

# Welford on Avon Early Years Foundation Stage Policy



**Approved by:** Julie Leeman

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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 partnership working 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 [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

### 3. Structure of the EYFS

Children can start in the Nursery class at the age of 3; this means that whilst the majority of the class starts in September there is an additional intake in January and April. In Reception we operate a single term admissions policy with all the children starting in the Autumn term regardless of when they will be 5. Children have the opportunity to visit the school for a transition day prior to beginning Nursery or Reception. This gives them an opportunity to spend time in the setting and meet their teachers.

In the first week of term in Reception children attend school for half days to gradually introduce them to the setting and build up aspects of the school day, such as staying for lunchtime.

The school offers 15 hours and 30 hours funded hours in the Nursery. Additional hours can be arranged including wrap around care. These additional hours are charged. Details of hourly rate can be found in our Nursery prospectus, our charges and remissions policy and on our school website. These rates are reviewed annually by the school governors.

### 4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

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

#### 4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners 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, practitioners reflect on the different ways that children learn and include these in their practice.

#### 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 Welford on Avon 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.

When a child is **aged between 3 and 4**, staff review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

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

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.

## **6. Working with parents**

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

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

Our Nursery and Reception classrooms are led by a qualified teacher as well as a team of teaching assistants who help to ensure that their learning and care is tailored to meet their needs. Our teachers support parents and/or carers in guiding their child's development at home. Our teachers, the school's SEN team and Senior Leadership Team also help families to engage with more specialist support, if appropriate.

## **7. Safeguarding and welfare procedures**

At Welford on Avon Primary School we take the issue of safeguarding extremely seriously. In depth safeguarding procedures are outlined in our Safeguarding Policy. All staff and volunteers working in EYFS are subject to Enhanced DBS checks prior to working in the classroom.

Where concerns arise about the welfare of individual children procedures are in place to reporting this quickly to the Designated Person for safeguarding. All staff working in the EYFS complete safeguarding training soon after they commence work and this is refreshed annually.

Attached as an appendix is the Warwickshire form for consent about recording film images of children, this is the form we will be adopting for the next intake of EYFS children.

We teach online-safety awareness from an early age and have adapted our Acceptable User Agreement so that it can be explained to children in the EYFS. All children and their parents sign the agreement before starting school and annually thereafter.

We promote good oral health, as well as good health in general, in the early years through our curriculum by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

We follow statutory guidance for safety around supervised tooth brushing.

## **8. Inclusion, Equality and Diversity**

We value the diversity of individuals within our school and do not discriminate against children because of 'differences'. All children at Welford on Avon Primary School are treated fairly and equally regardless of race, sexual orientation, religion or ability. All children and their families are valued within our school.

We want to ensure that all children can access the curriculum regardless of additional needs. Where children have needs which may prevent them accessing learning measures are put in place to overcome these barriers. These may include:

- Support from additional adults
- Early interventions to give children the opportunity to 'close the gap' in areas where there are difficulties. The aim of these is to run for a short time and cause the child to spend as little time as possible away from the classroom.
- Different types of activity to cater for a greater range of learning styles.

## **9. Monitoring arrangements**

This policy will be reviewed and approved by the headteacher annually.

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

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

This checklist lists the policies and procedures that we must have according the EYFS statutory framework.

<b>Statutory policy or procedure for the EYFS</b>	<b>Where can it be found?</b>
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