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**Policy Documents Annual Review Record**

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## The Early Years Foundation Stage

### Background

The Early Years Foundation Stage (EYFS) is the first key stage in the school. It caters for children from 3 to 5 and prepares them for entry into key stage 1 at the start of statutory education. Provision is carefully regulated in law in *The Childcare Act Section 39(1) (a) 2006* which stipulates that early years' providers must ensure that their provision meets the learning and development requirements as specified in the EYFS (Learning and Development Requirements) Order 2007 (amended in 2012). This requirement is currently specified in the Department for Education (DfE) Early Years Foundation Stage Profile 2024 Handbook.

### Windrush Valley School

- provides quality learning experiences which are structured, balanced, relevant to the child and related to the real world.
- provides a curriculum that takes account of, and responds to, the children's developmental needs and allows them to make progress related to their differing abilities. "What the child can do" is our starting point.
- ensures the children have positive experiences of success at their own levels in order to give them confidence and motivation for learning in the future.
- provides a curriculum which promotes the 'Early Learning Goals' identified by the Qualifications and Curriculum Authority and which dovetails with the National Curriculum.
- creates a partnership with parents to support and enhance the development of the children.

EYFS, as a component of the school as a whole, is committed to the principle of equal opportunity for all and works positively to achieve this principle in all areas of its work, both implicitly and explicitly. The school's Special Educational Need and Disability Act (SENDA) policy applies in the event of a child demonstrating such a need.

### Assessment

There is an on-going process of assessment involving key school personnel, the parents and the child. All contributions to the process are valued equally and whilst a variety of methodology is utilised in order to capture and retain the most pertinent and reliable information necessary to demonstrate progress, practitioners' assessments are primarily based on observing a pupil's daily activities and events. In particular, practitioners note the learning which a pupil demonstrates spontaneously, independently and consistently in a range of contexts. See Appendix 2.

### Submitting Data to the Local Authority

The statutory EYFS Framework requires the EYFS profile assessment to be carried out in the final term of the year in which a child reaches age 5.

The main purpose of the profile assessment is to support a successful transition to Key Stage 1 (KS1) by informing the professional dialogue between EYFS and year 1 teachers. 'This should inform year 1 teachers about each child's stage of development and learning needs and help them to plan the year 1 curriculum to meet the needs of all children. The EYFS profile is also used to inform parents about their child's development.'

Windrush Valley School are expected to internally moderate or hold peer-to-peer conversations to discuss judgements against the ELGs (Early Learning Goals).

Data should be submitted to the LA by the end of June. This is only data for children in receipt of government funding (EEF) in the summer term.

Parents are to be provided with a written report of the child's development against the ELGs in the summer term.

### **Pupils with additional learning needs**

The school operates a fully inclusive policy enabling pupils with additional learning needs to be educated alongside their peers in a supportive and encouraging environment. The needs of pupils with additional learning requirements are met through the application of their individual education plan. Staff are alert to the early signs of pupils experiencing difficulties with their learning, emotional development and social skills. Extensive support is immediately available through the school's SENCo and specialist support staff.

### **Planning, recording and assessment**

The curriculum is organised on a topic-by-topic plan covering two academic years. Topic planning takes place on a half-termly basis. Activity planning occurs on a weekly or daily basis.

The current two-year topic plan can be found in Appendix 1.

### **EYFS areas of learning and their associated ELGs**

There are three prime areas of learning and four specific areas of learning as defined by the Qualifications and Curriculum Authority (QCA):

#### Prime areas of learning

- Communication and Language
  - ☆ Listening, attention and understanding
  - ☆ Speaking
  
- Personal, Social and Emotional development
  - ☆ Self-regulation
  - ☆ Managing self
  - ☆ Building relationships
  
- Physical Development
  - ☆ Gross motor skills
  - ☆ Fine motor skills

## Specific areas of learning

- Literacy
  - ☆ Comprehension
  - ☆ Word reading
  - ☆ Writing
  
- Mathematics
  - ☆ Number
  - ☆ Numerical patterns
  
- Understanding the World
  - ☆ Past and present
  - ☆ People, culture and communities
  - ☆ The natural world
  
- Expressive Arts and Design
  - ☆ Creating with materials
  - ☆ Being imaginative and expressive

## **The EYFS Curriculum**

The school adopts in their entirety the four principles of good EYFS practice:

### Each child is unique

Every child should be a competent learner, capable, self-assured and confident. We recognise that children develop in individual ways and in varying rates. Praise and encouragement are used as well as celebration and rewards in order to encourage children to develop a positive attitude to their learning.

### Positive relationships

We recognise that children learn through secure relationships and our aim is to always develop a caring child who is respectful of peers, adults and family.

### Enabling environment

In recognition that the environment plays a key role in supporting children's development we plan challenging, achievable activities and experiences to extend learning.

### Learning and development

The EYFS has two classrooms, a large outdoor play area including access to a church and nearby playing/sports fields. An additional outdoor learning area includes space for the EYFS to bring their lessons outdoors where they can plant, build dens and explore the mud kitchens. All areas provide opportunities for active and quiet activities where children can learn and play in safety.

## **Principles that underpin our curriculum**

At WVS, we use Development Matters – the Government Curriculum guidance – to support and deliver the EYFS Learning and Development requirements. The curriculum is delivered through both adult led and child led activities. Within child led activities children gain conceptual

knowledge and language in an incidental manner through the sensitive intervention and language input from adults. Activities involve the use of both natural and made materials, selected to support the children's learning. Learning is achieved via a mixture of subject, cross-curricular and topic-based activities which encourage children to explore, investigate and question; through a balance of adult directed and child led activities, delivered through cross-curricular activities and topic-based themes. These provide opportunities for children to use, explore and develop skills in verbal communication.

EYFS staff work in partnership with parents in order to find out about the child's experiences, culture and home background. Each child is supported in developing personal self-esteem, through shared experiences and by being given opportunities to learn about the lives of others. Opportunities to participate in local and wider community visits, thus developing individual and communal responsibility. Awareness of the national and global environment is met and developed through practical topic theme.

Communication and language permeate through all areas of the EYFS and are actively promoted by the positive images and role models provided by all adults. This extends and enriches existing skills to enable the children to assume responsible future roles in society.

The three characteristics of effective teaching and learning are:

- **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

The children are provided with experiences which:

- promote independence, confidence and self-respect;
- promote responsibility for personal learning by encouraging them to concentrate and persevere in their learning and seek help when necessary;
- support them in making decisions;
- enable them to resolve conflict through negotiation;
- help them to form effective social relationships with others;
- enable them to treat living things and their environment with care and concern;
- help them to take turns and share;
- help them express their feelings;
- provide opportunities to express their opinions, and to consider and respect those of others;
- help them develop an understanding of right and wrong;
- promote the development of equal opportunities and respect for people of other cultures and beliefs;
- enable them to succeed.

In providing such experiences all adults:

- provide appropriate role models for the children;
- value the home lifestyle, culture and circumstances of each child;

- share an agreed view about the EYFS ethos;
- encourage others to share in the life of the EYFS.

Activities which encourage the development of these skills include:

- Story-telling to individuals.
- Story-telling to groups.
- Sound lotto games.
- 'Sound Walks' focusing on what can be heard on a street or in a park.
- Giving the children simple instructions to follow.
- Asking the children to listen for a particular character or event in a story.
- One-to-one discussions.
- Group discussions.
- Role-play.
- Reciting poems as a group.
- Singing Foundation unit rhymes as a group.
- Encouraging children to make up and tell stories based on pictures.
- Story telling followed by discussion about the story.

The children experience the spoken word as a means of conveying information, sharing and receiving ideas and as a means of gaining insight into the world of imagination. Their many opportunities to talk helps to support them in forming relationships with both peers and adults, in their ability to interact with others and in the expression of thoughts and feelings.

The school fosters the early acquisition of enthusiasm, enjoyment and confidence in developing and using physical skills as essential precursors to moving on to the school's extensive games, PE and swimming programmes. The EYFS provides a balanced programme of activities to support the physical development and well-being of the children. The programme of activities includes personal hygiene, oral health, healthy eating and exercise and permeate all areas of the EYFS curriculum.

Confidence, self-responsibility, enjoyment and enthusiasm are developed through structured free play and adult directed activities with the emphasis on supporting individual progression. Provision is made for the children to manipulate large and small pieces of equipment in order to develop both fine and gross motor control. They are encouraged to respond physically to verbal, auditory and visual stimuli such as music, stories, pictures and the like. Equipment is organised in order to develop an awareness of health and safety with the children encouraged to think about and discuss such aspects. Skills of co-operation, turn-taking and team building are developed throughout the curriculum again as precursors to team games in the older sections of the school.

The school recognises the importance of teaching children to read from an early age. The EYFS follow the Jolly Phonics reading scheme which continues through the school. It develops an ability to read widely, wisely and well. It is the key to successfully accessing a literate society at an early age. Reading encourages children to:

- Enjoy literature and share this pleasure
- Use books to gather and use information
- Foster independent thought

- Gives confidence to learn new skills, enhance knowledge and develop critical judgements

Important early pre-reading activities include:

- Sorting and matching toys and games.
- Sequencing activities.
- Labelling of coat hooks and other personal items with the child's name.
- Story-telling to individuals/groups, following the story through the pages of a book, pointing to the words as they are read if appropriate.
- Labelling displays and other items in the EYFS.
- Games matching sounds to letter symbols.
- Reading corner for free play with books.
- Displays of items starting with a particular letter.

Such activities are essential precursors to moving on to the school's phonic programme, the pathway into formal reading and access to the school's reading programme.

Along with reading, the ability to communicate successfully in a literate society also requires the concurrent skill of writing in order to convey information, express one's thoughts, ideas and feelings, and as a means of recording and ordering facts and information. The early stages of the EYFS starts this process by teaching the correct grip for penmanship, correct letter formation and orientation; through mark-making initially, before moving on to traditional paper and pen exercises. Early pre-writing activities include:

- Sorting and matching toys and games.
- Sequencing activities.
- Free play with paper and writing equipment.
- Modelling with playdough and clay.
- Colouring.
- Tracing over lines, shapes and letters.
- Dot-to-dot drawings including copying lines, shape and letters.
- Pathway drawing activities (pencil control tasks)
- Sand and water

The children have an opportunity to observe peers and adults using and applying mathematical skills and concepts in everyday situations and in EYFS based activities. Although often taught as a discrete subject, Maths is not seen as a separate area but rather as part of the whole curriculum and consequently potential for developing mathematical awareness is built into all the activities provided by the EYFS.

The children have the opportunity to explore the properties of a wide range of materials in a range of contexts which will include much free play experience with and without adult input, and experience of real-life situations such as shopping, cooking, sharing etc. The children will experience the sorting, matching and comparing of a wide variety of objects and materials so that they can begin to count systematically and understand the meaning of number. Focussed practical experiences will enable the development of conceptual understanding. Confidence and enthusiasm are supported through sensitive adult input which provides for open-ended questioning and the development of mathematical thinking and language.

Art, music and performance are central to the school's overall philosophy; these have their

genesis in the EYFS. Individual and group free play with musical instruments, moving to music, listening to live musicians, listening to recorded music, discussion of feelings which result from different types of music and singing introduce children to appreciating music, developing the desire to play a musical instrument later in their school life and ultimately to the concept of performing in front of others; a key cornerstone of the school's philosophy. Dressing-up games, home corner, role-play with shops, post offices, doctor's surgery, imaginative play with dolls and models further develop the children's imagination through role-play.

The children explore a wide range of materials and media to enable them to begin to appreciate and understand the many different forms and purposes of creative activity, to express their ideas and feelings and to promote the development of the imagination. They are encouraged to explore freely by themselves, with peers, and with sensitive adult input, in order to extend the knowledge and skills required to make informed choices and develop personal interpretation. The children have access to, and opportunity to handle, equipment covering a variety of techniques and interpretations.

### **Parents as partners**

Parental involvement is encouraged in order to support and enhance the development of the children, to value the contribution parents make towards their child's learning and to provide support and guidance to parents as educators. We

- provide parents with information prior to the admission of their child.
- work with parents to make observations and assessments on each child.
- provide opportunities for parents to discuss their child's progress.
- provide guidance, advice and resources to support learning at home.
- provide regular written and verbal progress reports to parents.
- explain how our policies can be accessed, including our Procedures for a Child going Missing and Late Collection of Children.
- name staff working in our EYFS, including the child's key person and their role.
- provide emergency contact numbers.

Prior to admission, each child is invited to a familiarisation or trial session during which the children can play and parents can ask questions of staff. Each parent receives an EYFS handbook containing details of the Admissions Policy and the Curriculum as well as useful information relating to the school as a whole. This information is also available from our EYFS Lead, contactable on 01993 831793.

Additional learning needs or health related issues are noted at this time. This information forms the foundation for subsequent teaching and eventually leads to the completion of progress reports and assessments prior to transfer to Year 1.

Parents have access to information regarding the curriculum activities and events through regular newsletters and Tapestry.

Staff complete twice-annual reports on each child and are available to discuss these with parents when requested. Such reports are used to provide advice for parents to support learning at home. In addition to exemplars of work, accumulated over time, photographic records are also

maintained to demonstrate progress. The information is collated and stored using the online record keeping system, Tapestry. Parents are issued with individual log ins to access their child's profile. A Parents' Evening is held twice a year to give parents an opportunity to discuss their child's progress with staff. Information is communicated to parents via ParentMail.

### **Transition between Nursery and Reception**

As children grow older and move into the Reception year, there is a greater focus on teaching the essential skills and knowledge in the specific areas of learning. This helps children to prepare for Key Stage 1.

### **Transition into Year 1**

The school recognises the importance of planning a smooth transition into statutory educational provision in Year 1. To aid this transition the Year 1 teacher works in the EYFS from time to time, in order to develop effective working relationships with and knowledge of the individual needs of children. The children have the opportunity to visit their new classroom during the final term of their Reception year, becoming familiar with the new environment and with their new teacher. All assessment information relating to individual progress and learning styles, together with all essential additional information are exchanged between the 'sending/receiving' teachers in a structured, time-allocated meeting attended by a senior member of staff.

### **Health and Safety**

The EYFS is subject to the same conditions, practices and policies as the main school.

### **Safeguarding**

All EYFS children are subject to the same safeguards, practices and policies as the main school. Additionally, the lead professional is fully trained in Safeguarding practice and serves as the deputy designated safeguarding lead for the school as a whole. All EYFS staff are trained in safeguarding practice and are guided in their daily work by the school's professional Code of Conduct. All staff appointed to work in the EYFS, either full or part time, or as casual support staff, have undergone rigorous appointment checks prior to appointment; all are subject to the same conditions of service, qualifications and training requirements. There are strict guidelines on the use of mobile telephones and image capture systems in the EYFS.

### **Data Protection Act 2018: How we use pupil information**

Pupil data is collected and managed in accordance with the school's Data Protection Policy.

**Amanda Douglas**  
**Headteacher**  
**January 2026**

	Year 1	Year 2
Autumn One	<b>Me and My Family / Autumn</b>	<b>People who help us / Autumn</b>
	Settling in- Baseline Myself/ My family Autumn Little Red Hen	Settling in- Baseline Autumn/ Harvest People Who Help Us Guest speaker - Nurse/Doctor
Autumn Two	<b>Festivals &amp; Celebrations</b>	<b>Festivals &amp; Celebrations</b>
	Fireworks and Guy Fawkes Diwali Polar Regions Christmas	Fireworks and Guy Fawkes Diwali Winter and Ice Christmas
Spring One	<b>Fantasy &amp; Fairy Tales</b>	<b>Fantasy &amp; Fairy Tales</b>
	Jack and the Beanstalk/Goldilocks and the three bears Growing broad beans Chinese New Year	Three Little Pigs/ Gingerbread Man Materials Chinese New Year
Spring Two	<b>Dinosaurs</b>	<b>Food</b>
	Herbivores Carnivores Fossils Mary Anning Class Trip - Oxford Natural History Museum/All things Wild Easter	Fruits and Vegetables Healthy food/ Unhealthy Food Food Groups /Allergies Cooking Class Trip - Pizza Express Easter and Chocolate
Summer One	<b>Journeys/Transport</b>	<b>Under the Sea/ Pirates</b>
	Transport- cars, buses, vehicles on the road/trains and trams/boats/planes	Sea Animals Rock Pools Water Safety Floating/Sinking
Summer Two	<b>Growth and Ducks</b>	<b>Farms</b>
	Ducks week 1 and 2 Minibeasts- butterflies Growing <ul style="list-style-type: none"> <li>• Flowers/Plants</li> <li>• Cress</li> <li>• Potatoes</li> </ul> Class trip - Farm Ed	Life Cycles Baby Animals Life of a farmer Animals found on a farm Class Trip to Cotswold Farm Park

EYFS Assessments

Nursery Assessments

Baseline Week 1-3	Autumn (Nov/Dec)	Spring (March)	Summer (June)
Development Matters Objectives – ticked, results recorded in Development Matters spread sheet – Emerging/Expected			
Name Writing	Name Writing	Name Writing	Name Writing
Reading Level recorded	Reading Level recorded	Reading Level recorded	Reading Level recorded
		Word Box List Level recorded	Word Box List Level recorded
Phonics – Flashcard recognition of all phonemes and digraphs	Phonics – Flashcard recognition of all phonemes and digraphs	Phonics – Flashcard recognition of all phonemes and digraphs	Phonics – Flashcard recognition of all phonemes and digraphs
Colour Assessment	Colour Assessment	Colour Assessment	Colour Assessment
	Number recognition	Maths - Number recognition to 5	Maths - Number recognition to 5
		Maths – Counting objects to 5	Maths – Counting objects to 5
			Maths – 2D Shapes

Reception Assessments

Baseline Week 1-3	Autumn (Nov/Dec)	Spring (March)	Summer (June)
Development Matters Objectives – ticked, results recorded in Development Matters spread sheet – Emerging/Expected			
Name Writing	Name Writing	Name Writing	Name Writing
Phonics – Flashcard recognition of all phonemes and digraphs	Phonics – Flashcard recognition of all phonemes and digraphs	Phonics – Flashcard recognition of all phonemes and digraphs	Phonics – Flashcard recognition of all phonemes, digraphs and alternatives
	Phonics – Writing phonemes and digraphs	Phonics – Writing phonemes and digraphs	Phonics – Writing phonemes, digraphs and alternatives
		Phonics – Tricky Word Reading	Phonics – Tricky Word Reading
		Writing a sentence - dictation	Writing a sentence – describing a setting
Reading Level recorded	Reading Level recorded	Reading Level recorded	Reading Level recorded
Word Box List Level recorded	Word Box List Level recorded	Word Box List Level recorded	Word Box List Level recorded
Maths – Counting to 10 and 2D Shapes	Maths – Writing numbers to 10	Maths – Writing numbers to 10	Maths – Writing numbers to 20
	Maths – Assess against Autumn White Rose Maths units	Maths – Assess against Spring White Rose Maths units	Maths – Assess against Summer White Rose Maths units
			Early Learning Goal Assessment whole class and summer born data submitted to Oxfordshire County Council