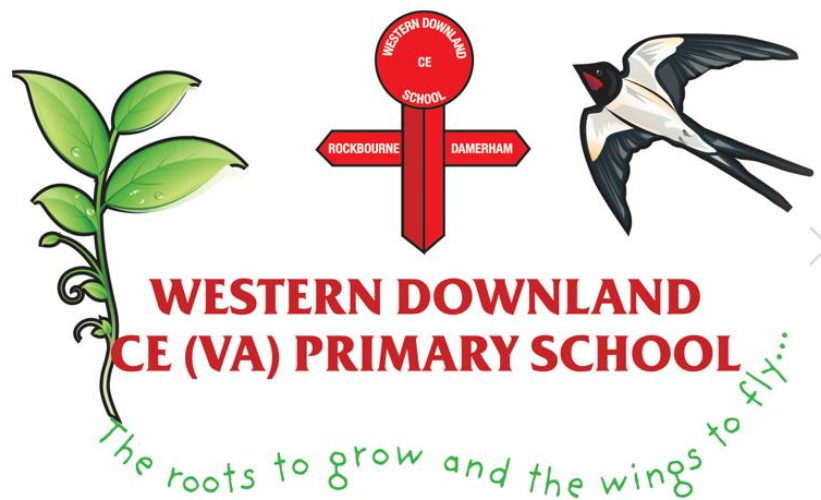


Early Years Foundation Stage (EYFS) policy

Western Downland Primary School and Little Foresters Nursery



Approved by:	Alice Tubbs	Date: January 2022
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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
- 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 [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies from September 2021](#).

3. Structure of the EYFS

At Western Downland our Early Years Foundation stage begins in our Little Foresters Nursery class, Little Foresters is a preschool class accepting children from the age of 2 years.. Parents and carers must apply directly to Little Foresters to secure their place. Little Foresters offers a possible 35 hours each week and operates term time only (8.30am-3.30pm). Children can attend using their EYE funding or pay for additional hours at a rate of £4.75 per hour. Our nursery class is run by a qualified teacher along with our team of nursery assistants. Following on from Little Foresters is our Reception Year in Acorn Class. Children entering Western Downland from Little Foresters or other settings must all apply through Hampshire Admissions.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2026.

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

We have developed an aspirational curriculum for each areas of learning including 9 clear steps to used to assess the children's progress helping them achieve their potential.

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 3 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.

Both Little Foresters and Acorn Class have access to differing indoor and outdoor environments including Forest School in addition to their own outdoor areas. Our Forest school leader plans closely with class teachers ensuring children are developing the skills and knowledge they need.

During the Reception Year children are taught phonics through the use of the SSP Little Wandle- Letters and Sounds Revised. In addition to this carefully selected stories and themes or topics, which are inspired by the children's interests, are used to encourage the use of independent reading and writing. Maths is taught daily through a range of whole class and small group activities using planning from White Rose and additional supporting resources such as Number Sense..

Daily, short interventions are delivered to ensure that all children are making progress.

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.

5. Assessment

At Western Downland, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

Children entering the setting from the age of 2 years will be assessed using the 2-year check, completed by the nursery manager in partnership with the child's parents. We have developed a baseline check used in our Little Foresters Class which is used to assess the children's current achievements at the age of 3. From this we are able to measure their progress into the reception year.

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

Following this baseline daily assessments are made through observations and interactions with the children, Any children at risk of falling behind are giving small group or 1:1 interventions to support their progress.

Termly pupil progress meetings held with SLT are used to communicate assessments made and identify any areas of need. Children on the SEN register are closely monitored by the SENCO and regular pupil progress meetings are held to discuss points of action.

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 in the end of year report.

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.

Children working at greater depth are assessed against our aspirational goals as explained in the curriculum section. (add link to aspirational curriculum) T:\Curriculum\EYFS\Curriculum 2026

Children working at greater depth Aspirational goals ([hyperlink](#))

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 use of Tapestry online learning journals and termly parent consultation meetings helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

At Western Downland we also offer opportunities for parents to come in and share the children's achievements through 'topic landings' and 'well done worship'.

Daily communication sheets are completed for each session that children attend Little Foresters and children in Acorn Class each have a home/ school communication book. In addition to this Tapestry, Google Classroom and reading records are used to communicate home learning opportunities and the children's next steps in learning.

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.

7. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years by having visitors such as the school nurse and topic themes including hospitals or dentists to expand the children's knowledge in this area. Weekly PE lessons in Acorn Class also focus on the benefits of physical activity and the importance of exercise. The children are offered the opportunity to try a range of health foods and in Little Foresters share a healthy snack together daily.

As younger children sometimes require support to manage their personal hygiene we have an **Intimate Care policy** ([link](#)) which all staff follow to ensure the safety and dignity of the children is upheld.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by Hannah Mace, Early Year Leader every 3 of 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