

Windsor Community Primary School



Early Years Foundation Stage Policy

2025

This policy sets out how Windsor Community Primary School implements the Statutory Framework for the Early Years Foundation Stage (EYFS) (DfE, 2024) to ensure high-quality learning, development, and care for all children. It reflects our commitment to safeguarding, equality, and continuous improvement.

Vision

At Windsor Community Primary School, we nurture every child within a diverse and inclusive environment where strong relationships support them to thrive, belong, and achieve. Our setting inspires awe and wonder through rich experiences that develop language and build cultural capital, fostering curiosity and a lifelong love of learning.

Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Staff consider children's starting points in their teaching so that gaps in children's knowledge are identified and tackled
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- Close partnership working between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice
- EYFS staff are highly skilled in creating nurturing, language-rich environments, delivering a broad and balanced curriculum, and using observation and assessment to support every child's learning and development

Legislation

This policy is based on

- Statutory Framework for the EYFS (DfE, 2024)
- Childcare Act 2006
- Working Together to Safeguard Children (DfE, 2023)
- Keeping Children Safe in Education (DfE, 2024)
- Equality Act 2010
- SEND Code of Practice (DfE, 2015)

Structure of the EYFS

Our EYFS setting consists one Reception class and one Nursery class.

Staff include:

- EYFS Lead
- Reception Teacher
- Nursery Teacher
- 1 HLTA
- 3 LSA's

Nursery and Reception run as separate classes however our outdoor provision is shared and regular events/activities are planned together to support our transition program.

Curriculum

Our early years curriculum supports all children's progress through the EYFS educational programmes, appropriate to their age and stage of development, with a clear focus on communication and language development.

Our curriculum is designed to nurture every child's development, ensuring they thrive, belong, and achieve in a safe, stimulating environment. We aim to:

- Provide a broad and balanced curriculum that covers all seven areas of learning and development.
- Prioritise the Prime Areas (Communication & Language, Physical Development, Personal, Social & Emotional Development) as the foundation for future learning.
- Embed cultural capital by offering rich, diverse experiences that inspire awe and wonder, preparing children for life in modern Britain.
- Promote strong relationships and a sense of belonging, enabling children to develop confidence and resilience.
- Sequence learning effectively, building on children's prior knowledge and experiences to ensure progress.
- Foster curiosity and independence, encouraging children to explore, question, and develop a love of learning.
- Ensure inclusivity, meeting the needs of all children, including those with SEND, and celebrating diversity.

The aim of our curriculum is that every child leaves our setting ready for the next stage of education, equipped with the skills, knowledge, and attitudes to succeed.

Planning

At Windsor we have a thematic approach to planning, interweaving all areas of learning through a theme which is changed each half term. The themes may be whole school based or taken from the children's interests.

Staff plan activities and experiences for children that enable children to develop and learn effectively both indoors and outdoors. In order to do this, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas.

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.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice.

Staff work closely with our Forest School Lead to plan and deliver purposeful weekly Forest School sessions which enthuse, engage and inspire all pupils and meet the requirements of the EYFS Framework.

Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Daily Key Worker time is utilised to enable strong bonds between staff and pupils, and to ensure high levels of well-being for our pupils.

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.

Assessment

At Windsor CP School, ongoing assessment is an integral part of the learning and development processes.

Baseline assessments, including the statutory Reception Baseline Assessment, Language Screen Assessment, WellComm assessments and Thrive Assessment are used to determine the starting points of children so gaps in children's knowledge are identified and tackled.

Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers.

Staff input daily observations and reflections on to Tapestry, an online learning journal, which identifies the area of learning and enables staff to plan next steps to move the learning forward. Pupils next steps are discussed regularly through weekly EYFS staff briefings. All staff have access to Tapestry and parents can access and contribute to their own child's learning journal.

The EYFS Lead uses information from Tapestry to rigorously track the progress of each pupil in EYFS across the 7 areas of learning. This data is entered onto the schools robust tracking system,

gaps are identified and, where necessary, intervention programmes are put in place. The impact of these is measured regularly, reviewed and adapted to ensure effectiveness.

Half termly pupil progress discussions with the Head Teacher, Deputy Head (Assessment Lead), EYFS Lead and Class Teachers enable concerns to be raised and actions put in place to ensure all pupils achieve their potential.

On a termly basis, practitioners review the progress of all pupils and provide parents and/or carers with a written summary of the child's development. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the Early Learning Goals, indicating whether they are:

Meeting expected age related expectations

Not yet reaching age related expectations

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

Professional Development

At Windsor Community Primary School, we are committed to ensuring all staff have the knowledge, skills, and confidence to deliver high-quality early years education in line with the Statutory Framework for the EYFS (DfE, 2024). All practitioners hold appropriate qualifications and receive ongoing professional development to maintain compliance with statutory requirements, including safeguarding, paediatric first aid, and curriculum delivery.

Our approach is informed by the Education Endowment Foundation (EEF) guidance, which emphasises evidence-based practice, collaborative learning, and reflective teaching. We prioritise training that enhances language development, early literacy, and numeracy, as well as strategies to support children with SEND and promote inclusion.

Professional development is planned annually, monitored by leadership, and evaluated for impact on teaching quality and children's outcomes. Staff are encouraged to engage in continuous learning through internal CPD sessions, external training, and professional networks, ensuring our provision remains current, effective, and responsive to children's needs.

Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development through daily dialogue with EYFS staff and Tapestry notifications. Termly parent's meetings, written reports and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person who plays a pivotal role in ensuring the well-being and safeguarding of the children in their group and using their knowledge of each child to share any concerns or achievements with the class teacher. 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.

With careful consideration given to current health and safety advice, parents are invited into school to attend events such as themed stay & play, parent workshops, family learning courses, Forest school sessions and celebration assemblies.

Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our whole school safeguarding policy.

Monitoring arrangements

This policy will be reviewed and approved by Fiona Wright every 2 years.

At every review, the policy will be shared with the governing board.

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
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
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