

Wye Forest Federation

Redbrook Church of England Primary School

St Briavels Parochial Church of England Primary School



EYFS Policy

This policy was agreed by the Full Governing Body on: (and supersedes all previous policies relating to this area)	12.3.2026
Implemented:	January 2024
Revised	March 2026
Review date:	March 2027

1. Purpose of the Policy

This policy sets out the principles and procedures for delivering a high-quality Early Years Foundation Stage (EYFS) education at The Wye Forest Federation. It ensures compliance with the statutory framework for EYFS (Department for Education, 2025) and aligns with our school vision: *Love, Learn, Live*, embedding our values of courage, compassion, respect and resilience.

The policy aims to:

- Provide a safe, inclusive, and nurturing environment for children aged 3-5 years (Nursery and Reception).
- Promote children's learning and development through a broad, balanced, and developmentally appropriate curriculum.
- Ensure consistency and quality in teaching, assessment, and welfare practises.
- Engage parents, carers, and the wider community in partnership to support children's learning and development.
- Support children's transition into Key Stage 1 and beyond.

2. Legal and Statutory Framework

This policy complies with:

- The Statutory Framework for the Early Years Foundation Stage (2024)
- Working Together to Safeguard Children (2023)
- Safeguarding and Welfare Requirements in EYFS
- Equality Act 2010
- SEND Code of Practice (2015, updated 2022)
- Keeping Children Safe in Education (2025)

3. Roles and Responsibilities

3.1 Leadership Team

- Ensure EYFS provision meets statutory requirements and school improvement priorities.
- Monitor and evaluate the quality and consistency of EYFS teaching, learning, and assessment.
- Support continuous professional development (CPD) for EYFS staff.
- Allocate resources to maintain a safe, stimulating environment.
- Promote effective transition arrangements within the Federation and into KS1.

3.2 EYFS Staff (Teachers and Early Years Practitioners)

- Plan and deliver a broad and balanced curriculum tailored to children's developmental needs.
- Use ongoing formative assessment to identify children's starting points and next steps in learning.
- Foster positive relationships with children, promoting well-being and safeguarding.
- Engage with parents and carers regularly to share progress and support learning at home.
- Maintain accurate records and observations in line with GDPR and school policy.

3.3 Parents and Carers

- Participate in induction and regular communication about their child's learning and development.
- Support their child's learning at home and attend parent meetings and workshops.
- Inform school of any concerns or changes in circumstances affecting their child.
- Use 'WOW' vouchers with their children at home to develop home school links.
- Share achievements at home and access and contribute to their child's learning journey.

3.4 Governors

- Provide strategic oversight of EYFS provision and ensure compliance with statutory requirements.
- Monitor EYFS outcomes and progress through reports and visits.
- Challenge leaders to maintain high standards and continuous improvement.

4. Admissions and transition

4.1 Sunflowers

Children are able to start **Sunflowers** in the term after they turn three. The school recognises the importance of effective transition and works closely with parents and carers to support each child so that they experience a positive, smooth, and secure start to their early years provision.

Information is shared with parents prior to admission to ensure that each child's individual needs, interests, and stage of development are understood and supported from the outset. Transition arrangements are flexible and responsive, allowing children to become familiar with staff, routines, and the learning environment at a pace that is appropriate for them.

4.2 Reception

All children are admitted to Reception at the start of the school year in which they will reach the age of five, in accordance with statutory requirements. The school recognises the importance of effective transition and works closely with parents and previous settings to ensure that each child experiences a positive and secure start to school.

- A meeting is held during the summer term for parents of new Reception children, providing an introduction to the Early Years Foundation Stage curriculum, routines, and expectations.
- Parents are encouraged to share relevant information about their child's interests, needs, and development to support effective planning and continuity of learning.
- Strong relationships are maintained with local playgroups and pre-school settings to promote smooth transitions.
- Timetabled transition sessions are built into the summer term prior to admission, allowing children to become familiar with the school environment, routines, and staff.
- Children begin school on a full-time basis in Reception in order to maximise learning opportunities and establish consistent routines, in line with EYFS principles.
- Transition arrangements are flexible and responsive to individual needs, particularly for children with SEND or those requiring additional support.

4.3 Year One

The school recognises that transition from the Reception year into Year 1 is a significant step in a child's learning journey. In line with the principles of the EYFS and the National Curriculum, the transition process is carefully planned to ensure continuity, progression, and emotional well-being.

- Communication and collaboration between Reception and Year 1 staff ensure that children's learning, development, and individual needs are well understood.
- Reception practitioners share assessment information, including EYFS profiles, ongoing observations, and knowledge of each child's interests, strengths, and areas for development, to support effective planning in Year 1.
- Children are supported through a gradual and well-structured transition process. This includes opportunities to visit the Year 1 classroom, become familiar with new routines, environments, and adults, and participate in shared activities where appropriate.
- Teaching approaches in Year 1 build upon EYFS principles, ensuring that learning remains engaging, developmentally appropriate, and responsive to children's needs, particularly during the first term.
- Parents and carers are updated during the transition process and are encouraged to support their child's move into Year 1.

- Where appropriate, additional transition support is provided for children with Special Educational Needs and/or Disabilities (SEND), those requiring extra emotional support, or children who may find change challenging, in partnership with parents and relevant professionals.

5.EYFS Curriculum and Learning

5.1 Curriculum Intent

The development of the whole child is crucial and provision in the Early Years can underpin future attitudes to learning. With this in mind, our EYFS curriculum is designed to:

- Develop children’s communication, language, and literacy from Nursery through Reception.
- Foster curiosity, creativity, and problem-solving skills through purposeful play and adult-led activities.
- Build a strong foundation in personal, social, and emotional development (PSED).
- Promote physical development and healthy lifestyles.
- Encourage understanding of the world and expressive arts and design.
- Place the child at the centre of all decisions about the curriculum.
- Reflect the way that young children learn, through purposeful and well- planned play and first hand experiences.
- Take account of children’s previous learning in other Foundation Stage settings and ensure the next steps in achieving his or her potential are appropriate.
- Ensure coverage, continuity and progression in the development of the Characteristics of effective learning within the prime and specific areas of learning and development
- Enable children to make links throughout all areas of learning.

5.2 Curriculum Implementation

- Use Development Matters guidance to plan learning that is age and stage appropriate, with clear progression.
- Provide a balance of adult-led and child-initiated activities, indoors and outdoors.
- ensure that the environment (both indoors and outdoors), is well planned and resourced to promote independence, diversity and inclusion
- Adapt teaching to meet the needs of SEND children and those requiring additional support.
- Promote early phonics using the school’s chosen systematic synthetic phonics programme.
- Promote early mathematics using the school’s chosen mathematics scheme.

5.3 Assessment

- Conduct baseline assessments within the first six weeks of nursery/ reception entry.
- Use formative assessment daily to inform planning and identify next steps.
- Complete the EYFS Profile at the end of Reception to assess attainment against the Early Learning Goals (ELGs).
- Use assessment information to support transition planning and inform parents.

5.4 SEND

All children are encouraged and enabled to participate fully in the life of the setting, with learning experiences planned to be inclusive, engaging, and accessible so that every child can achieve their full potential.

Children who are identified as having, or who may have, Special Educational Needs and/or Disabilities (SEND) are supported through:

- Early identification
- Appropriate adaptations to teaching and provision
- Individualised support is provided by the class teacher and early years practitioners, working closely with the SENCO

Where appropriate, children are placed on the SEND register and their progress and development are monitored regularly through observation, assessment, and review. Support follows a graduated approach and is planned in partnership with our SENCO, parents/carers and, where necessary, with external professionals following the school's SEND Policy.

6. Safeguarding and Welfare

6.1 Safeguarding

- Follow the school's Safeguarding and Child Protection, Mobile Phone and Smart Devices and Attendance and Absence Policies rigorously.
- Ensure all EYFS staff have up-to-date safeguarding training.
- Keep accurate records of any concerns and liaise with designated safeguarding leads promptly.
- Follow the school's Safer Recruitment policy and EYFS statutory guidance to ensure that all staff and volunteers are suitable.
- Maintain appropriate staff-to-child ratios as per statutory guidance.
- Ensure that all access points are monitored, gates are locked and children are supervised when working in areas with access points.
- At home times, all children are handed over to their parents and carers. A password system is in place for times when children are being handed over to a new trusted adult after arrangements have been made by the child's parent at the school office.

6.2 Health and Safety

- Ensure all staff maintain up to date paediatric first aid training
- Conduct regular risk assessments of indoor and outdoor learning environments.
- Promote good hygiene practises and support children's independence in self-care.
- Follow the school's intimate care policy when changing or support children to change.
- One Paediatric First Aid member of staff will always watch the children, who are seated, during snack and lunch times. All hard foods are cut to appropriate sizes during these times.
- Meals, snacks and drinks provided by the setting will be healthy, balanced and nutritious, and staff will receive training / updates on allergens, anaphylaxis, food safety and safer eating.
- Administer medication and manage allergies following school procedures.
- Prepare children for safe transitions within the school and community.

7. Partnership with Parents and the Community

- Offer induction meetings and open mornings for new EYFS families.
- Provide regular updates through newsletters, learning journals, and parent-teacher meetings.
- Encourage parental involvement through volunteering, workshops and events.
- Collaborate with local nurseries, health visitors, and other agencies to support children's development.
- Celebrate children's achievements within the school and wider community.

8. Monitoring, Evaluation, and Review

- The EYFS lead and senior leaders will monitor teaching, learning, and assessment through observations, work scrutiny, and data analysis.
- Feedback will be provided to staff to support professional development and consistency.
- Governors will review EYFS outcomes and progress termly.
- The policy will be reviewed annually or as required by changes in legislation or school priorities.

9. Related Documents and Policies

- Safeguarding and Child Protection Policy
- Safer Recruitment Policy
- SEND Policy
- Behaviour Policy

- Attendance and Absence Policy
- Intimate Care Policy
- Supporting Children with Medical Conditions Policy
- Health and Safety Policy
- Assessment and Feedback Procedures