



Wilkinson Primary School

Show pride and respect in all that we do

Wilkinson Primary School

Early Years Foundation Stage (EYFS) Policy

Date: September 2025



'Show pride and respect in all that we do'

Our Vision

At Wilkinson Primary School, our vision is to create a nurturing, inspiring, and inclusive environment where every child feels valued, safe, and empowered to learn.

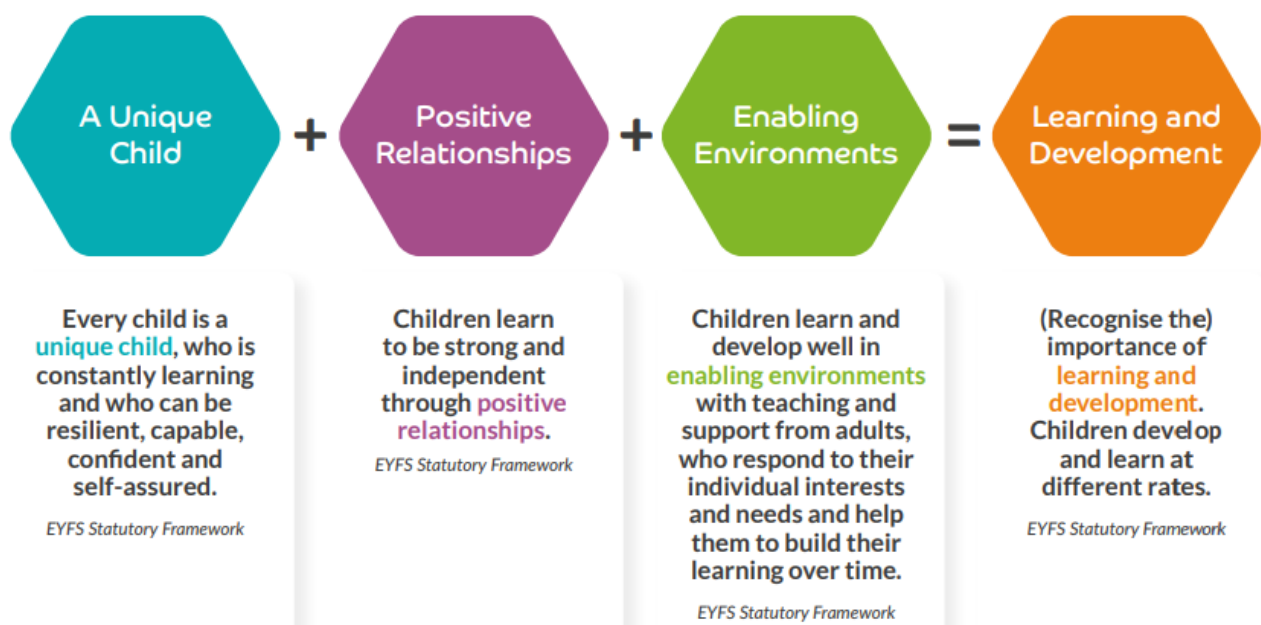
Our *intent* is to:

- Deliver a broad and balanced sequential curriculum rooted in the EYFS framework
- Celebrate every child's uniqueness and support their individual journey
- Provide opportunities for all children to communicate, embedding early language and communication skills as a priority
- Build strong partnerships with families and the wider community
- Promote kindness, respect, and a strong sense of belonging
- Nurture our children to foster a love of learning through rich, engaging experiences
- Prepare children for their next stage of learning and for life

Our curriculum is shaped by the needs, interests, and experiences of our children, ensuring that learning is relevant, engaging, and ambitious for all. Together, we grow, discover, and thrive — one step at a time.

The Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of their Reception Year. The EYFS principles which guide the work of all practitioners are grouped into four distinct, but complimentary themes:



Areas of learning

In the Early Years Foundation Stage (EYFS), children learn through seven areas of learning, which help them to grow, play, and explore the world around them. The Prime Areas are the most important areas for young children. They build strong foundations for learning. The Specific Areas build upon the Prime Areas of learning and help children to learn more as they grow and develop.

Areas of Learning and Development			
Prime Areas			
Personal, Social and Emotional Development	Physical Development	Communication and Language	
• Making Relationships • Self-confidence and Self-awareness • Managing Feelings and Behaviour	• Moving and Handling • Health and Self-care	• Listening and Attention • Understanding • Speaking	
Specific Areas			
Literacy	Mathematics	Understanding the World	Expressive Arts and Design
• Reading • Writing	• Numbers • Shape, Space and Measures	• People and Communities • The World • Technology	• Exploring and Using Materials and Media • Being Imaginative

Planning and Teaching the EYFS:

At Wilkinson Primary School we **implement** our EYFS curriculum through a well-planned, child-centred approach that combines play-based learning with high-quality adult interactions. We believe that the early years are the foundation for lifelong learning. Through play, exploration, and meaningful relationships, we support children to become curious, confident, and resilient individuals in a safe, caring and secure environment. We deliver a balance of child-initiated play and exploration referred to as '*Busy Time*', and adult focussed activities.

We ensure that:

- Children learn through a balanced mix of adult-led and child-initiated play and learning.
- The EYFS Prime and Specific Areas of Learning are embedded in daily routines, play, and focused sessions.



- Staff use observation, assessment, and planning (OAP) cycles to tailor learning to each child's needs and interests.
- Our Key Person approach supports strong emotional attachments and personalised learning.
- The learning environment—both indoors and outdoors—is thoughtfully organised to promote independence, creativity, exploration, and problem-solving.
- We provide language-rich interactions, modelling vocabulary through spoken words and the use of Augmentative and Alternative Communication methods (AAC), such as Makaton and Aided Language Boards.
- Phonics, early maths, and literacy skills are introduced in developmentally appropriate ways through songs, stories, games, and practical experiences which prepare children for more formal phonics lessons (RML).
- We celebrate diversity and plan inclusive experiences that reflect children's backgrounds and cultures.
- Staff regularly reflect, train, and work collaboratively to maintain Quality First Teaching and care.

We work in close partnership with parents/carers, sharing learning journeys, providing updates, and encouraging two-way communication to support children at home and in the setting. Each term, staff plan for a new topic which provides the children with a range of exciting, innovative, real-life experiences. The children work towards a final 'Learning Outcome' which is presented at the end of each term.

Language and Communication Skills

“Every child communicates, whether with words, gestures, looks, or silence. We just need to listen differently.”

Early Years Educator- anonymous

We recognise that communication and language development is a key foundation for learning and social interaction. We are committed to supporting every child, including those who do not yet speak, are non-verbal, have limited speech, or are learning English as an additional language (EAL).

We believe that every child is a communicator, and we celebrate and support all forms of communication — verbal and non-verbal — including gestures, signs, facial expressions, sounds, body language, and alternative methods.



Quality interactions between children and staff allow us to identify children who may require additional targeted support to develop their communication and/or expressive language. We work closely with our local Speech and Language Therapist (SALT) teams to ensure children who may need additional/alternative support are receiving targeted support to enable them to succeed.

WellComm is a universal speech and language screening tool designed to identify children with speech, language and communication needs. Staff at Wilkinson implement a balance of play-based and targeted activities to enable every child to succeed.

Fine Motor Development and Writing

We recognise that fine motor development is a vital part of a child's early learning journey. Strong fine motor skills enable children to perform a range of essential tasks such as holding a pencil, feeding themselves, using tools and getting dressed independently.

We provide a wide range of gross and fine motor activities to develop the coordination of large and small muscles. We deliver a sequential programme of activities to support this, including 'Dough Disco', 'Squiggle Whilst you Wiggle', and 'Drawing Club.' These activities provide opportunities for our children to strengthen their muscles in a fun and imaginative way, leading on to using mark making tools to create marks, pre-writing shapes and provides them with the physicality needed to enable them to be successful early writers.

Induction and Transition

We are proud of our robust induction and transition process. We foster an open-door policy, and welcome prospective parents/carers to visit our school at a mutually convenient time. During the autumn term we host a 'Reception- prospective parents' event, welcoming families to our school before applying for their child's Reception place.

During the summer term the Early Years Phase Leader contacts all parents on our waiting list for Terrific for Twos, Nursery and those allocated a place within our Reception classes. Following the initial phone call, parents/carers are invited to a brief in-person meeting to gather vital information about the child and begin to establish positive communication with parents.

Children who are new to school are invited to several 'play and stay' sessions to support their transition process. We find this helps us to establish relationships with both the new children and their families, which is fundamental in our induction process. Children who transition within school begin visiting their new classrooms and learning spaces throughout the summer term.



Assessment, Recording and Reporting

We implement a cycle of observation, assessment, and planning (OAP) to tailor learning to each child's needs and interests. At the beginning of the Foundation Stage, when the children start Terrific for Twos, Nursery and Reception, an initial assessment is completed, and this is repeated each term in order to review and monitor progress and support our children to work towards the Early Learning Goals (ELG) at the end of the Reception year.

Statutory assessments are required in both our Terrific for Twos provision and Reception. All early years settings must complete a written progress check for every child between the age of 24 and 36 months. The Reception Baseline Assessment (RBA) is also mandatory and must be undertaken during the first six weeks of Reception, this short age-appropriate assessment is carried out 1:1 with each child. In the final term of Reception, each child's development is assessed against 17 Early Learning Goals (ELGs). This statutory assessment summarises the knowledge, skills and understanding that a typical child should demonstrate at the end of the EYFS.

In order to track progress, developmental milestones are updated and analysed each term, Staff use observation, assessment, and planning (OAP) cycles to tailor learning to each child's needs and interests. The Early Years Phase Leader monitors teaching and learning across the phase and analyses the EYFS Profile data along with the Headteacher.

Computing and E-safety in Early Years

While formal computing is not a statutory requirement in EYFS, we recognise the importance of introducing children to technology in a safe, purposeful and age-appropriate way. We support children's early understanding of the digital world and begin to develop safe habits for life-long learning.

There are many opportunities for our children to develop their digital literacy. We have iPads to support adult directed activities. Digital cameras and technological toys are available for the children to use. We also encourage the children to use technology to record their achievements and successes either by recording a video or taking a picture. Interactive White Boards are also used regularly to enhance learning. Our children are always supervised when using technology and accessing the internet in EYFS. We only use devices that belong to school and never use personal devices. Programmes and Apps are all age-appropriate and privacy settings are at the highest level.

Each term, staff deliver e-safety sessions which are age appropriate and teach the children the importance of staying safe when using technology and the internet. Information around internet safety is also shared with parents.



The Learning Environment

“Children learn best in an environment where they feel safe, valued, and confident to explore.”

(Jean Piaget)

We plan for learning opportunities across all areas of our environment, indoors, and outdoors every day. We aim to create an attractive, welcoming and stimulating learning environment which will encourage the children to explore, investigate and learn through first-hand experiences. We also aim to make it a place where children feel secure and confident and are challenged to develop their independence. The learning environment is divided into a variety of different areas: role play, reading area, creative area, sand, water, construction, small world and tabletop activities. The learning environment enables our children to become independent learners and to take some responsibility for initiating their own lines of enquiry and investigation.

Outdoor Learning

We have an array of outdoor spaces for the children to explore including a pond area, forest school area, several playgrounds, hills to climb and roll and a newly commissioned planting area which supports our pupils to understanding where food comes from.

Our range of outdoor resources and equipment enable our children to explore and learn about the world around them.

We provide our EYFS children with suitable outdoor puddle suits which can be worn over as many layers of clothing as necessary for the temperature, these are brilliant at keeping the rain, wind and cold at bay, so that children can play and explore in all weathers.

Fresh Air Friday's

Every Friday our EYFS children explore, discover and thrive through our outdoor learning activities. These activities enable the children to explore the natural world around them and draw on their experiences and what is being taught and read in class. We provide opportunities to support the children to develop their core strength, stability, balance, spatial awareness, coordination and agility when climbing and using the outdoor areas and equipment.

In some weather conditions (heavy rain, snow/ice, high temperatures) we will use sheltered outdoor areas for short periods of time, if safe to do so. If parents would prefer their child to stay inside due to ill health, staff must be notified on drop off. We encourage the children to recognise and tell us if they are feeling too hot/too cold.



Behaviour and Celebration of Success

We believe that all behaviour is a form of communication. Our approach to behaviour and rewards in the Early Years is built on respect, consistency, positive relationships, and emotional safety. Throughout our EYFS staff implement verbal praise; stickers; house points; 'Wheel of Names' (a prize draw in which your child may receive a 'dip in the prize box') and achievement certificates. If we have any concerns about your child's behaviour, the class teacher will discuss this with you upon collection, or a phone call home will be made.

Equal Opportunities

We are committed to providing an inclusive environment where every child and family are welcomed, valued, and respected. We promote equal access to high-quality early years education regardless of ethnicity, culture, language, gender, ability, disability, religion, family structure, or socio-economical background.

We follow an inclusive approach that recognises and values the individual needs, rights and abilities of every child, which aims to remove barriers to learning and participation through adaptive planning and teaching methods which support all pupils collaboration with school staff and external professionals.

At Wilkinson Primary School we ensure that every child feels included, safe, able to learn and thrive. Our curriculum offer celebrates diversity and promotes an understanding of an inclusive culture welcoming all communities. We challenge discrimination, stereotyping and bias through education and example.

Health and Safety

We are committed to providing a safe, healthy and secure environment where children can learn, explore and develop. The health and safety of children, parents, staff and visitors is a top priority, and we take every reasonable step to minimise risks and prevent harm. Indoor and outdoor risk assessment checklists are completed daily by EYFS staff.

Local Visits/Fieldwork

Prior to any EYFS school visits, a member of staff will complete a preliminary visit to assess the suitability of the venue. A risk assessment will be completed prior to the visit. Ratios of adults to children are organised in line with statutory and Local Authority requirements and reflecting on the needs of individual pupils.



Work in the Classroom

We believe all learning environments should be a stimulating and inclusive space where every child is supported to learn, communicate and explore. Our classrooms support our children to understand expectations, regulate emotions with or without adult support and engage positively in their learning environments. Staff-to-child ratios are set out in the Statutory Framework for the EYFS (2025) and we always adhere to these ratios.

Home Learning

Home learning plays a vital role in the early development of young children. It is not about formal homework, but about creating strong, positive links between a child's home and educational setting. We share home learning tasks for our families which encourage curiosity, communication, and learning in meaningful ways through everyday experiences.

Parental Involvement

We value the vital role that parents and carers play in their child's learning and development. We believe that building strong, respectful partnerships with families is essential for delivering high-quality early years education and care. Parents and carers are a child's first and most enduring educators and their involvement is central to our early years approach.

Throughout the year we host parent information sessions which provide opportunities for parents/carers to extend what is being taught at school within the home environment. We send home Busy Bags and books to share at home (from Nursery onwards). Parents/carers are welcomed into school regularly to attend play and stay sessions. Class teachers hold progress meetings each term with parents/carers to discuss their child's progress and next steps in learning. In addition, SMT are available to meet and greet parents and carers every day.

Implementation of the EYFS Policy: *Putting Principles into Practice*

At Wilkinson Primary School, we work collaboratively to ensure the successful **implementation** of our EYFS policy. This ensures that our youngest children receive a high-quality of early education and care. This involves translating statutory requirements and best practices into everyday provision, teaching and learning. The Early Years Phase Leader holds a key leadership role within the school. They are responsible for leading the planning, delivery and quality assurance of the Early



Years Foundation Stage curriculum. The EYFS Phase Leader works closely with staff, children and families to ensure high standards of teaching, learning, welfare, and development for all children in the EYFS and wider school.

Wider responsibilities include:

- Leading the EYFS phase (T4Ts, Nursery and Reception).
- Ensuring our curriculum aligns with the EYFS statutory framework
- Driving the vision and ethos of Early Years across the school
- Organising and leading phase meetings, supporting staff to plan and develop our curriculum
- Overseeing the planning, delivery and assessment of our EYFS curriculum
- Ensuring teaching is inclusive, engaging and developmentally appropriate
- Monitoring curriculum coverage, progression and adaptive teaching
- Analysing data and use it to drive improvement and interventions
- Mentoring and coaching EYFS staff, including ECT's
- Supporting staff wellbeing and team collaboration
- Ensure all safeguarding policies are followed rigorously
- Working closely with the school SENDCo and external agencies
- Fostering strong relationships with parents and carers
- Leading the transition into EYFS; throughout EYFS and working collaboratively with the Year 1 Phase Leader to support transition
- To collaborate with the Senior Management Team (SMT)
- To contribute to the development and implementation of the School Improvement Plan

Review Date: September 2026

Review annually

(As required)

