

Wootton St Andrew's Church of England (VA) Primary School

The Wootton Way: Journeying Together



Teaching and Learning Policy Early Years Foundation Stage

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1. Vision and Aims

Our Vision

Rooted in the Wootton way, journeying together in the light of love, joy, courage and trust

Together we learn and shine as we discover new things and become the best we can be. With our families, church and community, we make our school a safe, happy and caring place where everyone is valued. Inspired by St Andrew, we strive to be a light for others, demonstrating kindness, resilience, bravery and hope, and helping to make the world a brighter place.

EYFS Vision

The Early Years Foundation Stage is the beginning of each child's learning journey at Wootton St Andrew's. Rooted in The Wootton Way: Journeying Together, our EYFS provision is shaped by our Christian values of Love, Joy, Courage and Trust, ensuring that every child feels safe, valued and inspired to explore the world around them.

We believe that early childhood is a time of wonder, curiosity and rapid development. Through rich play experiences, high-quality adult interaction and carefully planned learning opportunities, children develop the confidence, independence and resilience needed to become lifelong learners.

Love

Love underpins everything we do in the Early Years. We create a nurturing environment where children feel safe, respected and valued as individuals. Through warm relationships and positive interactions, every child is supported to develop a strong sense of belonging and self-worth.

Joy

We believe learning in the early years should be joyful. Our curriculum provides exciting opportunities for children to explore, investigate and discover through play. Children are encouraged to follow their interests, develop curiosity and experience the excitement of learning something new.

Courage

We encourage children to be brave learners who are willing to try new things, ask questions and persevere when learning feels challenging. Through supportive relationships and carefully scaffolded learning experiences, children develop resilience and confidence in their abilities.

Trust

Trust is built through consistent routines, supportive relationships and high expectations. Children learn to trust themselves as capable learners, trust adults to guide and support them, and trust their peers as partners in learning and play.

Through our EYFS provision, children develop the strong foundations needed for future learning and for life. Inspired by St Andrew, they begin their educational journey with confidence, curiosity and a desire to shine as unique individuals who contribute positively to their community.

Aims

Through our Early Years provision, we aim to ensure that all children:

- feel safe, valued and nurtured within a caring Christian environment
- develop positive relationships with adults and peers
- experience a rich, engaging and play-based curriculum that promotes curiosity and exploration
- make strong progress from their individual starting points
- develop independence, resilience and confidence as learners
- build strong foundations in communication, language, literacy and mathematics
- develop socially and emotionally, learning to cooperate, share and resolve conflicts
- become confident communicators who can express their ideas and feelings
- develop a love of learning that will support their transition into Key Stage 1 and beyond
- are supported to achieve their full potential regardless of background, ability or need
- experience a curriculum that reflects the school's Christian vision and values

2. Statutory and Non-statutory Guidance and Evidence Base

This policy is based on statutory guidance and best practice including:

- The Early Years Foundation Stage (EYFS) Statutory Framework (Department for Education)
- The Development Matters non-statutory curriculum guidance.
- The Education Act 2002
- The Education (Specified Work) Regulations 2012
- The Special Educational Needs and Disability Code of Practice
- The Keeping Children Safe in Education statutory guidance
- The Working Together to Safeguard Children guidance

These documents set out the legal requirements for early years provision, including:

- safeguarding and welfare requirements
 - staffing and ratios
 - learning and development requirements
 - assessment arrangements

3. Curriculum Intent

The EYFS framework is built upon four guiding principles:

A Unique Child

Every child is a competent learner who 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 environments that respond to their individual needs and interests.

Learning and Development

Our Early Years curriculum is designed to give every child the strongest possible start to their learning journey. We recognise that the Early Years is a critical stage of development during which children form the foundations for future learning, relationships and wellbeing.

Our curriculum reflects the requirements of the Early Years Foundation Stage Statutory Framework and is informed by the non-statutory guidance *Development Matters*. It is carefully designed to ensure that children develop the knowledge, skills and dispositions needed to thrive both academically and socially as they move into Key Stage 1 and beyond. The learning that begins in the Early Years provides the starting point for the progression of knowledge and skills that continues throughout the Key Stage 1 and Key Stage 2 curriculum.

Rooted in *The Wootton Way, Journeying Together*, our Early Years provision reflects the Christian vision of our school, where every child is valued as a unique individual created in God's image. The values of Love, Joy, Courage and Trust shape the ethos of our provision and are evident in the relationships we build, the experiences we provide and the expectations we hold for every child.

Children learn best when they feel safe, secure and valued. Our curriculum therefore places strong emphasis on nurturing positive relationships and creating an environment where children feel a strong sense of belonging. Within this caring and supportive context, children are encouraged to explore their interests, develop curiosity about the world around them and experience the joy of discovering new ideas.

The curriculum is designed to ensure that children make strong progress from their starting points. A particular emphasis is placed on developing communication and language, personal, social and emotional development and physical development, recognising that these prime areas underpin all learning. As children grow in confidence and independence, they begin to take greater responsibility for their learning, developing resilience and the courage to try new challenges, ask questions and persevere when tasks feel difficult.

Alongside the prime areas, children develop knowledge and skills in literacy, mathematics, understanding the world and expressive arts and design. These areas broaden children's experiences and provide opportunities to apply learning in meaningful contexts. Through rich experiences, storytelling, exploration and creative play, children develop the language, understanding and confidence needed to express their ideas and engage fully in learning.

Throughout the Early Years, children are supported to develop the Characteristics of Effective Learning, learning to explore new ideas, concentrate on activities and think critically about the world around them.

Through consistent routines, supportive relationships and high expectations, children develop trust in themselves as learners and in others as partners in their learning journey.

By the end of Reception, our curriculum aims to ensure that children have developed secure foundations in communication, early reading, writing and mathematics, alongside the independence, curiosity and resilience needed to continue their learning journey successfully in Key Stage 1

4. Curriculum Implementation – EYFS

The Early Years curriculum at Wootton St Andrew's is implemented through a balance of purposeful play, high-quality adult interaction and carefully planned teaching experiences. Learning opportunities enable children to explore, investigate and practise new skills while ensuring that key knowledge and concepts are taught in a clear and systematic way.

Learning is organised through engaging themes that provide meaningful contexts for developing knowledge, vocabulary and skills. Across the year, children explore themes such as All About Me, Lights, Lanterns and Fireworks, Winter Wonderland, Our Wonderful World, Under the Sea and Once Upon a Story. These themes allow children to learn about themselves, their communities, the natural world and stories while building vocabulary and understanding across the seven areas of learning.

Teaching focuses on the Prime Areas of Learning as the foundation for all development. Communication and language are promoted through storytelling, conversation, songs, rhymes, role play and high-quality adult modelling of language. Personal, social and emotional development is supported through positive relationships, consistent routines and supportive adult interactions that help children develop confidence, independence and the ability to regulate their emotions. Physical development is encouraged through both indoor and outdoor activities that develop coordination, balance, strength and fine motor control.

Alongside the prime areas, children develop knowledge and skills in the Specific Areas of Learning. Early literacy skills are developed through daily storytelling, systematic phonics teaching through Little Wandle, and opportunities for mark making and writing. Mathematical understanding is developed through practical exploration of number, pattern, comparison and problem-solving using concrete resources. Understanding the world is developed through investigation, exploration of the natural environment and learning about communities and cultures. Expressive arts and design allow children to explore creativity through art, music, movement and imaginative play.

Central to effective teaching in the Early Years is the role of the adult. Practitioners build warm and trusting relationships with children so that they feel confident and secure within the learning environment. Through careful observation and skilled interaction, adults extend children's thinking, develop language and help them make connections between their experiences.

High-quality interactions support children to deepen their understanding. Adults model rich vocabulary, ask open-ended questions and encourage sustained shared thinking so that children learn to articulate their ideas and reflect on their learning.

Play remains central to the Early Years curriculum. Through child-initiated play, children explore their interests, develop imagination and practise new skills in meaningful contexts. Practitioners observe children's play carefully and intervene thoughtfully when appropriate, extending learning through modelling, questioning and encouragement.

The learning environment is organised to promote independence and exploration. Continuous provision areas enable children to revisit learning and deepen understanding through experiences such as creative play, role play, construction, storytelling and investigation. Resources are accessible and carefully selected so that children can make choices about their learning and develop increasing autonomy.

Language development is prioritised across the curriculum. Children are immersed in a language-rich environment where stories, conversations and high-quality texts support vocabulary development and communication skills. Adults actively model new vocabulary, extend children's responses and encourage discussion so that children gain confidence in expressing their ideas.

Outdoor learning forms an important part of the curriculum. The outdoor environment provides opportunities for children to develop physical coordination, explore the natural world and engage in imaginative play while supporting wellbeing and collaboration.

Throughout the Early Years, practitioners observe children carefully and use this information to adapt teaching and provision. This responsive approach ensures that learning experiences remain appropriately challenging and support all children to make progress from their starting points.

The knowledge, vocabulary and learning behaviours developed during the Early Years form the foundation of the school's wider curriculum. These foundations support progression into Key Stage 1 and continue to build as children move through Key Stage 2.

5. Curriculum Impact - EYFS

The impact of the EYFS curriculum at Wootton St Andrew's is reflected in children's progress, wellbeing and readiness for the next stage of their education. Our aim is that children leave the Early Years as confident, independent learners who are curious about the world around them and equipped with the knowledge and skills needed to access the Key Stage 1 curriculum successfully.

Children demonstrate the impact of the curriculum through their ability to:

- communicate confidently with adults and peers
- demonstrate curiosity and enthusiasm for learning
- show increasing independence and resilience
- work collaboratively and respectfully with others
- apply early literacy and mathematical skills in meaningful contexts
- express ideas creatively and imaginatively

Children make progress from their individual starting points across the seven areas of learning. Progress is monitored through ongoing assessment and the statutory EYFS Profile, which is completed at the end of Reception.

The impact of the curriculum is also evident in children's development of positive attitudes towards learning. Through supportive relationships and a nurturing environment, children develop the confidence to take risks, persevere when learning becomes challenging and take pride in their achievements.

Curriculum impact is reviewed through:

- observation of children's engagement and learning behaviours
- analysis of assessment information and pupil progress
- moderation of EYFS Profile judgements
- monitoring of teaching and provision by the Headteacher

These processes ensure that the curriculum continues to meet the needs of all children and supports them in becoming confident and capable learners who are well prepared for the next stage of their education.

6. Teaching and Learning

High-quality teaching and learning are central to effective Early Years provision. Teaching is responsive to children's interests and developmental needs while ensuring that key knowledge and skills are taught systematically.

Practitioners support learning through:

- warm, supportive relationships with children
- modelling language and communication
- encouraging curiosity and exploration
- asking open-ended questions
- extending children's thinking through discussion

A key feature of teaching in the Early Years is sustained shared thinking, where adults and children work together to solve problems, clarify ideas and deepen understanding.

Teaching also focuses on developing the Characteristics of Effective Learning, which enable children to become active and engaged learners.

Children are supported to:

- explore new ideas and experiences
- concentrate on activities and persevere
- develop their own ideas and problem-solving strategies

Adults provide a balance of:

- adult-led teaching
- small-group learning
- child-initiated play
- opportunities for collaborative learning

This balanced approach allows children to develop independence while ensuring that essential knowledge and skills are introduced and practised.

7. Planning in EYFS

Planning in the Early Years ensures that learning experiences are meaningful, progressive and responsive to children's needs.

Planning takes place at three levels.

Long-Term Planning

Long-term planning outlines the broad themes and experiences across the academic year. These themes are designed to provide meaningful contexts for learning while ensuring coverage of the EYFS curriculum.

Long-term planning is overseen by the Headteacher and ensures that all seven areas of learning are addressed.

Medium-Term Planning

Medium-term planning outlines learning opportunities for each half-term. This includes:

- key learning objectives
- core texts and stories
- important vocabulary
- planned experiences and activities

Medium-term plans provide structure while allowing flexibility to respond to children's interests.

Short-Term Planning

Short-term planning focuses on daily learning opportunities and provision. Practitioners adapt planning based on observations of children's learning and developmental needs.

Planning is responsive and flexible to ensure that learning remains engaging and appropriate for each child.

8. Assessment and Use of Data

Assessment in the Early Years is ongoing and primarily based on observation of children's learning.

Practitioners gather information through:

- observations of play and interaction
- discussion with children
- samples of children's work
- photographs and learning records

This information is used to identify next steps in learning and to inform planning.

Reception Baseline Assessment

The Reception Baseline Assessment is completed within the first six weeks of children starting Reception in line with national statutory requirements.

EYFS Profile

At the end of Reception, practitioners complete the EYFS Profile, which assesses children's attainment against the Early Learning Goals.

The EYFS Profile provides a summary of children's development across the seven areas of learning and indicates whether children have achieved a Good Level of Development (GLD).

Assessment outcomes are shared with parents and used to support transition into Key Stage 1.

The Headteacher oversees assessment processes to ensure that judgements are accurate and consistent. Moderation may take place internally or with other schools.

Assessment data is used to:

- monitor children's progress
- identify children who may require additional support
- inform teaching and provision
- evaluate the effectiveness of the curriculum

9. Learning Environment and Continuous Provision

The learning environment plays a vital role in supporting children's development. Both indoor and outdoor environments are carefully organised to encourage exploration, independence and collaboration.

Continuous provision provides children with access to a range of learning opportunities that allow them to practise and deepen their understanding.

Areas of provision typically include:

- role play and imaginative play
- construction and small world play
- creative arts and design
- mark making and early writing
- reading and storytelling

- mathematics exploration
- investigation and discovery

Resources are accessible to children so they can make independent choices about their learning.

The learning environment supports children to develop independence and confidence as they explore and interact with resources.

Displays celebrate children's learning and provide visual support for language and vocabulary development.

Outdoor provision complements indoor learning and provides opportunities for physical development, exploration of the natural world and imaginative play.

10. Spirituality in the EYFS

As a Church of England school, spiritual development is central to our Early Years provision. At Wootton St Andrew's, children are supported to grow spiritually as well as academically, socially and emotionally.

Spiritual development in the Early Years encourages children to develop a sense of wonder, curiosity, belonging and reflection as they explore the world around them.

Rooted in The Wootton Way, Journeying Together, our approach to spiritual development reflects the Christian values of Love, Joy, Courage and Trust, which underpin the ethos of our school.

Opportunities for Spiritual Development

Spiritual development is nurtured through everyday experiences in the EYFS environment, including:

Wonder and Awe

Children are encouraged to notice and appreciate the beauty and complexity of the world around them. Opportunities for awe and wonder arise through:

- exploring nature in outdoor learning
- observing seasonal change
- investigating natural materials
- creative expression through art and music

These experiences help children develop curiosity and appreciation for the world as part of God's creation.

Reflection

Children are supported to develop reflective thinking through:

- quiet moments during story time
- opportunities to talk about feelings and experiences
- reflection during collective worship
- conversations about kindness, fairness and friendship

These moments help children begin to understand themselves and others.

Relationships and Belonging

Strong relationships are central to spiritual development.

Children learn to:

- care for one another
- show kindness and empathy
- understand that everyone is valued
- develop a sense of belonging within the school community

Our Christian values of Love and Trust underpin these relationships.

Courage and Hope

Children are encouraged to show courage in their learning and relationships by:

- trying new challenges
- learning from mistakes
- expressing their ideas and feelings
- persevering when tasks feel difficult

Through supportive relationships, children develop confidence and resilience.

Collective Worship

Children in EYFS participate in daily collective worship appropriate to their age and stage of development.

Worship provides opportunities to:

- hear Bible stories
- reflect on Christian values
- participate in prayer and reflection
- celebrate achievements and kindness

Collective worship strengthens children's sense of belonging within the school community.

Impact of Spiritual Development

Through these experiences, children begin to:

- develop a sense of wonder about the world
- understand the importance of kindness and respect
- recognise that they are valued members of the school community
- develop empathy and care for others
- feel confident expressing their thoughts and feelings

These foundations support children in developing spiritually as they continue their journey through school.

11. Inclusion, SEND and Equal Opportunities

At Wootton St Andrew's, we are committed to ensuring that every child is supported to achieve their full potential. All children are entitled to an inclusive learning environment where their individual needs are recognised and supported.

The school follows the SEND Code of Practice and uses the Assess-Plan-Do-Review cycle to support children with additional needs.

Support may include:

- differentiated teaching
- adapted learning activities
- targeted interventions
- support from external professionals where appropriate

The Headteacher oversees SEND provision in the EYFS, in conjunction with the SENDCo, and ensures that children receive appropriate support.

The school is committed to promoting equality of opportunity and ensuring that all children feel valued and respected.

12. Safeguarding and Welfare Requirements

Safeguarding is a fundamental priority within the EYFS provision.

The school follows safeguarding procedures in line with the statutory guidance **Keeping Children Safe in Education**.

Staff working in the Early Years ensure that:

- children are supervised appropriately at all times
- learning environments are safe and secure
- safeguarding concerns are reported immediately
- children's wellbeing is prioritised

All staff receive safeguarding training and understand their responsibilities for protecting children.

Health and safety procedures are followed to ensure that the environment is safe and suitable for young children.

At least one member of staff with paediatric first aid training is present at all times when children are on the premises.

13. Behaviour, Personal Development and Wellbeing

The school's Behaviour Policy and Principles Statement applies to the EYFS too. Positive behaviour is promoted through strong relationships, clear expectations and consistent routines.

Children are supported to develop:

- independence and confidence
- respect for others
- emotional regulation
- cooperation and teamwork

Adults model positive behaviour and support children to resolve conflicts in a calm and respectful way.

Children are encouraged to talk about their feelings and develop strategies for managing emotions.

The Early Years environment supports children's wellbeing and helps them to develop a strong sense of belonging within the school community.

14. Partnership with Parents and Carers

Parents and carers are children's first educators, and strong partnerships between home and school are essential for children's development.

The school works closely with parents through:

- regular communication
- sharing information about children's learning
- parent consultations and meetings
- opportunities for parents to contribute to their child's learning

Parents are encouraged to share information about their child's interests and experiences at home to support learning in school.

15. Transition

Carefully planned transitions help children feel secure and confident when moving between stages of education.

Transition arrangements include:

- The EYFS Teacher and Headteacher visiting nurseries and child minders
- Stay and Play events
- Pre-visits to the EYFS classroom
- meetings with parents and carers
- sharing information with previous settings
- opportunities for children to meet staff

Due to the nature of the small school environment, the EYFS and KS1 children naturally mix throughout the year. Children are supported in their transition from Reception to Key Stage 1 through visits, shared activities and information sharing between teachers.

16. EYFS Staffing and Compliance

The Early Years Foundation Stage (EYFS) provision operates within a small village school context, with a Published Admission Number (PAN) of 10 children per year, which may be amended up to the statutory maximum of 13 children based on early in year intake data, and in line with statutory guidance.

The staffing model is designed to meet all statutory requirements outlined in the EYFS Statutory Framework (2021), including staff-to-child ratios, qualifications and responsibilities, while ensuring high-quality provision tailored to the needs of a small cohort.

Staffing Structure

- **Headteacher:** The Headteacher, who holds Qualified Teacher Status (QTS), retains overall responsibility for the EYFS provision. This includes oversight of teaching and learning, assessment, pupil progress, curriculum planning, safeguarding, and Special Educational Needs (SEN) provision. The Headteacher evaluates and moderates pupil progress data, ensures statutory requirements are met, and maintains a regular teaching commitment in EYFS, providing direct contact with children and modelling high-quality pedagogy.
- **Level 3 Early Years Practitioner:** The Level 3 practitioner holds day-to-day responsibility for planning, preparing resources, and delivering the EYFS curriculum, in collaboration with the Headteacher and in consultation with the school's English, Mathematics, Science, and Phonics leads. The Level 3 practitioner ensures that all seven areas of learning are delivered in line with statutory requirements, providing high-quality teaching and learning experiences.

- **Support from KS1 Qualified Teacher:** A QTS-qualified KS1 teacher works in the adjacent classroom with the door open to the EYFS area, providing additional professional oversight and support as needed, particularly for planning, curriculum continuity, and safeguarding matters.
- **Additional Paid Staff:** In accordance with health and safety best practice, an additional member of paid staff is deployed when first aid, toileting, or other personal care incidents occur, ensuring that ratios are maintained and children are appropriately supervised.

Statutory Compliance and Ratios

- EYFS provision for children aged 4–5 is staffed in line with statutory ratios: 1 adult to 13 children, where at least one adult holds a full Level 3 qualification.
- Staffing ensures that there is always a practitioner qualified to at least Level 3 present during all EYFS sessions.
- The Headteacher maintains overall accountability for adherence to ratios, supervision, and safe practice.
- The staffing model complies with the Education (Specified Work) Regulations 2012, allowing the Level 3 practitioner to deliver day-to-day teaching under the direction and supervision of the Headteacher.

Roles and Responsibilities

Headteacher (Overall Responsibility):

- Ensures curriculum quality and statutory compliance.
- Oversees pupil progress, assessment, SEN provision, and APDR cycles.
- Responsible for safeguarding, health and safety, and risk assessments.
- Maintains a teaching commitment in EYFS to model practice and support the Level 3 practitioner.

Level 3 Practitioner (Day-to-Day Responsibility):

- Plans and prepares EYFS learning activities, resources, and continuous provision.
- Delivers the EYFS curriculum across all seven areas of learning, including literacy, mathematics, science, communication and language, physical development, understanding the world, and expressive arts and design.
- Collaborates with the Headteacher and subject leads to ensure progression and quality.
- Observes, assesses, and records children's learning and development, informing planning and next steps.

Additional Responsibilities:

- Adults maintain a safe and secure learning environment, support children's wellbeing, and respond promptly to first aid or toileting needs.
- Staff provide high-quality interactions, sustained shared thinking, and effective teaching practices in line with statutory guidance.
- Continuous professional development and supervision are provided to maintain high standards of teaching and learning.

Contextual Considerations

- The small cohort (PAN 10, maximum 13) allows for high levels of individual support and personalised teaching.
- The presence of a KS1 qualified teacher in the adjacent classroom ensures professional oversight and additional safety.
- Staffing arrangements are flexible to respond to short-term absences, incidents requiring additional supervision, and statutory compliance requirements.

This staffing model provides a safe, nurturing, and high-quality EYFS environment, ensures statutory compliance, and supports strong progression of knowledge, skills, and learning behaviours from EYFS through Key Stage 1 and Key Stage 2.

17. Professional Development and Staff Wellbeing

Staff working within EYFS engage in professional development to ensure high standards of teaching and learning.

Professional development may include:

- early years pedagogy training
- safeguarding training
- curriculum development
- collaboration with other external professionals

Staff wellbeing is supported through positive working relationships, professional dialogue and supportive leadership.

18. Monitoring and Evaluation

The Headteacher and subject leaders monitor the quality of EYFS provision through:

- classroom observations
- learning walks
- planning and assessment reviews
- pupil progress review meetings

Monitoring ensures that the curriculum is implemented effectively and that children continue to make strong progress.

19. Links with Other Policies

This policy should be read in conjunction with the following school policies:

Safeguarding and Child Protection Policy

The EYFS policy aligns with the Safeguarding and Child Protection Policy to ensure that all statutory welfare requirements are met and that children's safety, wellbeing and protection remain central to all aspects of Early Years provision.

SEND Policy

This policy links to the SEND Policy by outlining how early identification, inclusive teaching and targeted support ensure that children with additional needs are supported to access the EYFS curriculum and make strong progress from their starting points.

Behaviour Policy

The EYFS policy supports the Behaviour Policy by promoting positive relationships, clear expectations and the development of self-regulation so that children learn to manage their behaviour and interact respectfully with others.

Assessment Policy

This policy complements the Assessment Policy by setting out how observational assessment, professional judgement and statutory assessments such as the Reception Baseline Assessment and EYFS Profile are used to monitor progress and inform teaching.

Curriculum Policy

The EYFS policy links to the Curriculum Policy by explaining how the Early Years curriculum forms the foundation of the whole-school curriculum and supports progression in knowledge, skills and learning behaviours.

Health and Safety Policy

This policy works alongside the Health and Safety Policy to ensure that indoor and outdoor learning environments are safe, well maintained and appropriate for the developmental needs of young children.

Equality and Inclusion Policy

The EYFS policy reflects the principles of the Equality and Inclusion Policy by ensuring that all children are treated fairly, valued as individuals and supported to access learning regardless of background, ability or circumstance.

Attendance Policy

This policy supports the Attendance Policy by recognising the importance of regular attendance in the Early Years for building routines, developing relationships and ensuring continuity of learning.

21. Review Arrangements

This policy will be reviewed annually by the Headteacher to ensure that it remains aligned with the statutory requirements of the Early Years Foundation Stage Framework and reflects current best practice in Early Years education.

The effectiveness of the policy will be monitored through ongoing evaluation of teaching and learning, assessment information, and feedback from staff, governors and parents. Any updates required as a result of changes to national guidance, school priorities or evaluation of provision will be incorporated as part of the review process.

The governing body will be informed of any significant changes to the policy and will approve the reviewed version where appropriate.