



# WESTWOOD PARK COMMUNITY PRIMARY SCHOOL

**Policy** EYFS

**School Motto** Dream, Believe, Achieve Together.

**Persons with Responsibility**

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**Linked Policies**

Inclusion Early Years  
Teaching and Learning

**Next Review:** July 2028

Westwood Park is an inclusive school. All policies should be seen in the light of overcoming barriers to learning for example: dyslexia, dyspraxia, ASD, emotional, behavioural and learning difficulties.

## Early Years Foundation Stage (EYFS) Policy Version 1.0

<b>Important:</b> This document can only be considered valid when viewed on the school's website. If this document has been printed or saved to another location, you must check that the version number on your copy matches that of the document online.	
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## **Aims**

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them a 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, parents and/or carers.
- 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 Early Years Foundation Stage (EYFS) statutory framework for group and school-based providers that applies from September 2025.

## **Intent**

At Westwood Park, our intent is to give every child the strongest possible start by closing the language gap, nurture, and building the foundations for confident, successful learning. Many children enter the Early Years with communication and personal and social skills significantly below age-related expectations. Our curriculum is therefore intentionally designed to prioritise Communication & Language, Personal, Social and Emotional Development, and early literacy, ensuring that every child becomes a confident communicator, a curious learner, and an active participant in their world.

Children are gradually integrated into Nursery through a carefully structured transition model that builds trust, confidence, and emotional readiness. After six weeks, all children are assessed using WELLCOM, enabling us to identify gaps early and provide targeted intervention from experienced practitioners. In Reception children are assessed using the Blank Levels and placed into groups to provide targeted intervention working at a level that suits their need.

Our curriculum is rooted in rich, meaningful talk. We immerse children in high-quality spoken language through stories, drawing, imaginative play, and skilled adult modelling. Structured approaches such as Drawing Club, Blank Level questioning, and story retelling help children develop vocabulary, sentence structure, narrative skills, and expressive communication.

We place literature at the heart of our provision. Many children have limited access to books outside school, so our termly topics ensures that every child is surrounded by high-quality texts. Through this, we build cultural capital, foster a love of reading, and help children see themselves as storytellers, readers, and thinkers.

Across all terms, stories act as the vehicle for learning, helping children make sense of the world, connect ideas, and build secure schema. Through purposeful play, high-quality interactions, songs, routines, and imaginative experiences, we aim for every child to leave the EYFS as a confident communicator, a curious learner, and a child who can play, share, and build positive relationships with others.

As children prepare for the challenge of KS1, we ensure they leave Reception with strong foundations and the confidence to take on new learning. Throughout the final term, we provide structured transition opportunities so children feel secure, prepared and excited for the move into Year 1.

## **Vision**

Our vision is to create an Early Years environment where every child feels safe, valued, and inspired to learn. We want children to see themselves as storytellers, readers, thinkers, and explorers, equipped with the language, confidence, and curiosity they need to thrive.

We are committed to:

- Closing the language gap through immersion in rich, meaningful talk
- Providing a language-rich, literature-led curriculum that opens doors to imagination and knowledge
- Ensuring high-quality, responsive teaching that meets children where they are and moves them forward rapidly
- Delivering timely, targeted intervention so children keep up rather than catch up
- Building strong partnerships with families, recognising their vital role in early learning
- Creating stimulating indoor and outdoor environments that promote independence, creativity, and purposeful play
- Developing children who are emotionally literate, resilient, and ready for the challenges of Reception and beyond

Our vision is that the EYFS at Westwood Park becomes a place where children flourish academically, socially, and emotionally — and where high expectations lead to high achievement for all.

## **Structure of the EYFS**

At Westwood Park Primary School there is Reception/Year 1 class, a Reception Class and a Nursery class.

The teachers are Mrs A Guite (Nursery), Mrs C Milton (Reception) and Mrs D Clark (Reception/Y1)

The teaching assistants are Mrs Summers and Mrs Sajid. The NNEB is Mrs Stretch.

The SENDCO is Mrs D Clark.

## **Lunchtime**

Children have the option to have a hot school meal at a cost of £2.10 per day, alternatively they can bring a packed lunch from home.

## **Curriculum**

Our curriculum is built on the belief that every child is capable, creative and intelligent. We aim to establish strong foundations for successful learning and to inspire a lifelong love of discovery, exploration and reading. All leaders and EY practitioners share the commitment that early reading is the gateway to wider learning.

Our curriculum is carefully sequenced to support progress towards the Early Learning Goals (ELGs), descriptors are outlined in the appendix.

Our Early Years provision follows the most recent EYFS statutory framework for group and school-based providers, effective from September 2025.

The EYFS framework sets out seven areas of learning and development, all of which are important and interconnected. Three of these—known as the prime areas—are especially crucial for sparking curiosity, building enthusiasm for learning, and supporting children’s ability to develop 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

Weaving throughout the EYFS curriculum are the three Characteristics of Effective Learning.

- Playing and exploring - children investigate and experience things, and ‘have a go’
- Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

These elements guide how we reflect on each child’s development and adapt our practice to meet their needs. Supporting children’s individual learning behaviours and closely observing the context of their play are essential.

## **Planning**

Staff in Nursery plan activities and experiences that help children learn and develop effectively through the three prime areas. Many children at Westwood Park, enter the setting with communication and language skills that are significantly below age-related expectations. We prioritise this area by providing high-quality interactions that build language and vocabulary, alongside targeted support through the WELLCOM intervention to strengthen children’s communication and broaden their vocabulary. We provide a safe and nurturing environment for children to build relationships with peers and adults in the setting. We encourage children to develop fine and gross motor skills using a range of tools and equipment to support this.

In Reception, children primarily engage with learning through the specific areas of the curriculum; however, all seven areas continue to be deliberately planned for, carefully integrated and consistently promoted throughout the provision.

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 the SENDCO and relevant services from other agencies, where appropriate. Staff then create a support plan to give children individual and achievable targets.

Our curriculum is planned for both inside and outside classrooms and equal importance is given to learning in both areas as children free flow through the areas.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

## Teaching

We know that children learn best through play. At Westwood Park, we use the Characteristics of Effective Learning (COEL) to assess how well the children engage in their learning through play. It also gives us an understanding of the way our pupils like to learn best.

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 learning, guiding their development through warm, positive and high-quality interactions.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities.

## Assessment

At Westwood Park, 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. Any key moments of learning are captured by a member of staff and uploaded to Tapestry. Written consent for the use of this platform is gained by parents/carers when the children enter our school. Staff also consider observations shared by parents and/or carers.

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

At the **end of 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, teacher judgement, internal moderation 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 the EYFS Early Learning Goals) 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 in a variety of ways. We operate an open door policy for regular discussion with parents. There are two annual parents evenings during which parents are given a written progress report and individual support plan depending on if this is required. All children in EYFS are given an annual progress report in the Summer Term.

In line with the rest of the school we open up the classroom for our half termly pride mornings, which are open mornings based on a given theme.

Every term, we celebrate children's progress in music by hosting a concert in EYFS.

In the Spring Term we host a celebration assembly/thankyou service in line with Mother's Day.

Every term we invite parents to join us on a walk of the local loop-line, and this enables us to help children understand being road safe.

We value the knowledge and understanding parents and carers have of their child and we seek to work together to meet the child's needs. The EYFS profile helps to provide parents and/or carers with a well-rounded summative picture of their child's knowledge, understanding and abilities.

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.

## **Safeguarding and welfare procedures**

In line with the statutory framework children learn best when they are healthy, safe and secure. Through this we create a positive and welcoming environment where children enjoy learning!

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
- A healthy and balanced diet and exercise
- Sensible amount of screen time
- The importance of brushing your teeth
- Having a good sleep routine
- Being a safe pedestrian

The rest of our safeguarding and welfare procedures are outlined in our Safeguarding policy. Child absence procedures are outlined in our Attendance and Punctuality policy.

### **Paediatric First Aid requirements**

In line with the statutory framework, there is always at least one member of staff who is paediatrically first aid trained on site and available when the children are present and on outings.

In EYFS our designated First Aiders are Mrs R Sajid and Mrs G Stretch.

### **Food and drink and safer eating**

We ensure that staffing arrangements meet the needs of all children and ensure their safety. Our meals and snacks are healthy, balanced and nutritious and are always prepared in a way that avoids choking. Fresh drinking water is always available and accessible to the children. We ensure that children are adequately supervised, especially when eating. This includes ensuring that whilst eating children are always in sight and hearing of a member of staff. There is also always a member of staff available with a valid paediatric first aid certificate during eating times.

This is all in line with the Safer Eating requirements as part of the EYFS Statutory framework for group and school-based providers from September 2025. This is also referenced in Appendix C.

### **Supervision of staff**

Appropriate arrangements are in place for the supervision of staff on a termly basis. These are a supportive process to support coaching and training for the practitioner as well as promoting the interest of the children. Opportunities are provided for staff to discuss any issues and identify any solutions to these issues as well as the opportunity to improve personal effectiveness.

### **Whistleblowing**

All staff are aware of our settings whistleblowing procedures and feel able to raise concerns about poor or unsafe practice. It is clear that such concerns will be taken seriously by the senior leadership team.

### **Monitoring arrangements**

This policy will be reviewed and approved by Mandy Knipe (Headteacher), Carly Milton (EYFS Teacher) and The Governing Body.

At every review, the policy will also be shared with the governing board.

## Appendix A

### List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	
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
Procedure for dealing with child absences	See Attendance and Punctuality policy

## **Appendix B**

### **The Early Learning Goal Descriptors**

#### **Communication and Language**

##### **ELG: Listening, Attention and Understanding**

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

##### **ELG: Speaking**

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

#### **Personal, Social and Emotional Development**

##### **ELG: Self-Regulation**

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

##### **ELG: Managing Self**

- Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

##### **ELG: Building Relationships**

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.

- Show sensitivity to their own and to others' needs.

## **Physical Development**

### **ELG: Gross Motor Skills**

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.

### **ELG: Fine Motor Skills**

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

## **Literacy**

### **ELG: Comprehension**

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play.

### **ELG: Word Reading**

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

### **ELG: Writing**

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

## **Mathematics**

### **ELG: Number**

- Have a deep understanding of number to 10, including the composition of each number.

- Subitising (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

### **ELG: Numerical Patterns**

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

## **Understanding the World**

### **ELG: Past and Present**

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

### **ELG: People, Culture and Communities**

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –when appropriate – maps.

### **ELG: The Natural World**

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

## **Expressive Arts and Design**

### **ELG: Creating with Materials**

- Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function.

- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

### **ELG: Being Imaginative and Expressive**

- Invent, adapt, and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music.

## **Appendix C**

### **Safer Eating requirements for group and school-based providers (Effective from 1<sup>st</sup> September 2025)**

3.63 Whilst children are eating there should always be a member of staff in the room with a valid paediatric first aid certificate for a full course consistent with the criteria set out in Annex A.

3.64 Before a child is admitted to the setting the provider must obtain information about any special dietary requirements, preferences, food allergies and intolerances that the child has, and any special health requirements. This information must be shared by the provider with all staff involved in the preparing and handling of food. At each mealtime and snack time providers must be clear about who is responsible for checking that the food being provided meets all the requirements for each child.

3.65 Providers must have ongoing discussions with parents and/or carers and, where appropriate, health professionals to develop allergy action plans for managing any known allergies and intolerances. This information must be kept up to date by the provider and shared with all staff. Providers should refer to the British Society for Allergy and Clinical Immunology (BSACI) allergy action plan. Providers must ensure that all staff are aware of the symptoms and treatments for allergies and anaphylaxis, the differences between allergies and intolerances and that children can develop allergies at any time, especially during the introduction of solid foods which is sometimes called complementary feeding or weaning. Providers should refer to the NHS advice on food allergies: Food allergy - NHS ([www.nhs.uk](http://www.nhs.uk)) and treatment of anaphylaxis: Anaphylaxis - NHS ([www.nhs.uk](http://www.nhs.uk)).

3.66 Providers must have ongoing discussions with parents and/or carers about the stage their child is at in regard to introducing solid foods, including to understand the textures the child is familiar with. Assumptions must not be made based on age. Providers must prepare food in a suitable way for each child's individual developmental needs, working with parents and/or carers to help children move on to the next stage at a pace right for the child. The NHS has some advice providers should refer to: Weaning - Start for Life - NHS ([www.nhs.uk](http://www.nhs.uk)).

3.67 Providers must prepare food in a way to prevent choking. This guidance on food safety for young children: Food safety - Help for early years providers - GOV.UK ([education.gov.uk](http://education.gov.uk)) includes advice on food and drink to avoid, how to reduce the risk of choking and links to other useful resources for early years providers.

3.68 Babies and young children should be seated safely in a highchair or appropriately sized low chair while eating. Where possible there should be a designated eating space where distractions are minimised.

3.69 Children must always be within sight and hearing of a member of staff whilst eating. Choking can be completely silent, therefore, it is important for providers to be alert to when a child may be starting to choke. Where possible, providers should sit facing children whilst they eat, so they can make sure children are eating in a way to prevent choking and so they can prevent food sharing and be aware of any unexpected allergic reactions.

3.70 When a child experiences a choking incident that requires intervention, providers should record details of where and how the child choked and ensure parents and/or carers are made aware. The records should be reviewed periodically to identify if there are trends or common features of incidents that could be addressed to reduce the risk of choking. Appropriate action should be taken to address any identified concerns.