



**Weobley
Primary
School**

Early Years Foundation Stage (EYFS) Policy

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1. Aims

This policy aims 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
- Close partnership working between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

This policy is based on requirements set out in the Statutory framework for the Early Years Foundation Stage (EYFS) 2025

3. Structure of the EYFS

The EYFS is split into 3 classes, Reception, Nursery and Preschool. Children can join the Nursery the term after their second birthday and attend between 3 and 30 hours a week, term time only. This is charged at £6 an hour for two-year-olds and £5 an hour for three-year-olds. Parents may use their 15- or 30-hour entitlement for childcare in Nursery and preschool, 2-year-old funding is also accepted. The children join the Reception class in the September of the academic year that they turn 5. Breakfast club is also available from 8am at an additional charge of £3.50

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2025 statutory framework of the EYFS.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 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

4.1 Planning

Our staff are ambitious for all children, and plan activities and experiences for the children that enable them to develop and learn effectively. In order to do this, staff working with the youngest children focus strongly on the 3 prime areas. Staff also take into account the individual needs, interests and development of each child in their care, and consider whether the child needs any additional support. They use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability (SEND), staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate. In planning and guiding the children's activities, staff reflect on the different rates at which children are developing and take these into account.

In Reception, a combination of medium-term and short-term planning is used to ensure a broad, balanced, and responsive curriculum in line with the principles of the Early Years Foundation Stage (EYFS). Medium-term plans are developed for each topic and provide an overarching framework that guides the direction of weekly planning. These plans remain flexible and may be adapted in response to the children's emerging needs, interests, and developmental stages. Short-term plans are completed on a weekly basis and outline the intended learning outcomes across the seven areas of learning. These plans support staff in preparing, delivering, and monitoring enhancements to continuous provision, adult-initiated activities and other focussed learning opportunities. All planning is informed by ongoing observation and assessment, ensuring learning experiences are developmentally appropriate and build on the children's prior knowledge.

4.2 Teaching

Staff make sure that the children experience the 3 key characteristics of effective teaching and learning: playing and exploring; active learning; and creating and thinking critically. They respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

Once the children join the Reception class the direct teaching is built up over the year, with planned daily phonics, literacy and maths sessions. A mixture of continuous provision and focused activities are also planned to ensure full curriculum coverage. The curriculum is designed to facilitate children meeting and sometimes exceeding the Early Learning Goals at the end of the Foundation Stage in the seven areas of learning. Learning in EYFS is stimulating, nurturing and well planned to ensure children's individual needs and interests are incorporated into the delivery of topics and themes that excite and inspire the children to want to learn.

At Weobley Primary School we endeavour to teach the curriculum through a balance of learning in the indoor and outdoor environments which are equally engaging for moving learning forward. As the children grow older, and as their development allows, the balance gradually shifts towards more focus on teaching essential skills and knowledge in the specific areas of learning, to help the children prepare for Key Stage 1. Reading and writing is taught daily through the '*Read Write Inc*' programme, which incorporates recognition of

sounds used for early reading and writing skills. Throughout Reception, we support children to use known phonemes to write words and construct simple sentences phonetically. Writing activities are closely linked to the current topic, enabling children to practise their skills in purposeful, engaging contexts, with the expectation that most children will achieve this by the Summer Term. We follow the mastery approach to early mathematics, ensuring that children develop a deep and secure understanding of number, shape, and pattern through high-quality play and exploration. Mathematical concepts are introduced in small, carefully sequenced steps, allowing children to build confidence, make connections, and revisit ideas in a range of meaningful contexts. To support this approach, staff use guidance and materials from the National Centre for Excellence in the Teaching of Mathematics (NCETM) in addition to materials from Power Maths.

5. Assessment

At Weobley Primary School, ongoing assessment is an integral part of learning and development processes. Staff observe pupils to identify their progress, development and interests. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers and keep them up to date with the child's progress and development. Staff will address any learning and development needs in partnership with parents and/or carers, and any relevant professionals.

When a child is aged **between 2 and 3**, staff review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed. It also focuses on any areas of possible concern, which may indicate a disability, special educational need or developmental delay. The progress check will describe the activities and strategies that the school intends to adopt to address any issues or concerns, involving parents and/or carers and other professionals as appropriate.

Within the first 6 weeks that a child starts reception, staff will administer the reception baseline assessment (RBA). In the final term of the academic year in which the child reaches age 5, staff complete the EYFS profile for each child (before 30th June in that term). Each child is assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development ('expected')
- Not yet reaching expected levels ('emerging')

We share the EYFS profile the child's year 1 teacher. This helps to inform a discussion between reception and year 1 teachers about the child's stage of development and learning needs and helps with planning activities in year 1. The school shares the results of each child's 'progress check' and EYFS profile (but not the reception baseline assessment) with their parents and/or carers.

The Children's progress is tracked using the school tracking system for EYFS.

Each child in the EYFS receives an end of year report in July, written by the class teacher or Room Leader. There are also 2 parents' evenings over the year where the teachers and Room Leader are available to speak with the parents/carers and discuss their child's progress and targets.

6. Working with parents and carers

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers. When the children are in Nursery this strong partnership is developed by giving the parents the opportunity to talk to the class teacher or another member of staff who is on gate or door duty. Parents are encouraged to add their own observations to Tapestry and are invited to stay at a weekly stay and play session. The stay and play session is often used by parents of future children who will join the school, giving the child and the adults the Nursery experience and the chance to become familiar with the setting and the staff.

Prior to the children starting their Reception education, the staff from the Reception class carry out visits to the children in their preschool settings for transition purposes and to answer any queries parents may have before the summer term taster sessions. Reception induction begins in the summer term where parents and children are invited to meet the staff, explore their new learning environment and their parents and /or carers can ask any questions they may have in relation to starting school.

In Reception, we operate an open-door policy, welcoming all parents and carers to discuss any concerns or questions with staff. Parents and carers have the opportunity to speak with the Reception class teacher each afternoon, enabling regular, professional conversations about their child's progress and wellbeing. At the start of the school year, we provide opportunities for parents and carers to attend sessions focussed on phonics and early reading with their child, helping them to understand how these subjects are taught and how they can support that learning at home. Throughout the year, parents and carers are kept informed about school events and their child's learning via social media, Tapestry, email, and the school text messaging service. Each term, a newsletter is sent out with details of the learning that will take place in the coming term, alongside suggestions for supporting their child's development at home. For families who regularly use the breakfast and after-school club, additional contact via email or telephone is encouraged for any queries or updates regarding their child.

Parents and/or carers are kept up to date with their child's progress and development. The progress check and 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 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 to engage with more specialist support, if appropriate. In Reception the class teacher is the key person for all children, supported by additional members of staff as appropriate.

7. Staff

7.2 Safer recruitment

When recruiting staff, we will follow the procedures set out in the latest EYFS framework guidance on checking the suitability of new recruits, including:

- Obtaining a reference for any member of staff (including students and volunteers) before they are recruited
- Recording information about staff qualifications and identity checks, vetting processes and references

See our safeguarding policy for details of our safer recruitment procedures that can be found on the school website

7.3 Whistleblowing

We make sure that all staff are aware of our whistleblowing procedures; feel able to raise concerns about any poor or unsafe practice; and know that such concerns will be taken seriously by the senior leadership team. In the event that a member of staff feels that they need to blow the whistle on misconduct, they should report their concern to the Head of School.

See our whistleblowing policy for details of our safer recruitment procedures and more detail on our procedures for handling whistleblowing, this can be found on the school website.

8. Safeguarding and welfare procedures

We recognise that 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 safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children can enjoy learning and grow in confidence. Our safeguarding and welfare procedures are outlined in our safeguarding policy.

8.1 Staffing Ratios

We make sure that the appropriate statutory staff: child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

- For children aged 2, we have at least 1 member of staff for every 5 children
- For children aged 3 and over: Where there is a person with qualified teacher status, the ratio is 1 to 13 OR 1 to 8 if the staff member holds a level 2 or level 3 approved qualification. Room Leaders must hold at least a level 3 qualification.

8.3 Paediatric first aid (PFA)

Currently all members of EYFS staff hold a paediatric first aid (PFA) certificate. The PFA certificate is renewed every 3 years as required.

8.4 The designated safeguarding lead (DSL)

We also have a DSL and a DDSL who have lead responsibility for safeguarding children. They are also responsible for:

- Liaising with local statutory children's services agencies, and with the LSPs (local safeguarding partners)
- Providing support, advice and guidance to all other staff on an ongoing basis, and on any specific safeguarding issue as required.

8.5 Absence

We're required to promptly follow up on absences.

If a child is absent for a prolonged time or if their parents/carers haven't told us about the absence, we will attempt to contact the parents/carers and alternative emergency contacts.

See our attendance policy, available on the school website, for more on this, including our expectations of parents/carers to report child absences.

8.6 Oral health and tooth brushing

We promote good oral health, as well as good health in general, in the early years by talking to the children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

In our nursery settings the children have daily supervised teeth brushing sessions.

8.7 Safer eating

While the children are eating in the nursery rooms there will always be at least 2 members of staff with them with a valid Paediatric First Aid Certificate. A member of staff will sit at each table during snack times and lunch time.

While the children in Reception are eating at snack time a member of staff will be sat with them. When eating their lunch in the school hall they have a designated member of staff with them who holds a valid Paediatric First Aid Certificate.

Before a child joins our setting, we will get information on their:

- Dietary requirements and preferences
- Food allergies and intolerances
- Health requirements

We will share this information with all staff involved in food preparation and handling. At each mealtime and snack time it will be clear which staff member is responsible for checking that the food meets all the requirements for each child. We will make sure that all staff are aware of the symptoms and treatments for allergies and anaphylaxis; the differences between allergies and intolerances; and that children can develop allergies at any time.

We will consult with parents/carers to:

- Create a Health Care Plan for their child – with the help of health professionals, where appropriate
- We will also keep this information up to date and share it with all staff

We will prepare food in a way that:

- Prevents choking
- Meets each child's individual developmental needs
- Is in line with the DfE's Early Years Foundation Stage nutrition guidance

In the event of a choking incident that requires intervention, we will record details of the incident and make the child's parents/carers aware. We will periodically review the records to identify whether we can change anything in our practice to make eating safer, and then take action as appropriate.

8.8 Accident or injury

We keep a first aid box (which contains appropriate items for children) always accessible.

We keep a written record of accident or injuries and any first aid treatment.

We will inform parents or carers the same day as, they will be given a written record and will be emailed if the injury involves a head bump. The slip details:

- o Accident or injury sustained by the child
- o First aid treatment given

We will notify the relevant authority of any serious accident, illness, or injury to, or death of any child while in our care and inform them of the action taken, as soon as reasonably practicable.

8.9 Safety of premises

We make sure that our premises, including overall floor space and outdoor space, are fit for purpose and suitable for the age of children we care for and the activities provided on the premises. We comply with requirements of health and safety legislation, including fire safety and hygiene requirements.

8.10 Toileting and privacy

We make sure that there are:

- Enough toilets and hand basins available for the children
- Suitable and hygienic nappy changing facilities
- An adequate supply of necessary items such as clean bedding and spare clothes
- During nappy changes and toileting, we will balance children's privacy with their safeguarding and support needs.

9. Monitoring arrangements

This policy will be reviewed and approved by the Head of School every year. At every review, the policy will be shared with the governing board.

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 See Whistle Blowing policy