Wymondham College Prep School

Early Years Foundation Stage Policy

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Document Author:	Sarah Bates		
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The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At WCPS our primary aim for our Reception aged children is to nurture their personal, social and emotional development, by providing a safe, happy and stimulating environment. We want all our children to feel like a valued and important part of our school community. We encourage our children in the EYFS to be curious and have a thirst for learning. We intend to support children in their learning through a range teaching experiences and exposure to a variety of provocation stations and resources in the learning environments. These give children the broad range of skills that provide the right foundation for school life and beyond.

There are four overarching principles of the EYFS (EYFS Framework 2025) which we fully encompass at WCPS:

- A Unique Child – developing resilient, capable, confident and self-assured individuals
- Positive Relationships – supporting the children in becoming strong and independent
- Enabling Environments – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- Learning and Developing – acknowledging that children learn in different ways and at different rates

The EYFS curriculum comprises of seven areas of learning, which promote the knowledge and skills needed to successfully move onto the Key Stage 1 curriculum in Year 1.

PRIME AREAS

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

These areas are 'particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.'

SPECIFIC AREAS

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

We understand that children learn in different ways and have a strong awareness of the characteristics of effective learning, (Development Matters, 2023) which are:

By playing and exploring children are able to:

- Find out and show curiosity
- Use what they know in their play
- Be willing to have a go

Through active learning children are able to:

- Be involved and concentrate
- Keep on trying
- Enjoy achieving what they set out to do

By creating and thinking critically children are able to:

- Have their own ideas
- Use what they already know to do new things
- Choose ways to do things and find ways to solve problems.

PLANNING, TEACHING AND LEARNING

The carefully planned EYFS curriculum at WCPS was written by the EYFS teaching team and is in accordance with the Statutory Framework for the EYFS (2025). It aims to provide the children with the knowledge and skills needed to achieve the Early Learning Goals (ELG) across all the areas of learning by the end of the Reception year. It is evidenced in long term, half termly and weekly plans which are delivered through carefully thought-out topic/themes, experiences and trips.

- Planning for direct teaching, adult led and initiated activities, contain clear 'can I' objectives so that all adults understand the expectations. Planning will also be flexible depending on the children's needs/interests.
- Wherever possible, visits and trips to the local community and surrounding areas are planned for and visitors are welcomed into the school to share their skills and knowledge. This gives the children first hand, real experiences to enhance their learning.
- Our Reception children are taught and supported by their full-time Class Teachers, who are the children's nominated Key Person. The children are supported by at least two Teaching Assistants across EYFS. Staffing arrangements meet the needs of all children to ensure their safety. We ensure that children are adequately supervised, especially whilst eating, and use staff to ensure children's needs are met.

The EYFS Curriculum is taught through:

- Whole class direct teaching sessions, which include phonics (Little Wandle, a systematic, synthetic phonics programme), maths (White Rose), English (The Write Stuff) Handwriting (Little Wandle) and vocabulary (Word Aware). The children also have PE (Real PE), PSHE (Jigsaw), Music and topic sessions.

- Small group and 1:1 activities, including interventions where necessary.
- Independent Learning Time in the indoor and outdoor learning environments. Our continuous provision and enhanced provisions include a range of open-ended resources for child-led learning. There are carefully planned out activities which have a primary learning objective and also provocation stations that invite the children to approach with curiosity. Play based learning forms a very important part of the Reception year and is key for children to explore, investigate and apply skills that they are taught, with enjoyment and challenge.
- Children receive regular verbal feedback and work recorded in books (English and Maths) is marked against the success criteria according to the learning objective.
- We understand that children's attitudes towards learning are influenced by feedback from others. We use praise and encouragement, as well as whole class awards, individual house points, PPP cards (promoting positive pupils) and personal growth celebrations, to encourage children to develop a growth mindset and positive attitude towards learning.
- All children are encouraged to participate in activities with a high level of involvement and to become active, independent learners, who ask questions and are inspired by the world around us.

We aim to meet the needs of all our children by:

- Using a wide range of teaching strategies and resources based on children's learning needs and guide their development through warm, positive interaction from the start, before they start school.
- Providing a wide range of opportunities to motivate, scaffold and support children to learn effectively.
- Stretching and challenging children through questioning to deepen their understanding and reasoning skills. Challenge based activities and particular resources are used when necessary.

EARLY LANGUAGE DEVELOPMENT

We recognise the vital role early language development plays in a child's overall learning and academic success, particularly for those who may be at risk of speech or language delays. We are committed to providing a language-rich environment that promotes communication, listening, and interaction throughout the day.

We actively support early language development by using:

- Structured Teaching of Vocabulary through the *Word Aware* approach: we understand that a rich vocabulary is essential for children's cognitive and social development. To support this, we intentionally introduce new vocabulary each week (three words – one topic word, one concept and one word that links to our Book of the week).

We also ensure that vocabulary teaching is embedded in daily lessons, play, and interactions. Through storybooks, songs, discussions, and themed activities, we offer repeated exposure to new words and encourage children to use them in context.

- Language-Rich Environments: We create classrooms and learning spaces that are intentionally designed to be language-rich, with displays, resources, and materials that support and extend children's vocabulary.
- Both indoor and outdoor environments are filled with opportunities for children to hear and use language in meaningful ways, from role-play areas and story corners to interactive displays and word walls.
- Encouraging Communication: throughout the school day, we create countless opportunities for children to speak and listen, whether through structured group discussions, storytelling, or simple conversations with staff and peers, we ensure that all children are encouraged to express their thoughts, ideas, and feelings.
- We place a strong emphasis on active listening, helping children develop the ability to understand and respond appropriately in conversations.
- Each child has the opportunity to deliver a 'show and tell' each week.
- Targeted Interventions for Speech and Language Support: for children who may be at risk of speech or language delays, we use targeted interventions to provide additional support. These include 1:1 sessions, small group work, or support from external specialists. We work closely with speech and language therapists to ensure that the right strategies and resources are in place to support individual needs and ensure progress.

LEARNING ENVIRONMENTS

Our Reception learning environments are organised to allow children to explore and learn securely and safely. The enabling environments are language rich and have defined learning areas. There is a range of equipment and resources that the children can access independently. The enclosed outdoor area allows children to free flow between the indoor and outdoor learning environments during Independent Learning Time. Open ended resources, as well as planned activities and provocation stations, all give children the opportunity to develop and apply skills learnt in all seven areas of learning. Provocation stations aim to instil a sense of awe and wonder, to capture a child's interest and provide resources which will support and inspire them to learn. This helps to embed their developing knowledge and give extra challenge for those who are ready.

Diversity and Inclusion

We celebrate diversity and are committed to ensuring that every child, regardless of their background or ability, is fully included in every aspect of school life. We prioritize creating an inclusive environment where all children, including those with

Special Educational Needs and Disabilities (SEND), are given the tools, support, and opportunities to thrive. By embracing diversity, we ensure that each child's individual needs are met, and we provide a broad range of learning resources and inclusive practices to support their development.

Assessment and record keeping

- Children in Reception will take part in the statutory baseline assessments (RBA) within the first six weeks of joining in September. The EYFS team also carry out a WCPS baseline in all areas of learning. Findings from these assessments enable the EYFS team to get a well-rounded picture of each child's knowledge, understanding and abilities early on. This is then used to inform planning and whether any early intervention is needed.
- Assessment in Reception is on-going through discussions with the EYFS team, parents/carers, adult initiated/directed tasks and more formal assessments.
- Tapestry is used to inform parents of the learning experiences across the curriculum each week.
- All children have an English and maths book, which is recorded in weekly. Verbal feedback is given to the children while completing the adult directed task. The adult completing the task with the children, marks each piece of work against the success criteria, which is stuck into the book.
- Phonics assessments (from Little Wandle) are carried out each half term. The children complete an independent writing task and are assessed on their key skills in maths, at least every term.
- We understand the importance of responding to a child's emerging needs. If a child is not 'on track' to achieve an ELG or not making the expected progress in any of the areas of the learning, the class teacher as the child's key person will respond accordingly. This may include inclusion in a relevant intervention programme(s), discussions with the child's parents/SENCO on how to support the child. This takes place from the start of the Reception year, as we believe early intervention is key in supporting a child to make good progress.
- Moderation of assessments takes place internally within the EYFS team and in partnership with other schools in the Trust. Moderation is carried out to ensure consistency in assessment judgements.
- At the end of Reception, children are assessed against the Early Learning Goals as to whether they are 'working towards the expected level ' (1) or 'working at the expected' (2) level. EYFS profile data is submitted to the local authority.

Partnership with Parents/Carers:

We intend to foster positive relationships with each child and their families, with staff developing a warm yet professional relationship. We promote an active partnership between home and school as we believe this has a positive impact on children's learning and development.

- In the summer term, prior to the children starting school, we hold an introductory meeting for new Reception parents/carers. They are given

information on what to expect when their child starts school and what a typical day in Reception looks like. Parents/carers are also given an opportunity to meet and get to know the EYFS team during 1:1 family sessions.

- Parents/carers are encouraged to have a Tapestry account to see the children's learning and experiences during their time in Reception. They can also upload their child's learning and experiences from home. 'How to' videos are uploaded by EYFS staff to support parents with things like reading with their child.
- Parents/carers have opportunities to talk to staff before the start of the school day and at the end of the school day where appropriate. Appointments needing longer periods of discussion can be arranged.
- Parents/carers are invited to attend Parent, Pupil, Teacher Consultations (PPTCs) with staff regarding their child's achievements and possible concerns twice a year. This takes place with the child's class teacher, which is their allocated key person.
- Support and advice from the SENCO is available when required.
- Parent/carer workshops in phonics, reading, maths, personal and social development take place regularly throughout the school year. These give parents/carers an opportunity to see how these areas are taught in school and ways in which they can support their child at home.

Safeguarding

Safeguarding children's welfare is a top priority. All EYFS staff undergo regular safeguarding training to ensure that safeguarding procedures are consistently followed in daily practice. Children's well-being and safety are closely monitored through observation, engagement with families, and professional support when necessary. Any incidents or concerns are recorded promptly on MyConcern, ensuring that all relevant information is documented and can be easily accessed for further action or support. Further information can be found in the whole school safeguarding policy

Safer eating

We follow the updated DfE EYFS Nutrition Guidance. This means whilst eating in school, children are always supervised by a qualified paediatric first aider. Healthy snacks such as fresh fruit, vegetables, crackers and rice cakes and provided at set times throughout the day. All children in Reception are encouraged to have the healthy free school lunch. All EYFS staff are aware of any allergies and dietary requirements and procedures are in place to keep all children safe, such as colour coded snack mats to indicate any allergies. Information about any special dietary requirements, preferences, food allergies and intolerances that the child has, and any special health requirements is collected prior to the child starting school.

Staffing

Each Reception class has a full time class teacher plus a full time TA, as well as extra adults where needed. All full time EYFS staff are paediatric first aid trained. All staff have the relevant qualifications, training and have passed any required checks to fulfil their roles.

Screen Time use

We follow the government's guidance on screen use which states '*screen use should be avoided for under 2s and limited to up to an hour a day for children aged 2 to 5. You should take a precautionary approach to using screens in your setting by limiting screen use for children and only use it carefully and intentionally, for specific learning and development aims*'. With this in mind, we make sure that our screen use is strictly limited each day and only used to enhance the children's learning in an active (rather than passive) way.

Sleeping arrangements

If a child falls asleep during the school day they will always be within sight and hearing of staff while sleeping. Where possible they will sleep on a sleep mattress on their back. We will not use a blanket unless a member of staff remains with them. Parents will be informed.

Transition

Our priority is that the children have a smooth, happy and successful transition into full-time education, and we believe this can be achieved by working in partnership with parents/carers to ensure the children have the best start possible to school life. Our carefully planned out a transition process includes:

Summer term before the children start at school

- Information evening for parents/carers
- Wherever possible nursery/pre-school settings are visited by member of the EYFS team
- 'Getting to Know You' sessions with class teacher, the child and their family
- Parents/carers are encouraged to complete an 'All About Me' booklet to get an insight into their child's home life and interests.
- Reception taster mornings for the children in small groups

Autumn term when the children start school in Reception

We have a staggered start in September where children spend shorter sessions in school in smaller groups (either mornings or afternoons), so that they can build strong and positive relationships with all the EYFS team. This takes place in the first couple of weeks of the children starting school in September and is for the benefit of the children and their personal, social and emotional development.

From EYFS to KS1

During the final term in Reception, the EYFS Profile is completed for each child. This provides parents/carers and staff with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. This data is also uploaded to Bromcom and is shared as part of their end of year report. Year 1 teachers meet with the EYFS team to discuss each child individually, their EYFS profile and any support that may need to be in place before they start Year 1. Children also spend several mornings with their new class teacher in the Summer term and additional sessions are arranged as required. The Year 1 team also hold a meeting for parents to explain what Year 1 will be like for their children.

This policy is reviewed and approved by the EYFS Co-ordinator.

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 child protection and safeguarding policy
Whistleblowing	See SET whistleblowing policy
Child absences	See attendance policy
References and safer recruitment	See safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Toilets and intimate hygiene	See intimate care policy and EYFS consent forms
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
Allergy procedures	See Allergy policy