Reviewed February 2025

EYFS Policy

1. Introduction
2. Aims of the Early Years Foundation Stage
3. The Early Years Foundation Stage framework
4. Active Learning through Play
5. Assessment and Record Keeping
6. Planning
7. Parents as Partners
8. Admissions and Induction
9. Equal Opportunities
10. Special Educational Needs

1. Introduction

Early Years education is the foundation upon which young children build the rest of their schooling. It is a holistic education that encompasses all learning and development.

This policy outlines the purpose, nature and management of the Early Years Foundation Stage (EYFS) at Wivelsfield Primary School.

The implementation of this policy is the responsibility of practitioners working in the EYFS setting, including both teaching and non-teaching adults.

In the policy, the term 'setting' refers to the Early Years educational provision at Wivelsfield Primary School & Nursery. This is available to children who enter nursery from the age of 2 or the school from September of the academic year in which they will turn five years old (referred to as Reception Year).

In the policy the term 'practitioner' refers to the members of staff working with children within the setting.

2. Aims of the Early Years Foundation Stage

In the EYFS setting at Wivelsfield Primary School & Nursery we believe that all children are entitled to the best possible start in their school life, both intellectually and emotionally, in order to enable them to develop their full potential.

We aim to support each child's welfare, learning and developmental needs by:

- Recognising that all children are unique and special.
- Understanding that children develop in individual ways and at varying rates - physically, cognitively, linguistically, socially and emotionally.
- Providing a safe, secure and caring environment where children feel happy and know that they are valued by the practitioners looking after them
- Fostering and nurturing children's self-confidence and self-esteem through their developing awareness of their own identity and role within the setting.
- Teaching them to express and communicate their needs and feelings in appropriate ways.
- Encouraging children's independence and decision-making, supporting them to learn through their mistakes.
- Developing children's understanding of social skills and the values and codes of behaviour required for people to work together harmoniously.
- Supporting children to develop care, respect and appreciation for others, including those whose beliefs, cultures and opinions differ from their own.
- Understanding the importance of play in children's learning and development.
- Providing learning experiences in play which reflect children's personal interests and areas of curiosity in order to encourage and develop their natural desire, interest, excitement and motivation to learn.
- Providing experiences which build on children's existing knowledge and understanding in order to challenge, stimulate and extend their learning and development.
- Providing effective learning opportunities in a range of environments, inside and outside.

3. The Early Years Foundation Stage Framework

Teaching in the EYFS setting at Wivelsfield Primary School & Nursery is delivered in accordance with the government's statutory document 'The Statutory Framework for the Early Years Foundation Stage' (November 2024). This document is a principled approach to Early Years education, bringing together children's welfare, learning and development requirements through four themes: 'A Unique Child',

‘Positive Relationships’, ‘Enabling Environments’ and ‘Children Learn in Different Ways and at Different Rates.’

The curriculum is centred on 3 prime areas of learning:

1. Communication and Language.
2. Physical Development
3. Personal, Social and Emotional Development

These prime areas directly support and strengthen learning and development in the specific areas. These are:

1. Literacy
2. Mathematics
3. Understanding of the World
4. Expressive Arts and Design

Educational programmes which practitioners deliver in the setting must involve activities and experiences from one of the following seven areas. These are:

1. Communication and Language
2. Physical Development
3. Personal, Social and Emotional Development
4. Literacy
5. Mathematics
6. Understanding of the World
7. Expressive Arts and Design

These areas of learning and development address children’s physical, cognitive, linguistic, social and emotional development. No one aspect of development stands in isolation from the others as all areas of learning and development are closely interlinked. This ensures the delivery of a holistic, child-centred curriculum which allows children to make lots of links between what they are learning. All areas of learning and development are given equal weighting and value.

At Wivelsfield Primary School & Nursery, we believe that Early Years education is important in its own right and should not be viewed simply as preparation for the next stage of children’s education. We believe that the EYFS framework allows a natural progression into the National Curriculum at the beginning of Year 1.

4. Active Learning through Play

At Wivelsfield Primary School & Nursery, we recognise that young children learn best when they are active. We understand that active learning involves other people, objects, ideas and events that engage and involve children for sustained periods. Therefore, we believe that Early Years education should be as practical as possible and our EYFS setting has an ethos of learning through play-based activities.

We recognise the importance of children’s play. It is an essential and rich part of their learning process, supporting them in all areas of development. Play is a powerful motivator encouraging children to be creative and to develop their ideas, understanding and language. Play is also flexible and able to suit the preferred learning style of the child. It can provide multiple ways for children to learn a variety of different skills and concepts.

In the EYFS setting, practitioners provide both structured and unstructured activities inside and outside, many of which are play-based. These activities are designed to engage children in practical, first-hand

experiences which will support children to discover, explore, investigate, develop their personal interests and areas of curiosity, and help to make sense of the world around them as they begin to understand specific concepts. Opportunities are also set up to provide children with opportunities to apply newly acquired knowledge, demonstrating their skills and level of understanding.

5. Assessment and Record Keeping

Baseline assessment is carried out using DfE approved materials during the children's first six weeks upon entering the setting. This is a legal requirement.

Ongoing assessment is an essential aspect of the effective running of the EYFS setting at Wivelsfield Primary School & Nursery. Regular, planned and focused assessments are made of children's learning and individual needs. A record of each child's progress in all areas of their learning is kept by retaining and filing their assessment data.

The main EYFS assessment method is through practitioners' observations of children in different teaching and learning contexts, including both adult focused activities and child initiated play. Observations take place on a daily basis (both formally and informally). Practitioners make time to carry out planned observations of individuals and groups of children regularly. They also make spontaneous observations in order to capture significant moments of children's learning. Observations are recorded in different formats (e.g. narrative style, photographs, video and group observations).

All practitioners are involved in observing children. Practitioners use observations to support their developing knowledge of individual children. It informs them of children's abilities, needs, interests, play schemas and learning styles. Observations are evaluated, children's learning priorities are identified and relevant learning opportunities are planned to support children to make the next steps and progress.

Other methods of assessing children in the EYFS setting include engaging alongside children in their play, annotation of children's written work, talking with children about their task or play and on Tapestry the online Learning Journal.

Tapestry records children's progress over the academic year in all Areas of Learning and Development of the EYFS framework. Samples of children's work are gathered, along with photographic evidence and observations.

There is continuous monitoring and assessment of each child's development. This is recorded formally at least once each term to track individual progress. At the end of the year it provides a summary of every child's development and learning achievements.

6. Planning

The EYFS framework provides a long term plan to follow by ensuring that all Early Learning Goals are covered throughout the academic year. The teacher in reception is involved in deciding the topics; some of these are based on the school's planning cycle in addition to following the children's immediate interests.

Medium term planning is created with all early years practitioners involvement and takes into account the individual children's learning, developmental needs and interests.

All areas of learning and development are planned for and available to access within the setting. The

learning opportunities provided include a range of adult focused and child initiated activities indoors and outdoors. The setting also makes use of the wider outdoor environment whenever possible.

Educational visits both locally and further afield are also planned to support children's learning within the classroom.

7. Parents as Partners

At Wivelsfield Primary School & Nursery, we recognise the importance of establishing positive relationships with parents, as highlighted by the EYFS framework. We understand that an effective partnership between school and home will have a positive impact on children's learning and development and practitioners endeavour to encourage the regular sharing of information about the children with parents. We value the role of parents as children's primary educators. Through parent meetings, practitioners encourage parents to share their unique knowledge of their child, providing further insight into the child as an individual (e.g. characteristics, interests, experiences). This supports practitioners in establishing interesting and stimulating learning experiences, responding to children's needs and interests.

The setting has a friendly, open-door ethos and practitioners are available to talk to parents at the beginning and end of the day. Parents are always welcomed into school and encouraged to discuss any concerns they might have. Parents are also kept informed of what is happening in the setting through regular newsletters, reading records and suggestions on how to support children's learning at home. There are also workshops to support parents understanding of Phonics and Early Reading. Other opportunities for practitioners to share children's learning, development and well-being with parents include Tapestry online learning journals, end of year reports and class assemblies where children's achievements are recognised.

Parents are invited to attend parents' consultations during the course of the academic year. The first of these takes place during the autumn term to allow practitioners and parents to discuss how children have settled into the setting. There is a further parents evening in the spring term to discuss learning and progress.

Parents are also invited to get involved with school life. There are opportunities for them to help with activities such as educational visits and reading, as well as offering their particular skills (e.g. cooking, art, music) to support children's learning. Parents may be invited into the setting on other occasions such as open mornings where children show them their work.

8. Admissions and Induction

Wivelsfield Primary School & Nursery, provides full-time Early Years education for children in the Reception Year. This is for children who enter school from September of the academic year in which they will turn five years old.

Before they start in the setting, all children are offered a series of visits during the summer term. The purpose of these initial visits is for the children to meet their new practitioners and start to become familiar with the setting environment and make their transition to school as smooth as possible.

In the Summer term parents are invited into school to meet the setting practitioners. At this meeting information regarding the induction process and what goes on in the setting is shared. There is also time for informal chat and parents' questions. Information will be distributed to parents at this meeting, detailing school routines, school lunches, uniform and expectations.

From September most children attend the setting full-time, although parents can opt for their child to attend part time should they see fit, as long as the child has not reached their 5th birthday in the previous term. Every effort is made to make children feel safe, secure and happy. Established routines, a calm atmosphere and encouraging communication are some of the strategies practitioners used to maintain children’s positive feelings about school.

9. Equal Opportunities

All practitioners at Wivelsfield Primary School & Nursery have a responsibility to maintain positive attitudes to diversity and difference, ensuring that inclusive practice is delivered in the EYFS setting. All children, irrespective of gender, ability, ethnicity, culture or religion, and social circumstances, have the opportunity to experience a challenging and enjoyable programme of learning and development within the EYFS setting.

See Equalities Policy for more information.

10. Special Educational Needs and Disability

See Special Educational Needs and Disability Policy.

Reviewed January 2025

Signed..... Chair of Governors