



Worsthorne Primary School

Early Years Foundation Stage (EYFS) Policy

This policy outlines our approach to delivering the Early Years Foundation Stage (EYFS) Framework 2025. It sets out our commitment to high-quality provision, safeguarding, inclusive practice, and curriculum excellence for all children in our setting.

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1. Context and Policy

This policy applies to EYFS provision at Worsthorne Primary School, which consists of one Reception class for children aged 4–5. We are a single form entry primary school, with children moving into Year 1 at the end of Reception.

Our approach is rooted in the statutory requirements of the:

[EYFS Framework](#) and

[Keeping Children Safe in Education](#)

2. Intent of EYFS at Worsthorne Primary

At the heart of our EYFS curriculum is the clear intent to nurture confident, curious and capable learners by embedding the 4 C's – Creativity, Critical Thinking, Communication and Collaboration – throughout all areas of learning. We aim to create a rich, inclusive and stimulating environment where children are encouraged to explore their ideas, express themselves, solve problems, and work meaningfully with others. Our curriculum is designed to develop key skills and attitudes that lay strong foundations for lifelong learning and ensure every child is well-prepared for the challenges and opportunities of the next stage in their educational journey.

Play-based learning is at the heart of our curriculum. We aim for this to be purposeful, well-resourced and allow for imaginative learning. This is used to support children to develop independence, resilience and a love of learning.

As a school, we ensure that the **Characteristics of Effective Learning** are firmly embedded throughout our curriculum, shaping not just *what* children learn, but *how* they learn. These characteristics: Playing and Exploring, Active Learning, and Creating and Thinking Critically, all underpin the areas of provision and practice.

3. School Readiness and Transition

We recognise the importance of a positive transition into Reception and work closely with families and pre-school settings to ensure children feel happy, confident and ready to learn. Prior to starting school, parents attend a new starters' meeting, Seesaw is used to share information and stories throughout the summer, home visits are completed, and children are invited to attend stay-and-play sessions. Additional transition support is provided for vulnerable pupils where needed.

Information is gathered from nurseries and other settings to support continuity of learning and early identification of needs. Enhanced transition arrangements are put in place for children with SEND, involving parents, the SENDCo and external agencies where appropriate.

4. Principles of Practice

Our practice is underpinned by the **four** EYFS principles:

1. **Every child is unique** and will be treated with dignity, respect and high expectations.
2. **Positive relationships** enable children to feel safe, valued and confident.

3. **Enabling environments** support exploration, independence and high-quality play.
4. **Learning and development** is holistic, recognising the importance of prime and specific areas, and early identification of SEND.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning are:

- ❖ **playing and exploring** - children investigate and experience things, and 'have a go'
- ❖ **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- ❖ **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

5. Curriculum

At Worsthorne Primary follow [the EYFS Framework](#) , planning learning across all seven areas.

Area of Learning	Aspect
Prime Areas	
Communication and Language	-Listening, Attention and Understanding
	- Speaking
Physical Development	- Gross Motor Skills
	- Fine Motor Skills
Personal, Social and Emotional Development	- Self-Regulation
	- Managing Self
	- Building Relationships
Specific Areas	
Literacy	- Comprehension
	- Word Reading
	- Writing
Mathematics	- Number
	- Numerical Patterns
Understanding the World	- Past and Present
	- People, Culture and Communities
	- The Natural World
Expressive Arts and Design	- Creating with Materials
	- Being Imaginative and Expressive

At Worsthorne Primary we plan based on the Early Years Foundation Stage Statutory Framework **educational programmes** and 'Development Matters' guidance, along with children's interests and developmental needs, and the context of our school. We follow a topic-based approach to ensure breadth, depth and progression, offering wide coverage and exposure to key knowledge and skills. However, our curriculum remains balanced and responsive, allowing children's interests to shape and lead their learning through child-initiated experiences. This balanced approach builds strong foundations and prepares children for the next stage of learning, with the transition to KS1 and beyond.

6.Communication and Language

Communication and Language is at the heart of our EYFS curriculum. Through high-quality interactions, explicit vocabulary teaching, storytelling, sustained shared thinking, and the ShREC approach (Share, Respond, Expand and Conversation), we develop children's speaking, listening and understanding skills across all areas of learning. All children are screened using WellComm in Autumn Term 1, with targeted support provided where required. More detail is available in our **Communication and Language in EYFS policy**.

7.Outdoor Learning

Children access a well-planned outdoor learning environment daily. The outdoor area is viewed as an extension of the classroom and provides opportunities for physical development, investigation, problem solving, creativity, communication and collaborative play.

8. Reading and Early Literacy

Reading is a priority within EYFS. Children engage with high-quality texts, nursery rhymes, storytelling and daily phonics teaching. Our systematic synthetic phonics programme 'Red Rose Letters and Sounds' provides children with the foundations for successful early reading and writing.

9.Observation, Planning and Assessment

On entry to school, a child will complete the statutory RBA ([Reception Baseline Assessment](#)) within their first 6 weeks.

The Planning within the EYFS follows the schools' Long-Term Plan and Medium-Term Plans (MTP's), which are based around half termly themes. These plans are mapped out for the year and used by the EYFS teacher as a guide for weekly planning, however the teacher may alter these MTP's in response to

the needs (achievements and interests) of the children. This will be indicated on weekly planning.

- ❖ Assessment is **formative and ongoing**, with the EYFS Profile completed at the end of Reception. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as appropriate.

Parents are partners in assessment: we share learning regularly through workshops, newsletters, and face-to-face discussions.

Development Matters is used to support ongoing formative assessment. At the end of Reception, children are assessed against the Early Learning Goals and reported through the statutory EYFS Profile. Each term the children are assessed as to whether they are 'on track' or 'not on track' in relation to termly expectations.

Within the final term of the EYFS, we provide a written summary to parents, reporting their progress against the ELG's and assessment scales.

10. Safeguarding and Welfare

In line with [KCSiE](#) and the EYFS welfare requirements:

- ❖ Safeguarding is everyone's responsibility.
- ❖ The Designated Safeguarding Lead (DSL) is Sarah Nicholls (Headteacher), with Amanda Cockett (Deputy Head) as deputy DSL and Mrs Joanne Hanson as backup DSL.
- ❖ All staff in the EYFS setting have completed their statutory safeguarding training and the 'Prevent' guidance.
- ❖ The class teacher acts as the child's primary key person, supported by the wider EYFS team.
- ❖ We follow **safer recruitment** processes, including DBS checks, references and induction.
- ❖ Prolonged absence is followed up swiftly, with safeguarding checks carried out where necessary.
- ❖ Whistleblowing procedures are in place and accessible to all staff.
- ❖ Health and safety: risk assessments, safe eating procedures, intimate care policy (including privacy in toileting/nappy changing).
- ❖ First Aid: at least one Paediatric First Aider is present at all times.
- ❖ All staff receive safeguarding training at induction and regular updates thereafter.

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (More information can be found in the school's safeguarding policy)

11. Inclusion and Diversity

We are committed to early identification and **inclusive** practice for children with Special Educational Needs and Disabilities (SEND). We meet our duties under the Equality Act 2010 and ensure all children have equal access to learning opportunities regardless of background, need or circumstance.

Our graduated response includes:

- ❖ Regular observations and assessments to identify emerging needs.
- ❖ Individual support plans co-created with parents and the SENCO.
- ❖ Collaboration with external agencies (e.g. Speech and Language Therapy, Educational Psychology).
- ❖ Adaptations to the learning environment and curriculum to ensure access and progress.

Our curriculum reflects and celebrates the **diverse** backgrounds of our children. We actively promote:

- ❖ Opportunities to explore different cultures, languages, and traditions.
- ❖ Resources and stories that reflect a range of identities and experiences.
- ❖ Positive role models and inclusive language across all areas of provision.

We aim to build children's confidence, curiosity, and understanding of the world around them.

12. Health and Safety

The safety of our children is paramount. Daily risk assessments are carried out in the classroom and outdoor learning areas before the start of each session, ensuring that equipment is safe, the environment is secure, and any hazards are removed or reported immediately. Fire exits are checked regularly, and evacuation procedures are practised with the children. First aid equipment is accessible at all times and maintained in line with school policy.

We recognise that **risky play** (such as climbing, balancing or exploring natural materials) is an important part of children's development. While every reasonable precaution is taken to minimise risk, accidents may occur. All

incidents are dealt with promptly, first aid administered where appropriate, and recorded in the school's accident log. Parents are informed of an accident or injury on the same day.

13.Safer Eating (EYFS 2025)

In line with the 2025 updates to the EYFS Statutory Framework –

- ❖ A Paediatric First Aider will be present at all mealtimes, with children kept within sight and hearing of staff at all times.
- ❖ Snack times will be whole class – to ensure that all children are sat, with adults actively monitoring food intake and safety.
- ❖ Prior to a child's admission, we collect and share detailed information about their dietary needs, allergies, and stage of food development.
- ❖ Nominated staff ensure food and drink are safe and prepared to minimise choking risks—e.g. cutting grapes lengthways, avoiding high-risk foods like whole nuts and popcorn.
- ❖ Allergy action plans are co-developed with families (and healthcare professionals if needed), reviewed and shared across staff.
- ❖ Any incident or near-miss during eating is logged and analysed to enhance safety.

14. Behaviour and Self-Regulation

Positive behaviour is promoted through clear routines, modelling and supportive relationships. Staff help children recognise and regulate emotions, solve conflicts appropriately and develop increasing independence and self-control. Staff follow the school's behaviour policy, with reasonable adjustments made for the age and developmental stage of the children in Reception.

15. Staffing and Professional Development

- ❖ Our Reception class is led by a qualified teacher, supported by additional Early Years practitioners.
- ❖ Students and trainees are supervised and must complete Paediatric First Aid training before being counted in ratios.
- ❖ Ongoing CPD is provided, focusing on child development, safeguarding, SEND, and effective EYFS pedagogy.

16. Parental Partnerships

We recognise parents as children's first educators. We:

- ❖ Hold induction meetings for new families.
- ❖ Share regular updates on progress and next steps
- ❖ Offer workshops on phonics, maths and early literacy.

- ❖ Encourage parent contributions to children's online [SEESAW](#) learning journeys.
- ❖ Encouraging parents to talk to the child's teacher if there are any concerns.
- ❖ There is a formal meeting for parents each term at which the teacher and the parent discuss the child's progress in private with the teacher.
- ❖ Parents receive a report on their child's attainment and progress at the end of each school year

17.Monitoring

- ❖ SLT monitoring
- ❖ Termly Governors reports, reporting termly subject impact
- ❖ Pupils workbooks
- ❖ Pupil voice
- ❖ Parental voice through questionnaires and workshops
- ❖ Learning walks
- ❖ Teaching and Learning Days
- ❖ Displays and learning environments around school

18.Transition to Year 1

We recognise that transition is particularly important in a single form entry school where children move together into Year 1:

- ❖ Reception and Year 1 teachers meet regularly to discuss curriculum progression.
- ❖ The Year 1 classroom gradually incorporates more formal learning while retaining opportunities for play and exploration.
- ❖ Parents are supported in understanding changes in expectations and routines.

Date of Policy	September 2026
Person Responsible	Amanda Cockett
To be reviewed	Annually
Review Date	September 2027

The policy is reviewed annually, or sooner if there are statutory updates.