



WELLESBOURNE PRIMARY AND NURSERY SCHOOL

Living to Learn, Learning to Live

Early Years Foundation Stage Policy

SEPTEMBER 2025

Approved by: K.Howard/ S. Rose Date: Sept 2025

Last reviewed: Sept 2025

Next review due: Sept 2027

Contents

1. Aims	3
2. Legislation.....	3
3. Structure of the EYFS.....	3
4. Curriculum	4
5. Assessment	4
6. Working with parents	6
7. Safeguarding and welfare procedures.....	6
8. Monitoring arrangements.....	7
Appendix 1. List of statutory policies and procedures for the EYFS	8

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
- 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

The EYFS seeks to provide:

- Quality and consistency in all early years settings, so that every child makes good progress, and no child gets left behind.
- A secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly.
- Partnership working between practitioners and with parents and/or carers.
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

2. Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#) for 2025 and sits alongside the school Safeguarding Policy, Recruitment Policy, Whistleblowing Policy and Health & Safety Policy.

3. Structure of the EYFS

The school currently has a Nursery base and two Reception classes. Children can join in Nursery from the term after their third birthday.

Our Nursery offers flexible provision. Where possible, we aim to match this provision to the first choice of all parents/carers. Options we offer are listed below:

Mornings	Afternoons	'Start of the Week'	'End of the Week'
8:30am-11:30am every morning	12:00pm-3:00pm every afternoon	Monday 8:30am-3:00pm Tuesday 8:30am-3:00pm Wednesday 8:30am-11:30am	Wednesday 12:00pm-3:00pm Thursday 8:30am-3:00pm Friday 8:30am-3:00pm

We also offer 30-hour Nursery provision in addition to our 15 hour offer, to support our 30-hour provision we are beginning to phase out our 'Start and End of the Week' places to offer; Morning, Afternoon and 30- hour places, which will be the only places offered from September 2026.

4. Curriculum

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

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

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the three prime areas.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, 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.

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

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 1.

Our inclusive approach means that all children learn together. We have a range of additional intervention, activities and support for children who may not be reaching their potential, or are showing a greater depth of understanding and need further challenge. This includes, for example, sessions for developing speech and language, social skills, fine motor skills, phonics, and mathematics. For children on EHCPs we have bespoke plans in place.

5. Assessment

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. We liaise with our feeder settings to discuss children's progress and achievements prior to them starting school in September. We also attend peer to peer moderation of EYFS profile assessments which is a collaborative process between teachers in schools and between local schools led by the local authority. Ongoing assessment is an integral part of the learning and development process. We use daily observations of the children to understand their level of achievement, interests and learning styles, and then shape learning experiences for each child reflecting those observations. In the final term of the year, we complete the Early Years Foundation Stage Profile for each child. Teachers judge whether the child has met each of the 17 Early learning Goals. Children will be

assessed as either 'emerging' or 'expected.' The Profile provides parents, carers, and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1.

Phonic assessments are carried out regularly to quickly identify pupils that are not making expected progress. Our aim is for children to 'keep up' rather than 'catch up' where possible. Progress is shared with parents regularly and parents are supported with home learning.

Prior to children starting, staff spend time speaking to the child's parents, previous settings and read previous learning journeys to gain an understanding of the whole child and where they are at. During the first half term in Reception, all staff use ongoing assessments, observations and conversations with the child to develop a baseline assessment. This identifies each individual's starting points in all areas so we can plan experiences to ensure progress. The following baseline assessments are also carried out.

The RBA (Statutory Reception Baseline Assessment)

In Reception the statutory Reception Baseline Assessment is carried out with each child within their first six weeks at school. This assessment focuses on 'Language, Communication and Literacy,' and 'Mathematics.'

WellComm

WellComm is a speech and language toolkit that is designed to assess children's speech and language skills. WellComm helps identify children who are experiencing barriers to speech and language development. We use WellComm to assess all children in Nursery. We use the screening tool and activities within our nursery and work closely with parents and carers to address any concerns.

NELI (Nuffield Early Language Intervention)

Children in Reception are assessed using the NELI screening in Autumn Term. NELI is an evidence-based oral language intervention for children who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading. The assessment informs us if children are at the expected level for their age or requires intervention from trained NELI practitioners.

Ongoing Observation

Ongoing observations are used to inform weekly planning and identify children's next steps. This formative assessment does not involve prolonged periods of time away from the children and excessive paperwork. Practitioners draw on their knowledge of the child and their own expert professional judgements through discussions with other practitioners, photographs and physical examples such as a child's drawing and mark making. Some observations are shared with parents and carers via Tapestry and in the children's Independent Activities files.

Children with Additional Needs: At Wellesbourne Primary School, we believe that recognising and supporting children's additional needs during their early years at school is vital, we have experienced staff that will support children and families by identifying needs ensuring that effective support is in place, including our trained SEND Advocate in Nursery. We aim to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils.

Transition: We understand that when children first start school, it's a big change to family life; we therefore plan this time carefully to support children with the transition and to ensure it is as smooth as possible for each child and that they settle into their new class quickly and happily. Parents are invited to attend an Induction Meeting, a Stay and Play session and a face to face Meet the Teacher appointment. As a result of this induction, children and their parents are better prepared for the transition to school, with relationships between staff, children and their parents established at an early stage. Throughout the early years, the children have

many opportunities to join in whole school activities such as assemblies and theme days. Our Nursery, Reception and Year 1 team work closely together to support the children with smooth transitions from Nursery to Reception and into Year 1. Teachers meet to discuss transition and share the EYFS Profile data and end of year reports. We aim to ensure that children feel confident and secure by providing the children with opportunities to meet their new class teacher during the summer term and become familiar with their new classrooms. We invite parents in to meet the new class teacher in the summer term where staff share key information.

6. Working with parents

We recognise that parents/carers are vital in our children's educational journeys, we therefore seek to develop an effective partnership between home and school. We develop this working relationship between the school and parents and carers as follows:

- We promote a culture of openness and encourage carers and parents to discuss children's development in an informal manner. Examples of this are the use of Tapestry and greeting children and parents on the playground in the mornings and after school
- We hold a parent's meeting in the autumn, spring and summer term and provide a written report to parents in the spring summer term.
- We offer various stay and play sessions for both child and parent to attend.
- We use Tapestry to communicate with parents and share children's learning achievements, as well as informing them of what we have been learning in our weekly newsletters.
- We have strong links with feeder nurseries and preschool settings, which enable a smooth transition to school.
- We have a strong induction process in place that includes stay and play sessions and parent settling in meetings.

7. 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 are able to enjoy learning and grow in confidence.

We have at least 3 EY staff with a current paediatric first aid (PFA) certificate, at least 1 member of PFA trained staff to be with children during eating times and when going on outings. This PFA certificate is renewed every 3 years as required.

Children will always be in sight and hearing of a member of staff whilst eating. Adults will closely monitor children whilst they eat so they can make sure children are eating in a way to prevent choking and so that they can prevent food sharing and be aware of any unexpected allergic reactions.

We ensure that before a child is admitted to our school we obtain information about any special dietary requirements, preferences and food allergies that a child has, and any special health requirements. Fresh drinking water is always available and accessible to children. We have an adequate area to provide healthy meals, snacks and drinks for children. All staff involved in preparing and handling food training in food hygiene.

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.

During their time at Wellesbourne Primary School, children may need intimate care. This can be when cleaning up a child after they have had a toileting accident or helping them to change clothes when wet. Staff follow our Intimate Care Policy and recognise that there is a need to treat all children with respect when intimate care is given, being sensitive to each child's individual needs and no child should be attended to in a

way that causes distress. The school ensures that there is an adequate number of toilets and hand basins available – there are separate toilet facilities for adults. We have suitable hygienic changing facilities for changing any children who are in nappies. We ensure children’s privacy is considered and balanced with safeguarding and support needs when changing nappies and toileting. We ensure there is an adequate supply of spare clothes, and any other necessary items

Child Absence: The school works closely with our Attendance Officer, see further information in our school Safeguarding Policy. Where children are absent, parents/carers contacted promptly within a set time frame; if persistent, unexplained absence or no answer then this is escalated to DSL and Attendance Officer for Home visits.

8. Monitoring arrangements

This policy will be reviewed and approved by N. Ryan (Headteacher) and K. Howard (Deputy Headteacher) every two years.

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