



Early Years Foundation Stage Policy

Motivate • Educate • Achieve

Date of Policy: February 2023

Reviewed: March 2026 in consultation with EYFS staff

Ratified by the Full Governing Body: 12 May 2026

Date of Next Review: May 2028

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 carer's
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

Legislation

This policy is based on requirements set out in the [2025 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

This document also complies with our funding agreement and articles of association.

Structure of the EYFS

Our school offers places to children in Reception (4-5 years of age). They start full time school during the academic year in which they are 5 years old.

Curriculum

Our early years setting follows the curriculum as outlined in the 2025 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

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.

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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.

Planning and curriculum maps show where the concepts and areas of learning are covered. Medium term planning sets the learning intentions for each half term and covers all areas of learning.

Read Write Inc is delivered daily and we use White Rose Maths to deliver Maths. Jigsaw is used to support children's learning in PSED.

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 interactions.

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 and to be ready for year 1.

Children experience a wide range of activities including PE sessions, PSED lessons through Jigsaw and Forest School sessions. High quality adult-child interactions are used to develop children's language, thinking and learning are an important part of our teaching.

Assessment

At Woodcock Hill Primary School, 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.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA). In addition to the RBA, staff in EYFS assess the children's starting points on entry to school. These judgements are based on observations, knowledge of the children, information from parents/carers and previous settings.

Read Write Inc assessments are carried out each half term to assess the children's phonic knowledge and number assessments also take place regularly.

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.

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 EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Parents meetings are held regularly, the first of these is in the Autumn term to talk about how the children have settled into school and the second of these will be in the Spring term to discuss the children's progress and achievements.

In the Summer term parents will receive a written report to summarise the children's achievements against the Early Learning Goals.

Safeguarding and welfare procedures

Staff working with the children in EYFS have a relevant pediatric first aid certificate.

Children are supervised by a member of the EYFS staff during snack time.
All staff currently hold a Food Hygiene certificate.

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.

Supervision in the Early Years at Woodcock Hill Primary School

In the context of early years education, staff supervision plays a crucial role in promoting quality practice and ensuring the well-being of both children and staff.

Supervision for all EYFS (Early Years Foundation Stage) staff is also a statutory requirement within the EYFS 2024, which states:

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Providers must put appropriate arrangements in place for the supervision of staff who have contact with children and families. Effective supervision provides support, coaching, and training for the practitioner and promotes the interests of children.

Supervision at Woodcock Hill will foster a culture of mutual support, teamwork, and continuous improvement, which encourages the confidential discussion of sensitive issues.

Supervision will provide opportunities for staff to:

- Discuss any issues – particularly concerning children’s development or wellbeing, including child protection concerns
- Identify solutions to address issues as they arise
- Receive coaching to improve their personal effectiveness

Understanding supervision:

- It is important to note, that supervision is different from appraisals and that appropriate supervision arrangements are in place, separate to appraisals, for all staff working with early years pupils
- Supervision involves regular meetings between our EYFS/KS1 Leader and staff members
- It provides support, coaching, and training for practitioners
- The goal is to enhance practice, address challenges, and maintain high standards

Why is supervision important?

The Early Years Foundation Stage (EYFS) identifies regular staff supervision as being a statutory requirement.

Supervision contributes to:

- Improved practice: By discussing experiences, challenges, and strategies, practitioners can enhance their skills and knowledge
- Effective safeguarding: Ensuring the highest standards of safeguarding for both children and staff
- Staff Appraisals: Supporting staff and promoting continuous professional development
- Well-Being: Addressing well-being concerns and fostering a positive working environment

Key functions of supervision:

- Support: Supervision offers emotional and professional support to staff
- Performance improvement: It identifies areas for growth and helps staff enhance their effectiveness
- Confidential discussion: It creates a safe and open space for discussing sensitive issues related to practice, child development, and wellbeing

Components of our effective supervision:

- **Regular meetings:** Arrange scheduled supervision sessions to discuss various aspects
- **Child development and wellbeing:** Address any concerns related to children’s development or safety
- **Problem-solving:** Identify solutions to challenges as they arise
- **Coaching:** Provide guidance to improve staff members’ skills and effectiveness
- **Wellbeing of staff:** Provide the opportunity for discussion about staff’s wellbeing, identifying if any further support needs to be put in place
- **Safeguarding:** Discussion around safeguarding, including an opportunity to discuss any concerns about their own work, or the work of others

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- **Changes to circumstance:** Opportunity to discuss any changes in their personal circumstance which may affect their suitability to work

We will creating a supportive culture by:

- Fostering a culture of mutual support and teamwork
- Encouraging open dialogue and confidentiality during supervision meetings
- Promoting continuous improvement and a commitment to best practices

Frequency of supervision:

- Planned supervision meetings should take place at intervals no longer than 6 weeks
- At times, the frequency of supervisions may increase, for example if a member of staff has a personal change of circumstance or if a member of staff is dealing with a challenging child protection case
- Staff members may request a supervision meeting with the EYFS/KS1 Leader at times where they feel this would be beneficial
- Alongside planned supervisions there may be times that supervision meetings occur in an unplanned capacity. These might be during times when there are increased concerns in relation to an individual child's development or Child Protection concerns around a child and family.

Effective EYFS supervision, at Woodcock Hill, not only benefits practitioners but also positively impacts the children we care for.

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