

WADDINGTON AND WEST BRADFORD CE PRIMARY SCHOOL

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.’

EYFS Statutory Framework for group and school based providers, 2024

THE EARLY YEARS FOUNDATION STAGE

The term *Early Years Foundation Stage* refers to children from birth to the end of the reception year.

The EYFS is based upon four principles:

- 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 – An acknowledgement that children learn in different ways and at different rates.

The predominant aim of the EYFS is to help young children achieve the five ‘Every Child Matters’ outcomes of staying safe, being healthy, enjoying and achieving, making a positive contribution and achieving economic wellbeing. Play underpins the delivery of all the EYFS. The four EYFS principles guide the work of all practitioners.

STARTING RECEPTION

Children begin the Reception class in the September of the school year in which they will be 5 years old. Please see our admissions policy for entry requirements.

We carry out a thorough induction process which includes a parent meeting, nursery visits, and visits into the reception class in the summer term. All children start school full time in September at the beginning of the Autumn term.

THE UNIQUE CHILD

‘Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.’

‘Statutory Framework for the EYFS’

At Waddington and West Bradford, we believe all children are special. We give all of the children the opportunity to achieve their best by using a wide range of teaching strategies, planning activities that cater for individual’s needs. We aim to:

- provide opportunities for children to enjoy learning, develop confidence and self-esteem, and build good relationships with others
- to support, foster and develop children's personal, social, health and emotional well-being
- ensure that the children learn: by watching others, talking, asking questions, listening, exploring, investigating and problem solving
- to respect and value the cultural and linguistic backgrounds of others
- to enable children to express preferences, communicate needs, make choices, make decisions and choose options that other people act on and respect
- to promote the moral, spiritual, cultural, intellectual and physical development of children
- to provide for learning using first hand experiences and a multi-sensory approach
- to develop positive attitudes and dispositions for learning.

SPECIAL EDUCATIONAL NEEDS

Governors and staff acknowledge that wherever possible, children with Special Educational Needs are given the opportunity to attend Waddington and West Bradford Primary School if their parents so wish. All children are entitled to equality of access to the full range of educational experiences available.

The school aims to identify as early as possible those children who have Special Educational Needs and act promptly to assess the child's needs and support them in the best way. These needs or concerns may be about developmental delays, learning difficulties, physical disabilities, emotional or behavioural problems, social or family circumstances that may be affecting achievement. Teachers and staff working in partnership with the SENCO will gather information and contact relevant agencies. Parents will be involved in all aspects of assessing, registering, planning the learning programmes and reviewing the child's progress.
(Please also refer to the school Special Educational Needs Policy).

EQUAL OPPORTUNITIES

It is the responsibility of all staff to ensure that all children and their parents have equal access to the settings irrespective of gender, ability, ethnicity and social circumstances.

(Please also refer to the school's Equal Opportunities Policy).

POSITIVE RELATIONSHIPS

Parents and carers are encouraged to visit and see what their children are doing, take part in activities and be actively involved in their children's learning. Staff will create a welcoming, happy and relaxed environment. They recognise that an effective partnership with parents will have a positive impact on child's development and learning. Updates will be put onto the school website and photographs will be taken of the children. Learning and experiences will be shared on the learning platform Dojo for parents to view at home. All work and any concerns will also be shared with parents throughout the year. Teachers are available to talk to parents about the school day both before and after school. A school report will be sent out at the end of the child's time in the foundation stage.

Parents will be invited into school for:

- Stay and Play sessions

- Parent's Evening
- Parental workshops
- Parent meetings to inform them of changes within the school year.

All staff involved in the education of young children will develop good relationships with the children in their care so that they feel secure, respected and are able to make mistakes and cope with failure as well as building confidently on their successes.

- The Foundation Stage Leader oversees curriculum design, progression and provision across both Pre-School and Reception.
- The Foundation Stage Leader, as Reception Teacher, is responsible for the planning, teaching and assessment of the Reception curriculum.
- The Pre-School class is led by a Higher Level Teaching Assistant (HLTA), who plans and delivers learning experiences under the guidance of the Foundation Stage Leader.

QUALITY INTERACTIONS

At Waddington and West Bradford, we recognise that high-quality interactions are at the heart of effective Early Years practice. Through warm, responsive and meaningful interactions, adults support children to develop communication, language, thinking, understanding and emotional security.

Practitioners spend time alongside children, observing their interests and joining their play sensitively. Staff use the ShREC approach (Share Attention, Respond, Expand and Conversation) to develop sustained shared thinking and meaningful conversations.

Adults:

- Share attention by tuning into children's interests and motivations.
- Respond sensitively to children's verbal and non-verbal communication.
- Expand children's language by modelling vocabulary and extending sentences.
- Engage children in sustained back-and-forth conversations.
- Comment more than they question.
- Introduce new vocabulary within meaningful contexts.
- Support children in developing confidence as communicators.

Through these interactions, children are supported to become confident speakers, listeners, thinkers and learners.

ENABLING ENVIRONMENT

Early Years Foundation stage provision at Waddington and West Bradford Primary School includes a Pre-School class for children who will enter the Reception year in the following September, and a Reception class. We will provide appropriate learning experiences within an effective environment that meets the individual needs of each child and their stage of development.

The indoor environment will:

- Be neutral and calming
- Include areas to engage all learners
- Be well equipped to provide opportunities for children to create their own learning and progress
- Be organised to foster and encourage independence

The outdoor classroom will:

- Be safe and secure
- Promote physical development
- Offer a range of opportunities to challenge learners and explore all areas of learning.

At Waddington and West Bradford, practitioners use principles from The Good Morning Club (TGMC) to support the organisation of learning environments. Areas are carefully designed to be calm, purposeful and language-rich, reducing unnecessary cognitive load and enabling children to engage deeply in play and learning. Resources are thoughtfully organised to promote independence, self-regulation and sustained shared thinking.

LEARNING AND DEVELOPMENT

At Waddington and West Bradford, we provide a carefully structured curriculum based on the Development Matters, with the Early Learning Goals in mind as the end goal. Through adult led and child initiated activities, children will have the opportunity to explore, investigate, discover and consolidate their knowledge, skills and understanding. We ensure we will address the individual needs of all children by enabling them to participate in a broad, balanced, relevant and age appropriate curriculum, with due regard to equal opportunities. We will also build on what the children already know, understand and can achieve.

The Early Learning Goals establish expectations for most children to reach by the end of the Early Years Foundation Stage, with adequate provision for those children who exceed the goals. For those children who do not achieve the Early Learning Goals by the end of the Foundation Stage, a careful transition is planned alongside the staff in Year 1 in order for a differentiated and supported Early Years Foundation Stage to be provided in Key Stage 1. There is an on-going judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.

There are seven areas of learning and development of which three are “prime areas,” and four “specific areas.”

The prime areas are

- Communication and language
- Physical development
- Personal, social and emotional development.

The specific areas are

- Literacy
- Mathematics
- Understanding of the world
- Expressive arts and design

Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Physical development involves providing opportunities for young children to be active and interactive; and to develop their coordination, control and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

‘Statutory Framework for the EYFS’

VOCABULARY DEVELOPMENT

Vocabulary development is a key priority throughout the Early Years Foundation Stage. Children are immersed in a language rich environment where ambitious vocabulary is carefully planned, modelled and revisited.

High quality texts, conversations, storytelling, role play and exploratory play provide opportunities for children to encounter and use new vocabulary within meaningful contexts.

In Reception, the ‘Word Aware Concept Cat’ scheme is used to systematically develop children’s understanding of vocabulary concepts and language structures. Vocabulary is regularly revisited through discussion, storytelling, provision and adult-led teaching to support long term retention and application. Staff carefully model language and encourage children to use newly acquired vocabulary in their play, conversations and learning.

CURRICULUM ORGANISATION

In both Pre-School and Reception classes, staff plan from specifically designed medium term plans which are carefully organised for skill and knowledge progression throughout the years. Planning is thematic, and often based on a ‘Book of the Week’ or ‘Book for a few Weeks’.

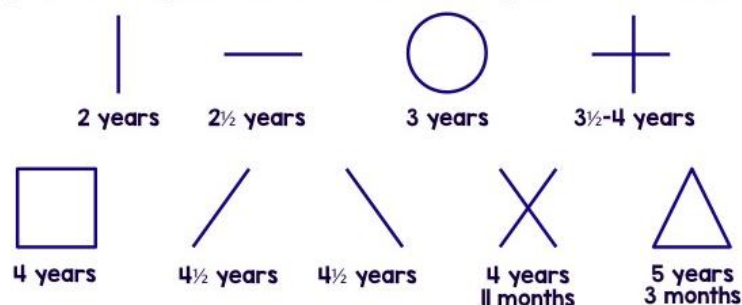
These texts are carefully chosen and pitched to the level of challenge, quality language and relevance to the children from their individual starting points. Texts have also been chosen with a view to promoting reading for pleasure and include both Fiction and Non-Fiction texts.

In both Pre-School and Reception, the core texts (Books of the Week) are used as a basis for Literacy planning and often link to the theme of the week or term. These texts are mapped out carefully in order to ensure each child progresses appropriately and sequentially. Through Literacy, children are encouraged to discuss and notice characters, settings, story narratives, illustrations, vocabulary, question words, sequencing, repeated refrains, rhyming, predicting and likes and dislikes.

Pre-School

In Pre-School, planning for Phase 1 Phonics follows the Lancashire scheme Red Rose Phonics. Teaching blocks include all 7 aspects of Phase 1 (Environmental Sounds, Instrumental Sounds, Body Percussion, Rhythm and Rhyme, Alliteration, Voice Sounds and Oral Blending and Segmenting) and spiral through skills which progress from tuning into sounds, listening to and remembering sounds and talking about sounds. Phonics is taught via both whole class sessions and small group sessions and are often repeated. Sessions often include singing, game play and movement.

Practitioners have good awareness of the developmental stages of fine motor skills for mark making. Opportunities are provided for children to make both large and small scale movements in order to strengthen muscles, and prepare children for smaller scale mark making. Staff follow the 'Squiggle Whilst You Wiggle' approach and regularly make large and small scale precursor movements for writing. Movement progress through shapes which are developmentally mapped out.



Maths sessions are taught both in small groups and as a whole class in Pre-School. Sessions are practical, fun and engaging and often include singing nursery rhymes and playing games. Learning is then continued through maths opportunities within continuous provision. Pre-School maths includes lots of number songs, colours, matching, sorting, pattern work, comparing amounts, size, weight, capacity, shape, daily routines and positional language. In addition, children begin to master early numbers 0-5.

Reception

In addition to the Literacy skills taught through the Book of the Week, Reception children engage in other learning opportunities to explore story-telling, mark making and to develop Communication and Language. Through Helicopter Stories, the children are provided the opportunity to re-enact stories physically, developing their own story telling confidence as well as encouraging innovation (changing story endings), use of actions and imagination. Children in Reception often engage in Drawing Club in which a book, traditional tale or an animation is used as a portal for the week. Children learn new, exciting vocabulary that is revisited each day of the week. Children then innovate their own story or adventure, leading to meaningful mark making and drawing.

In Reception, the Lancashire Red Rose Phonics Systematic Synthetic Phonics Scheme is used. Phonics is taught daily.

Daily maths sessions are taught, planned using the Lancashire Red Rose Maths Mastery scheme. Learning is supported by regular maths adult directed activities which build on the knowledge taught in daily maths. These sessions are carefully planned using concrete resources and build on prior learning and real life experiences across the theme and year. Learning is then continued through maths opportunities within continuous provision. Reception maths starts with mastering numbers 0-5 and then progresses through to 0-10 and 0-20. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences. The Maths teaching sequence is mapped out using long and medium term EYFS plans, which ensures that EYFS learning bridges well with the curriculum in KS1.

The 5 other areas of learning are planned via a similar practise, inclusive of prime and specific subject areas. These subjects are documented and monitored through use of Marking and Feedback Sheets, whereby staff record responses and attainment of individual children. Learning is posted and shared with parents via Dojo.

PLANNING AND ASSESSMENT

Planning, assessment, recording and reporting are recognised as essential parts of an effective curriculum. Early Years practitioners will use information from parents in addition to their own observations and evidence in order to establish what each child already knows, understands and can do. Planning will be thematic and child centred wherever possible.

- o The Foundation Stage Leader will lead the planning, effectively deploying the staff to deliver the curriculum
- o Long, medium and short term planning will be compiled in line with DFE guidance providing progression and continuity.
- o Assessment of learning will be used to inform future planning.
- o The Development Matters will be used to measure children's progress in addition to the Early Learning goals. Pupil progress meetings will take place to discuss children who are off track each term and formative assessment will occur each term to measure progress.
- o The Statutory Baseline Assessment will be administered on entry to the Reception class.
- o Early Years Foundation Stage Profile data will be sent to the Local Authority and transferred to Year 1.

At Waddington and West Bradford, in planning, teachers reflect on the different ways that children learn. As stated in the Statutory Framework, we support children in using the three characteristics of effective teaching and learning. These 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; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

WELFARE AND SAFEGUARDING

'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.'

'Statutory Framework for the EYFS'

The safety of our children is paramount at Waddington and West Bradford. We aim to educate children on boundaries, rules and limits. We provide children with choices to help them develop their important life skills. Children are encouraged to take risks safely.

We:

- Promote the welfare of children
- Prevent the spread of infection by taking appropriate action when a child is ill
- Manage behaviour effectively (see the behaviour management policy)
- Ensure all adults have a current DBS
- Ensure that every child receives enjoyable and challenging learning and development experiences which meet their individual needs
- Maintain records, policies and procedures for safe efficient management and to meet the needs of the children.

We endeavour to meet all these requirements. Rigorous Safeguarding systems are embedded within the EYFS and all staff are trained in reporting any incidents of significance. Individual staff members are assigned a Safeguarding CPOMs login to record any points of significance and to record minor issues which may result in a Safeguarding issue. Staff are trained in dealing with safeguarding of harmful online material. Staff are fully trained in recording through the use of the CPOMs safeguarding program.

Supervision

Staff members themselves are offered the opportunity to attend 'Supervision' meetings with an external supervisor (Laura Sherlock) to ensure suitability for post and are expected to adhere to the 'Staff Code of Conduct' Policy. Statutory safeguarding documents are adhered to by all members of staff. All staff are required to read the 'Keeping Children Safe 2025' documentation. 'Working Together to Safeguard Children 2023', and the 'Prevent Duty Guidance 2023' are fully implemented.

NUTRITION STANDARDS AND SAFER EATING

From September 2025, the Early Years Foundation Stage (EYFS) statutory framework introduced a new safeguarding and welfare requirement.

'All early years providers must have regard to the DfE's new EYFS nutrition guidance, unless there is good reason not to'.

As a result, at Waddington and West Bradford, we must align meal and snack provision with the principles outlined in the Early Years Foundation Stage Nutrition Guidance document (May 2025). We must ensure that all children in our Pre-School and Reception classes receive meals, snacks, and drinks that are healthy, balanced, and nutritious, reflecting the broader EYFS requirement. We believe that the early years are pivotal for establishing positive eating habits, supporting rapid physical growth, and laying the foundations for long-term health, including cognitive development and oral health.

Key Components of the Nutrition Guidance

The new DfE guidance provides practical, evidence-based direction in several key areas:

- Portion sizes, tailored to young children's needs (for example, roughly the size of a child's fist) to help them self-regulate intake and avoid overeating.
- Menu planning that emphasizes the '4 food groups' (fruit & vegetables, starchy carbohydrates—preferably wholegrain, dairy/dairy alternatives, protein-rich foods like pulses, eggs, or oily fish), while limiting processed foods, added sugars, high salt, and artificial additives.
- Allergy management and dietary inclusivity, ensuring careful planning around common allergens, working with parents to manage food intolerances or religious/cultural dietary requirements, and safeguarding against cross-contamination.
- Food safety and hygiene practice alignment, including management of meals brought from home, plus transparent communication with families about menus, allergens, food timing, and nutrition philosophy.

Implementation in Our Setting

Within our Pre-School and Reception we:

- Provide lunches (as made within the school kitchen) with menus that reflect variety, portion appropriateness, and inclusion of all four key food groups.
- Provide structured meal times which encourage children to listen to their hunger and fullness cues - not pressuring them to finish their plates.
- Communicate proactively with families, providing allergen information where appropriate, and offering guidance on how packed lunches can align with healthy, balanced nutrition.
- Provide staff training and support, so that all practitioners are confident in applying the new guidance, managing dietary needs, and fostering healthy food environments.

Safe Eating and Adult Supervision

In line with the EYFS 2025 Safer Eating requirements, our setting ensures that at all times when Pre-School and Reception age children are eating, they are supervised by a member of staff with a valid Paediatric First Aid (PFA) certificate. We ensure that children are always within sight and hearing of this trained adult, who should be positioned to see each child's face clearly. This enables prompt responses to any choking incidents, allergic reactions, or other emergencies, and helps prevent unsafe behaviours such as food-sharing.

KEY PERSON

Each Pre-School child is assigned to a 'Key Person' to ensure that every child's learning and care is tailored to meet their individual needs. This will be an adult within the Pre-School classroom. The Reception class teacher is the 'Key Person' for Reception children.

'Children need to build an attachment with their key person for their confidence and wellbeing. The key person also promotes children's learning by developing a deep understanding of their individual needs and children can particularly benefit from their modelling and support. The requirements in relation to workforce training and responsibilities, including that of the key person, are outlined in Section 3 but they are equally important for children's learning and development as they are for their safety and welfare.'

'Statutory Framework for the EYFS'

STAFF DEVELOPMENT

The identification of training needs for all practitioners will take place through Performance Management and/or staff development interviews. The statutory supervision meetings for Early Years will take place each term. Appropriate dissemination of training and INSET will take place, and feedback from all courses will be shared with all the staff.

K HARRINGTON
FOUNDATION STAGE LEADER
SEPTEMBER 2026