WIGMORE PRIMARY SCHOOL AND NURSERY

Early Years Foundation Stage Policy

"All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential. 2. The EYFS sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the right foundation for good future progress through school and life."
Introduction to the EYFS Statutory Framework September 2025

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, learning and language development so that every child makes good progress and no child is left behind."A close working partnership between staff and 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 statutory framework for the Early Years Foundation Stage (EYFS) for 2025.

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

Structure of the EYFS

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Wigmore, children can join Wigmore Nursery (Acorn Class) when they are two and join the Reception Class (Oak Class) in the September following their fourth birthday.

Curriculum

Our early years setting follows the curriculum as outlined in the latest EYFS statutory framework.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 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

At Wigmore Primary School and Nursery, we recognise that communication and language are fundamental to children's learning, development and future success. We place a strong emphasis on developing children's speaking, listening, understanding and vocabulary across all areas of the curriculum.

To support this, we have adopted a SHREC approach (Share, Help, Repeat, Engage and Challenge) to create a language-rich environment where high-quality interactions are at the heart of teaching and

learning. Staff deliberately model ambitious vocabulary, introduce new language in meaningful contexts and provide repeated opportunities for children to hear, practise and use new words through play, discussion, stories, adult-led learning and daily routines.

Through the SHREC approach, children are encouraged to become confident communicators who can express their ideas, explain their thinking, build relationships and access all areas of learning successfully.

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.

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 across the EYFS includes explicit opportunities to develop vocabulary and communication skills. Staff carefully identify and teach key vocabulary linked to themes, stories and areas of learning. Through our SHREC approach, practitioners provide high-quality interactions that support children in understanding and using new language confidently. Vocabulary is revisited regularly to secure understanding and promote long-term learning.

The EYFS classrooms, Acorn Class (Year N) and Oak class (Year R) are organised to allow children to explore and learn securely and safely. The classroom is set up so that children are able to find and locate equipment and resources independently. It has its own enclosed outdoor area which has a very positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children the chance to explore, use their senses, develop their language and be physically active. Staff plan activities and resources for the children to access both indoors and outdoors that help the children to develop in all 7 areas of learning.

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.

Staff recognise the importance of sustained shared thinking and meaningful conversations in supporting children's development. Adults use questioning, modelling, narration and discussion to extend children's language and thinking. Through the SHREC approach, staff intentionally share language, help children understand and apply new vocabulary, repeat key language, engage children in purposeful talk and challenge their thinking to deepen learning.

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.

Assessment

At Wigmore Primary School and Nursery, ongoing assessment is an integral part of 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 2 and 3, staff review their progress and provide parents and/or carers with a 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.

In the summer term prior to the children joining the Reception Class, the key worker will meet with the Reception teacher to discuss each individual child. The Reception teacher will organise visits to the Nursery as well as the planned transition sessions that occur within the summer term.

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 upon request.

Parents/Carers as Partners

Staff recognise that parents are children's first and most enduring educators and we value the contribution they make. Staff value the role that parents have played, and their future role, in educating the children. We do this through:

- Talking to parents about their child before their child starts in our nursery/school.
- Staff visiting children in their home setting prior to their starting nursery/school (when possible).
- The children having the opportunity to spend time with their key person/teacher before starting nursery/school through settling in sessions or visits during transition activities before joining Year R.
- Inviting all parents to an induction meeting prior to starting nursery and/or during the term before their child starts school.
- Offering parents opportunities to talk about their child's progress and targets at Parents' Evenings held each term.
- Parents receive information regarding their child's progress during nursery and receive a report on their child's attainment and progress at the end of the Reception year.
- Offering informal opportunities to discuss their child, when convenient for both parties. For example, briefly, when dropping off or picking up; drop in sessions or pre-arranged meetings.
- Arranging a range of activities throughout the year that encourage collaboration between child, nursery/school and parents.
- Support children's language development and encourage the sharing of stories, conversations, songs and vocabulary-rich experiences at home.
- Parental access to routines and procedures.
- Ensuring permissions for the sharing of photographs etc. are adhered to.
- Weekly communication via the newsletter.
- Ensuring any discussions that are sensitive and confidential occur in an appropriate place.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. In Nursery a 'key person' system is in operation. The key person approach is aimed at enabling and supporting close attachments between children and practitioners. The role of the key person is to meet the needs of each child in their care and respond to their feelings, talking to parents and working in partnership with them. In Reception, the class teacher is the key person.

Safeguarding and Welfare

We recognise that children learn best when they are healthy safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

We make sure that the appropriate statutory staff: child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

For children aged 2, we have at least 1 member of staff for every 5 children

For children aged 3 and over:

Where there is a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification, an instructor or another suitably-qualified overseas trained teacher:

- For classes where the majority of children will reach the age of 5 or older within the school year, we have at least 1 member of staff for every 30 children
- For all other classes, we have at least 1 member of staff for every 13 children
- Where a person with the above qualifications is not working directly with the children, we have at least 1 member of staff for every 8 children

When recruiting staff, we will follow the procedures set out in the latest EYFS framework guidance on checking the suitability of new recruits (these procedures are also set out in our safeguarding policy) and recording information about staff qualifications and identity checks, vetting processes and references.

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

We also have a designated lead practitioner who is responsible for safeguarding children. They are also responsible for:

Liaising with local statutory children's services agencies, and with the LSP (local safeguarding partners)

Providing support, advice and guidance to any other staff on an ongoing basis, and on any specific safeguarding issue as required

Attending a child protection training course that enables them to identify, understand and respond appropriately to signs of possible abuse and neglect

All practitioners are alert to any issues of concern in children's life at home or elsewhere. We promote good oral health, as well as good health in general, in the early years by talking to children about:

- The importance of a healthy, balanced diet, following the PSHE Scheme: Jigsaw to promote good health
- The importance of brushing your teeth

- Supervised tooth brushing in Nursery

We follow Public Health England guidance on supervised toothbrushing to make sure that it is evidence-based and safe.

The rest of our safeguarding and welfare procedures are outlined in our school's Safeguarding, Child Protection and Child-on-Child Abuse Policy.

Monitoring and review

This policy will be reviewed and approved by Mrs Williams (Head of School and EYFS Lead) every year.

At every review, the policy will be shared with Trustees.

Person Responsible	Rebecca Williams
Last Updated	September 2026
Review Date	September 2027

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 Safeguarding, Child Protection and Child-on-Child Abuse 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 Safeguarding, Child Protection and Child-on-Child Abuse Policy
Procedures for a parent failing to collect a child and for missing children	See Safeguarding, Child Protection and Child-on-Child Abuse Policy
Procedure for dealing with concerns and complaints	See complaints policy