

WEXHAM COURT PRIMARY SCHOOL

Early Years Foundation Stage Policy

2026-2030



Date Approved:	Summer 2026
Date for Review:	Summer 2030
Responsibility:	Full Governing Body & Headteacher

WEXHAM COURT PRIMARY SCHOOL

EARLY YEARS FOUNDATION STAGE POLICY

Preparing every child to become a successful individual in an ever evolving world.

Build belonging, Strive for excellence and Do the right thing.

At Wexham Court Primary School we are proud of the diversity of our students and staff and are committed to promoting a positive and inclusive culture in which all are valued and supported to fulfil their potential irrespective of their age, disability, race, religion, beliefs, sex or sexual orientation. We acknowledge that we are all influenced by implicit bias, or the stereotypes that unconsciously affect our decisions and that this can negatively impact traditionally marginalised and disenfranchised students. In all areas of our school, we strive to understand and appreciate all aspects of diversity, equality and inclusion and proactively adapt our school policies and procedures accordingly.

1. INTRODUCTION

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. This policy outlines the purpose, nature and management of the Early Years Foundation stage at Wexham Court Primary school to realise our vision of preparing every child to become a successful individual in an ever-evolving world.

2. LEGISLATION

This policy is based on requirements set out in the 2021 statutory framework for the Early Years Foundation Stage (EYFS).

3. PRINCIPLES

- A unique child | Every child is constantly learning and can be resilient, capable, confident and self-assured.
- Positive relationships | Children learn to be strong and independent through positive relationships.
- Enabling environments | Children learn and develop well in enabling environments in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.
- Learning and development | Children develop and learn in different ways and at different rates.

4. EYFS STRUCTURE

We cater for children from the age of 3 in our Nursery, where families can choose a morning or an afternoon session dependent on capacity, each consisting of three hours. There is a fifteen-minute window to drop off and collect children at the beginning and end of their session. The morning session

begins at 8:45-9:00am and ends at 11:30-11:45am. The afternoon session begins at 12:30-12:45pm and ends at 3:15-3:30pm.

Children start in Reception in the September after their 4th birthday. The Reception day begins at 8.45am and ends at 3.15pm.

5. CURRICULUM

We follow the curriculum as outlined in the 2021 EYFS Statutory Framework which includes 7 areas of learning and development that are equally important and interconnected. However, three areas known as the prime areas are particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

Prime Areas

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

The prime areas are strengthened and applied through five *Specific Areas*.

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

The environment plays a key role in supporting and extending the children's development. Young children learn best through active learning. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.

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.

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.

6. ASSESSMENT

Ongoing assessment is an integral part of the learning and development processes. Staff observe children to identify their level of achievement and interests. These observations are used to shape future planning. Staff also consider 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 stage, 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 and with their new Year 1 teacher.

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.

7. WORKING WITH PARENTS

Children learn and develop well when there is a strong partnership between staff and parents and/or carers, who 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 and understanding.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

Transition Into School

- We meet with parents before their child starts school to find out about their interests and needs.
- We carry out home visits to observe children in a familiar environment.

- We invite children to spend time with their teacher in the classroom in a small group with other new starters.
- We Invite all parents to an induction meeting during the term before their child starts school.
- We visit external nursery settings to see children in their previous settings. We meet with practitioners to gain a better picture of the child.

Parent Communication

- We encourage parents to attend parent meetings in the first two terms to discuss their child's progress.
- We provide parents with a written report on their child's attainment and progress at the end of each school year.
- We send weekly summaries of the week providing parents with an insight of what learning and experiences took place that week along with information on how they can support their children at home.

Developing Common Approaches

- We invite parents to workshops so that they are aware of what and how we teach, including how they can support their child's learning at home.

8. SAFEGUARDING AND WELFARE PROCEDURES

We promote good oral health, as well as good health in general, by talking to children about:

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

We follow statutory guidance for safety around supervised tooth brushing.

The rest of our safeguarding and welfare procedures are outlined in our Safeguarding Policy.

Staff nurture good relationships with all children, interacting positively with them and taking time to listen to them. Our key person system enables each child to have an assigned staff member as a point of contact for both the child and their families.

Our staff are fully qualified to carry out their roles. All staff have enhanced disclosure and barring service (DBS) clearance and are fully trained in our safeguarding policy and procedures.

Risk assessments for all aspects of the environment and activities are carried out and reviewed daily.

9. BEHAVIOUR

Our school rules are *Be Ready, Be Respectful* and *Be Safe*.

10. INCLUSION

All children and their families are valued within our school. We value the diversity of individuals within the school and do not discriminate because of differences. All children at Wexham Court Primary school, are treated fairly regardless of race, religion or stage of learning.

We aim for every child to learn the intended curriculum through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests and develop their self-esteem and confidence through a creative curriculum and learning environment.
- Using a wide range of teaching strategies based on children's learning needs.
- Providing a wide range of opportunities and environments to motivate and support children and to help them to learn effectively.
- Providing a safe and supportive learning environment in which each child's contribution is valued.
- Monitoring children's progress and taking action to provide support as necessary.

This policy links to our policies on:

- SEND
- Equal Opportunities
- Safeguarding and Child Protection
- First Aid
- Behaviour
- Health and Safety Policy
- Healthy Eating Policy.

This is a true version signed by:

Rev. A. Parry, Chair of Governors

Signed:

Date:

Miss N Mehat Headteacher

Signed:

Date:

Review date: Summer 2030