



Wellstead Primary School

Sowing the Seeds of Success

Early Years Foundation Stage (EYFS) Policy 2026

1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that establishes a secure foundation 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
- A close working partnership between staff and 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 EYFS Statutory Framework (2025)

https://assets.publishing.service.gov.uk/media/68c024cb8c6d992f23edd79c/Early_years_foundation_stage_statutory_framework_-_for_group_and_school-based_providers.pdf.pdf

3. Structure of the EYFS

All children will be offered a full-time place in Reception from the September following their fourth birthday. To support a successful transition into school, children will initially follow a period of phased-entry, allowing them to gradually increase their attendance and settle into the Reception environment.

The duration and structure of the phased-entry period will be determined by the school and tailored to the needs of the child. Where appropriate, the phased-entry arrangement may be extended following consultation between the Special Educational Needs Coordinator (SENCO), Early Years Lead, and Headteacher, in partnership with parents/carers, to ensure the child's individual needs are effectively supported.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2025.

Within this framework there are four guiding principles which shape our practice.

These are:

- **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** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Children **develop and learn at different rates**. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

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

Throughout their time in the Reception Year our children partake in an ambitious, inclusive, and progressive curriculum that is carefully designed to support each child's individual development. Through rich, engaging, and developmentally appropriate learning experiences, children build secure foundations across all areas of learning. Our curriculum is sequenced to develop knowledge, skills, and understanding over time, enabling children to make sustained progress, become confident and capable learners, and achieve the Early Learning Goals (ELGs) by the end of the Early Years Foundation Stage.

Our curriculum incorporates learning through play, learning by adults modelling, by observing each other and through guided learning and direct teaching. It is also important to highlight that our plans are flexible to allow us to respond quickly to children's new interests and/or needs.

Weaving throughout the EYFS curriculum at Wellstead Primary are three **Characteristics of Effective Learning**.

- **playing and exploring** - children investigate and experience things, and 'have a go'
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

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

4.1 Planning

Staff plan enhancements and experiences that enable children to develop and learn effectively from their individual starting points. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

Planning in the EYFS follows the school's progressive curriculum model which was developed using knowledge of the Early Years Foundation Stage Educational Programmes alongside a sound understanding of appropriate child development.

These plans are used as a guide to form our short-term planning (weekly planning), which is based around the children's needs and interests. Plans are flexible and responsive to the individual needs and interests of children. Staff also consider stages of development for each child in their care, and use this information to plan challenging and enjoyable learning experiences. Where a child may have a SEND staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

Staff recognise that the environment plays a key role in supporting and extending the children's development. The EYFS environment is open-ended, well-organised, well-resourced and clearly labelled, in order to allow children to explore and learn securely, independently and safely. It should be kept tidy to encourage pride, respect, care, expectation and the value of resources. Early years practitioners model to the children how this should be done. This includes the garden where children should be enabled to develop all areas of learning, undertaking activities that cannot be done indoors. There is a fenced and gated outdoor area accessible via the patio doors and a nearby larger playground, field and adventure trail, which are used for some outdoor activities. The school grounds and the locality of the school provide learning opportunities and are regularly used to develop all areas of learning. Where possible, 'real' objects will be used in the environment.

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities, including a focus on developing handwriting, phonics and mathematics. The length of these sessions will increase as the year progresses and be balanced with child-initiated learning activities.

Staff respond to each child's emerging needs and interests, guiding their development through high quality warm, positive interactions.

Staff encourage children to be independent, resilient and creative through all areas of learning. Adults support children's thinking and help them to make connections by showing genuine interest, providing a commentary, offering encouragement, clarifying ideas and asking open questions.

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 one.

5. Assessment

At Wellstead Primary School, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of development, needs, interests and learning styles. This information is used to shape future planning. Staff also take into account observations shared by parents and/or carers via an online learning journal using Seesaw.

Within the first 6 weeks that a child **starts reception**, staff will administer the statutory Reception Baseline Assessment (RBA).

Staff use the insight data tracking system to record judgements against key developmental milestones each term. These key development milestones are progressive and support children working towards the early learning goals (ELGs)

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')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

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.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

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.

There is the opportunity for a formal parent's meeting in the Autumn and Spring terms, where each pupil's personal learning journey is discussed alongside the characteristics of learning.

In the Summer term, parents receive an annual narrative report with a 'best fit' judgement against the 17 Early Learning Goals

7. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

Should a child come to school in nappies, we follow our toileting policy, maintaining the dignity and safety of the child and staff at all times.

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

- The effects of eating too many sweet things
- The importance of brushing your teeth
- The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

8. Monitoring arrangements

The Head teacher, Senior Leadership Team and Early Years Leader will monitor the EYFS as part of the whole school monitoring schedule e.g. through profile moderation, lesson observation etc.

This policy will be reviewed in line with updates from the DfE and approved by the Headteacher and SLT.

At every review, the policy will be shared with the governing board.

Document Information			
Approved on:	16th June 2026	Responsibility:	Learning
Last Review:	1 st February 2022	Next Review:	June 2028
Reviewed by:	Learning	Review Cycle:	Bi-annual

Revision No.	Date Issued	Prepared By	Approved	Comments
1	March 2015	BR	FGB	new policy to reflect guidance from Headteacher briefing and 2014 revised guidance
2	March 2016	BR	FGB	Typo's amended
3	February 2017	AN	FGB	Typo's amended
4	February 2018	MR	FGB	No changes
5	February 2019	MR	FGB	No changes
6	February 2020	BR	FGB	Typo's amended
7	February 2021	LS	Learning	Changes made to reflect the Early Adopter Framework with less operational detail.
8	February 2022	LS	Learning	Changes made to reflect revised Framework
9	March 2024	BP	Learning	Changes made to reflect updates in the EYFS Framework
10	June 2026	BP	Learning	Changes made to reflect updates in the EYFS Framework