

Witley C. of E. Infant School

Learn, love and flourish together

Early Years Foundation Stage (EYFS) Policy

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Appendix 1. List of statutory policies and procedures for the EYFS

1. Aims

This policy aims to ensure:

- that all pupils access a broad and balanced curriculum giving them the range of knowledge and skills needed for good progress and to help them in their learning journey through Witley School and into adulthood
- quality and consistency in teaching and learning, so that every pupil makes good progress and has the opportunity to flourish
- a close working partnership between staff and parents and/or carers
- that our Christian values of friendship, respect, joy, resilience, trust and confidence all weave through our EYFS curriculum

- Every pupil is included and supported through equality of opportunity and inclusive practice

2. Legislation

This policy is based on requirements set out in the https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2

3. Curriculum and Learning

All schools follow the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2026.

The EYFS framework includes seven areas of learning and development that are equally important and inter-connected. However, three areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building pupil's capacity to learn, form healthy friendships and flourish.

The prime areas are:

- communication and language
- physical development
- personal, social and emotional development

The prime areas are strengthened and applied through four specific areas:

- literacy
- mathematics
- understanding the world
- expressive arts and design

The 'Educational Programmes' for each area of learning set out in the EYFS framework form the basis of our curriculum, which is built on according to the context of our rural school and the needs and interests of our pupils. We provide opportunities within the seven EYFS areas of learning for pupils to develop the foundation knowledge and understanding they will need in Year 1, through experiences, continuous provision, books and stories in an engaging and inspiring environment.

At Witley, we recognise that teaching can take place at all times of the day through directed teaching sessions, through times of play, inside and outside the classroom. We strive to make our learning environments accessible and inspiring to pupils and encourage our staff and volunteers to seize every opportunity for learning. Weekly and daily planning formalise this and aim to ensure a balance of formal and informal learning. Staff are encouraged to think carefully about their questions and interventions in pupil's learning in order to optimise this. Learning is personalised by building on each pupil's needs and interests and involving them fully in reflecting on what they have learned and how they may build on their skills. Pupils will be intrinsically motivated to be life-long learners.

As pupils grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help pupil prepare for more formal learning, ready for year 1.

Throughout our learning day adults will:

- ensure the environment is safe and secure and that safeguarding is paramount and at the forefront of our school's provision
- question, respond to questions and engage the pupil in extended conversations that support sustained language and shared thinking
- extend vocabulary, knowledge and skills at every opportunity

- encourage independence, confidence and resilience
- re-direct the play if necessary
- help pupils to learn how to negotiate and resolve conflict, supporting moral understanding
- promote pupil's well-being and self-esteem
- help pupil's respect other's and our environment inside and out
- observe and assess learning
- record judgments and plan for next steps in learning
- encourage joy and wonder of the natural world through our outdoor learning classroom and Forest School
- add resources that stimulate, motivate and engage the learner
- demonstrate, model and work alongside the pupils, building healthy friendships
- encourage spirituality through our Christian distinctiveness
- help pupils to see links in their learning and retrieving what they already know
- support and encourage pupils providing ongoing feedback to pupils
- encourage pupils to be problem solvers and investigators

Characteristics of Effective Learning

At Witley, learning is underpinned by the characteristics of effective learning. In planning and guiding pupil's activities, practitioners must reflect on the different ways that pupil learn and reflect these in their practice.

The three Characteristics of Effective Learning are:

1. Playing and exploring - pupil investigate and experience things, and 'have a go', growing in confidence.
2. Active learning - pupil concentrate and keep on trying if they encounter difficulties, and enjoy achievements by building resilience.
3. Creating and thinking critically - pupil have and develop their own ideas, make links between ideas, and develop strategies for doing things.

All of these areas interlink throughout our curriculum and adults make the most of opportunities to interact with pupil to develop their playing, thinking and learning. Adults also recognize that there are times when they need to take a step back to enable pupil to think critically and solve a problem by trial and error or perseverance.

It is our aim that pupils are ready for Year 1 with:

• a confident, positive 'can do' attitude to learning
• a willingness to take risks and make mistakes, building on resilience
• high levels of engagement in a task where they can practise and build up concepts, ideas and skills
• high levels of social interaction and healthy friendships
• a love of learning
• independent skills and ideas of their own so that they can plan and reflect
• an ability to express fears to relieve anxious experiences in controlled and safe situations

At Witley C of E Infant School, we provide a language-rich environment in which high quality talk is valued. All staff model good communication skills in their interactions with pupils and each other.

We follow the Little Wandle phonics scheme to ensure that we are effective in teaching pupil to be successful early readers. Home reading materials ensure that the pupil is given reading books that reflect their phonic knowledge to develop their confidence, fluency, prosody and comprehension. Reading is at the heart of learning at Witley and we strengthen this love of reading through our Reading Spine, library and sharing books.

Maths is taught through a range of experiences including counting as part of the daily routine; discreet teaching with follow up group activities and play based opportunities and experiences through the learning environment.

Individual pupils who are experiencing difficulties are identified early and support is put into place to help them keep up. Teachers target specific questions at individuals in whole class teaching, extending the pupil's understanding, allowing key mathematical concepts to be revisited and developed across the year. We adopt the White Rose Maths approach to our teaching, which ensures progression and coverage throughout the year and Mastering Number. This whole school maths approach supports further learning in Key Stage 1.

Planning

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

Staff also consider the individual needs, interests, and stage of development of each pupil in their care, and use this information to plan challenging and enjoyable experiences. Where a pupil may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

Early Years curriculum long term plans are linked to National Curriculum subjects. Our Early years planning highlights the foundation knowledge and experiences provided (within our EYFS curriculum) in relation to key concepts in each subject, to prepare pupil for learning in year 1 and beyond. Our planning has been carefully planned and sequenced to complement and support the learning in Key Stage 1.

4. Assessment

Ongoing assessment is an integral part of the learning and development processes. Staff observe and interact with pupils to identify their level of achievement and interests. They move pupils on 'in the moment' through interactions – extending language and thinking as they play, and use observations to shape future planning. Staff also consider observations shared by parents and/or carers.

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

In addition to the RBA, staff assess pupil's starting points on entry to school, with reference to 'Development Matters' guidance. Judgements are based on observations, knowledge of the pupil, and information from pre-school settings and parents/carers. Early Years follow the assessment schedule established by the school, which outlines assessment criteria and data points through the year. Internal school and cross moderation sessions are held regularly with other local schools to ensure consistency in judgements.

At the **end of the EYFS**, staff complete the EYFS profile for each pupil. 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/or carers. The results of the profile are shared with parents/carers for their pupil.

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 Surrey County Council, our local authority.

5. Working with parents/carers

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

Parents and/carers are kept up to date with their pupil's progress and development. The EYFS profile helps to provide parents and/carers with a well-rounded picture of their pupil's knowledge, understanding and abilities.

Regular communications through Google Classroom, Open Classrooms, where parents/carers can visit the learning environment, and more formal consultations all contribute to parents/carers understanding their child's current attainment and any gaps in their learning. Informal meetings are held if either parents/carers or staff have

concerns. Communication is encouraged throughout the year and we operate an open-door policy where teachers and support staff are available at the end of each day to talk through pupil's learning.

Further information regarding our transition programme and collaboration with parents/carers is outlined in our EYFS Welcome Book.

6. Safety, safeguarding and first aid

At Witley C of E Infant School, we believe pupil learn best when they are healthy, safe and secure. The safety and welfare of pupils is paramount to us. We create a safe, secure and welcoming environment where pupils can enjoy learning and grow in confidence.

We provide a curriculum that teaches pupil how to be safe, make choices and assess risks. We have stringent policies in place to safeguard pupil and daily procedures are in place to encourage pupil to operate in safe ways and to keep them safe. We promote the good health of the pupils in our care in numerous ways, including the provision of nutritious food, following set procedures when pupils become ill or have an accident.

There is always at least one member of EYFS staff trained in paediatric first aid on site as well as several staff trained in general first aid.

Further safeguarding procedures are outlined in our Safeguarding and Child Protection Policy.

7. Diversity, equity and inclusion

We value all of our pupil as unique individuals in our school, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We recognise that we have responsibility to ensure positive attitudes to diversity and difference are openly encouraged. Every pupil is included and not disadvantaged and we help our pupil learn from the earliest age to value diversity in others and grow up making a positive contribution to their local and global communities.

We strongly believe that early identification of pupil with additional needs is crucial in enabling us to give the pupil the support that they need and in doing so, work closely with parents and outside agencies. At times, it is necessary to work with pupil in a small group or on an individual basis outside of the learning environment to allow for specialist input e.g. speech and language support. However, whenever possible, support is provided within the classroom context.

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 including procedure for checking the identity of visitors and procedures for a parent failing to collect a pupil and for missing pupil	See Safeguarding and Child Protection Policy
Procedure for responding to illness	See First Aid policy
Administering medicines policy	See Supporting Pupils with Medical Conditions Policy
Emergency evacuation procedure	See Evacuation and Emergency Procedures
Procedure for dealing with concerns and complaints	See Complaints Policy

End of policy