



Wrekin View

Wrekin View Primary School and
Nursery

Early Years Foundation Stage Policy

Date of policy creation	January 2026
Policy Lead	Mrs. F. Atherton
Frequency of review	Annually
Review due	January 2027

Contents

Vision	2
Aim.....	3
Implementation.....	4
The child as the learner at the heart of what we do.....	4
Teaching and Learning Style.....	4
Teaching within EYFS.....	4
Explore and Discover (learning through play).....	5
Adult Led Learning.....	5
Learning within EYFS.....	5
The role of the adults.....	5
Staffing, ratios and safer recruitment.....	6
Play.....	6
Inclusion.....	7
Safeguarding and Child Protection (EYFS).....	7
Children absent from the EYFS provision.....	8
Whistleblowing and staff absence.....	8
Care.....	8
Transitions.....	9
Assessment within the EYFS.....	9
Reflection.....	10
Parents/Carers as Partners	11
Impact.....	11

Vision

“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.”

“Statutory Framework for the Early Years Foundation Stage”, **Department for Education, 2024**

Our vision is to provide an engaging, challenging, and stimulating curriculum that will develop happy, successful, and curious children who are equipped for life in an ever-changing world.

Aim

At Wrekin View Primary School & Nursery, we are committed to providing a high-quality early years' education, which gives children a secure and confident start to their school life and nurtures a lifelong love of learning in a rapidly changing world. We foster a child's natural curiosity and recognise the power of play as vital to our children's wellbeing, learning and development. A robust transition process ensures that our children settle quickly and happily into life at Wrekin View and are well prepared for their next learning stage. We recognise that every child is exceptional, with varied prior learning experiences and starting points. We use the knowledge we acquire to create a rich holistic curriculum that provides first-hand learning experiences and builds on the experiences that our children need so that they can develop the knowledge, skills and understanding necessary for success.

Our policy has been developed with the principles of the statutory framework for Early Years Foundation Stage and the Birth to 5 Matters non-statutory guidance for the EYFS alongside elements of the Curiosity Approach and our own philosophy around quality early years education.

Our whole school values are fully reflected within our EYFS pedagogy:

- Happiness
- Success
- Curiosity
- Communication

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year.

In our school, we offer term time care to:

- Children who are two years old through our Wrekin Giants group. Places are funded either through Talking Twos funding or through private payment.
- Three- and four-year-olds are offered a place in our nursery and attend for 15 hours in the morning or afternoon.
- Some of our children are eligible for 30-hour funding and spend a full day at Wrekin View accessing nursery provision.
- Children join one of our two reception classes in September of the year when they turn five. The children attend full time from September.
- We also offer wrap-around care for nursery and reception children.

Implementation

The child as the learner at the heart of what we do.

The child is at the heart of all that we do at Wrekin View. We recognise that between the ages of 0 and 5, children are developing more rapidly, intellectually and socially, than at any

other subsequent stage in their lives. This growth is; however, every individual child varies greatly in their maturity in the different areas of development and each child entering the setting comes with a unique range of experiences, abilities and understanding. The educational experiences planned at Wrekin View consider these individual achievements and needs.

We aim to offer the highest quality provision by ensuring that our practice and pedagogy is built upon these four underpinning principles:

- Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

These principles underpin our curriculum and shape the nature of the offer that we provide. We put the principles and commitments of the EYFS into practice in our setting alongside policies and procedures that underpin statutory welfare requirements. We recognise the significance that the Unique Child, Positive Relationships and Enabling Environments have on the learning and development of all children within EYFS.

Teaching and Learning Style

Within the EYFS, we recognise that development is holistic. Our curriculum is carefully structured to ensure it is progressive from 2 years to the end of Year 6. Our curriculum is rooted within our local area and upon our children finding identity, meaning and purpose in life through connections to community, the natural world and the dynamic ever-changing world.

Teaching within EYFS

(refers to different ways that adults help young children learn)

- It is carefully planned to ensure that we can assess against the Early Learning Goals at the end of the reception year.
- Involves adult led and child led opportunities. The balance of these shifts and evolves from 2 years to the end of the reception year.
- Develops the characteristics of learning.
- Recognises the importance that the prime areas of learning have in laying vital foundations for learning.
- Recognises the importance that the specific areas of learning and development provide the skills and knowledge to flourish in society.
- Recognises the importance of a play-based approach.
- Shows awareness of the different ways and rates by which children develop and learn.
- Has high expectations of children's behaviour and attainment.
- Recognises the importance of emotional well-being.
- Values daily outdoor learning opportunities.
- Uses a broad set of tools to support and progress learning.
- Put the child at the centre of the practice.
- Takes account of the Rosenshine Principles.

We use both child-led learning and adult-led opportunities daily.

Explore and Discover (learning through play)

This is learning predominantly led by the child. The children participate in this daily. They are encouraged to think of their own ideas and collect the resources that they need to pursue their interests. Adults sensitively join children in their play to observe, scaffold and extend where needed. Alongside this, purposeful play is planned to ensure that our bespoke EYFS curriculum is covered during a child's time with us at Wrekin View.

Adult Led Learning

This is learning led by the adult. The children participate in short, focused group sessions with an adult. As they progress through the phase, the sessions become longer in time. This might be daily Read Write Inc or pre phonics-based activities as well as maths or another focus.

Learning within EYFS

At Wrekin View we acknowledge that happy and settled learners are in the best position to progress in their learning. We understand the impact that quality transition can have on our children.

We recognise that children within EYFS are learning when they are given the opportunity to:

- Collaborate and learn from each other through shared experiences
- Set their own learning challenges and pursue their own interest
- Access the environment independently
- Use their senses to explore the world
- Show curiosity, awe and wonder
- Ask questions of others
- Show perseverance and positive attitudes

We believe that depth within learning is better than a very broad superficial curriculum.

The role of the adults

All adults who work or interact with young children play a crucial role in their learning. Children need interested, sensitive adults to support them as they learn by promoting qualities, skills, attitudes and values, which enable them to think and act for themselves, to begin to understand moral issues and to accept social responsibilities.

In the Foundation Stage we ensure that all the practitioners have:

- a professional qualification or training;
- an understanding of child development and how children learn;
- the ability to plan programmes of learning appropriate to the particular group of children and/ individuals;
- the ability to teach using a variety of strategies and approaches;

- an understanding of the Early Years curriculum and the EYFS in the context of their future learning;
- self-confidence and self-esteem;
- the ability to work as a member of a team and have good interpersonal skills;
- a sense of humour;
- good observation skills;
- the ability to work under their own initiative and use research skills to acquire new knowledge;
- a commitment to outdoor learning in all seasons and daily unless the weather is extreme;
- inestimable energy, enthusiasm and patience;
- imagination;
- intellectual curiosity and vigour;
- commitment to teaching in the Early Years and ensuring that directed time with the children is carefully planned and thoughtfully organised to ensure no time is wasted.

Staffing, ratios and safer recruitment

Wrekin View Primary School & Nursery ensures that staffing arrangements within EYFS meet all statutory requirements of the Early Years Foundation Stage.

Staff deployment meets or exceeds statutory adult-to-child ratios for all age groups, including two-year-olds, nursery, and reception provision. At all times, there is a named member of staff with appropriate responsibility for each group of children.

All practitioners hold qualifications that meet EYFS requirements, and unqualified staff are always supervised appropriately. At least one member of staff with a current paediatric first aid certificate is on site and available at all times when children are present, including during off-site activities.

Safer recruitment procedures are rigorously applied. All staff working within EYFS are subject to enhanced DBS checks, barred list checks, identity verification, qualification verification, and suitability checks in line with statutory guidance. Ongoing suitability is monitored in accordance with EYFS requirements.

Staffing decisions reflect our commitment to safe, inclusive, and high-quality provision that supports children's learning, wellbeing, and development.

Play

We know that children have a right to play. This is recognised within the United Nations on the Rights of a Child (1989)

“Play is essential for children’s development, building their confidence as they learn to explore, relate to others, set their own goals, and solve problems. Children learn by leading their own play, and by taking part in play and learning that is guided by adults.” Statutory Framework for the Early Years foundation Stage 2024

Play is a tool of learning. Through play, children develop and explore to make sense of the world. They practice and build up ideas and learn how to control themselves. Play allows

children to take risks, challenge themselves at the limit of their capabilities without fear of failure. Within play, children understand the need for rules, thereby developing emotional resilience and self-regulation.

At Wrekin View we are committed to offering play opportunities within the EYFS and beyond. We allow for time and space within stimulating and resourced environments and recognise the importance of play indoors and outside.

Inclusion

Wrekin View is an inclusive school. We value the diversity of individuals within the school and do not discriminate against children. All children are treated fairly, regardless of ethnicity, religion, background or abilities, learning differences or gender. We recognise the rights of the child as members of society under the United Nations Convention on the Rights of the Child.

We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning, focusing upon their interests. For example, visits or visitors will be planned into the academic year to offer enrichment to our curriculum and new experiences for our children.

We work together with the SENCO, parents and professionals to remove barriers to learning, recognising that equity requires more than treating everyone the same.

We aim to meet the needs of all our children by:

- Setting realistic and challenging expectations for all
- Providing a safe and supportive learning environment
- Using resources which reflect the diversity of the UK and are free from discrimination and stereotyping
- Monitoring all children's progress
- Providing timely individual support through Provision Maps and referral to outside agencies when necessary.

Safeguarding and Child Protection (EYFS)

Safeguarding and promoting the welfare of children is a fundamental responsibility of all staff working within the Early Years Foundation Stage at Wrekin View Primary School & Nursery.

We fully comply with the safeguarding and welfare requirements set out in Section 3 of the Statutory Framework for the Early Years Foundation Stage (DfE, 2024). All staff understand their duty to safeguard children and are trained to recognise the signs and symptoms of abuse, neglect, and exploitation.

The school's Designated Safeguarding Lead (DSL) has overall responsibility for safeguarding within EYFS, supported by trained deputies. All safeguarding concerns are recorded and reported in line with our whole-school Safeguarding and Child Protection Policy.

Attendance within EYFS is closely monitored. Any unexplained or prolonged absence is followed up promptly with parents/carers, and where concerns arise, these are escalated in line with safeguarding procedures, including liaison with external agencies where necessary.

Safeguarding practice within EYFS reflects our commitment to equity, inclusion, and the protection of all children, particularly those who may be more vulnerable due to age, need, or circumstance.

Children absent from the EYFS provision

Children's attendance within the Early Years Foundation Stage is monitored closely as part of our safeguarding duty. If a child does not attend as expected and no explanation has been received, staff will make same-day contact with parents or carers to establish the child's whereabouts and wellbeing.

Where contact cannot be made, or where the explanation raises concern, the absence is escalated to the Designated Safeguarding Lead and recorded in line with safeguarding procedures.

Persistent or unexplained absence is treated as a potential safeguarding concern, and appropriate actions are taken, which may include further welfare checks and liaison with external agencies in accordance with statutory guidance.

These procedures reflect the age and vulnerability of children within EYFS and ensure that no child is at risk of becoming unseen or unsupported.

Whistleblowing and staff absence

Wrekin View Primary School & Nursery promotes a culture of openness, integrity, and professional accountability. All staff working within EYFS are aware of whistleblowing procedures and understand how to raise concerns about practice, conduct, or safeguarding without fear of reprisal.

Any concerns relating to the conduct of adults working with children are reported in line with the school's Whistleblowing Policy and safeguarding procedures.

Staff absence within EYFS is managed to ensure that children are never left unsupervised and that statutory ratios are maintained at all times. Contingency arrangements are in place to ensure continuity of care, safety, and wellbeing for all children.

Care

(Care – meaning emotional aspects, relationships and physical interactions)

We recognise that high quality care of all our children is as important as play and learning. When adults take the time to show children that they are cared for and nurtured, this ensures that they feel happy and safe within our environment.

We ensure that:

- There is predictability and flexibility within our caregiving
- We strike a balance of care within group routine and individual care
- Individual care is unique to the child and respectful.
- We organise our resources and environment with care.
- We encourage independence around care giving and recognise that these are rich learning opportunities.

Care routines within EYFS are carried out in a safe, respectful, and hygienic manner. Nappy changing and toileting are undertaken in designated areas that ensure privacy, dignity, and safeguarding, in line with our Intimate Care Policy.

High standards of hygiene are maintained at all times, including handwashing routines, cleaning schedules, and infection control procedures.

Children are provided with access to fresh drinking water throughout the day, and meals and snacks meet nutritional guidance appropriate for young children. Dietary needs, allergies, cultural requirements, and medical needs are identified, recorded, and met in partnership with parents/carers.

Care practices promote independence, wellbeing, and self-regulation, recognising these routines as integral learning opportunities.

Please also refer to our Intimate Care policy.

Transitions

At Wrekin View we recognise the importance of carefully planning for transitions in a child's life. We understand that transitions are a process rather than an event and offer flexibility to take account of individual needs.

We offer a comprehensive induction process from home to nursery and school as well as from nursery and other feeder settings into our school. We also recognise the importance of supporting transitions as children leave EYFS for Key Stage 1.

We hold professional dialogue with parents/carers, other professionals as well as feeder settings and colleagues in Year 1. This enables us to provide the highest quality offer for all.

We also understand the importance that a key person can have in a child's life. This ensures that Wrekin View and the child's family are working together for the best possible outcomes for children in our care.

Assessment within the EYFS

The child is our starting point within the observation, assessment and planning cycle alongside dialogue with parents or carers who know the child well and feeder settings. As children get to know us, they become more confident around us which enables a relationship to be built.

Within the first three weeks of starting nursery or reception or longer if needed, we will look closely at the child to establish a starting point. Some of this might be documented on Tapestry or held in mind by the practitioner.

As we get to know our children and gain rich insight, we can see how they are developing, learning and growing. This is compared to our bespoke EYFS assessment document and our own knowledge around child development. This enables us to know whether a child is working within their age-related expectation, above or below it.

At Wrekin View we recognise that skilled and knowledgeable practitioners can impact greatly upon the progress and development of children by joining children in their play and extending their knowledge and skills further. This alongside planned learning and development opportunities and the wealth of experiences and interests that children bring to us allows us to create our own bespoke curriculum offer.

The role of the adult is never to be underestimated. Through regular daily interactions involving listening, talking, guiding, explaining, scaffolding, questioning and reflecting, the adults can support the learning and development of all within our care.

At Wrekin View we use Tapestry to record the children's learning, development and progress. Significant steps or wow moments are recorded, and child speak is used to capture speech and language development. These are then linked to the areas of learning using flags. Parents/Carers have access to view and upload their own observations on to Tapestry.

The Tapestry learning journey continues into Year 1 and beyond ensuring continuity in our practice.

There are times when we need to stand back and create a summative assessment which takes a holistic view of the children's development, learning and progress. There are two statutory summative assessment points:

- 2-year-old progress check – completed within Wrekin Giants.
- EYFS profile – at the end of reception

We know that children do not make linear progress, it is more like a spider's web. We do not use Development Matters as a tick list, it is there as a guide only.

During the academic year staff will update senior leaders on the progress of children within their care. Primarily, this will take the form of professional conversations about each child where professional judgement is used to 'tell the story of the child.'

At Wrekin View we regularly update parents/carers about their child's progress, learning and development. Three formal sessions are planned each year alongside more informal day to day opportunities.

Children who need additional support will be monitored more carefully to ensure that they are making the progress they need to, to close the attainment gap. Early intervention and support are timely in ensuring that all children make the progress they deserve to.

Reflection within EYFS

As professionals it is vital that we reflect on our practice. This enables us to keep improving our practice for the benefit of the children within our care.

Through our regular phase meetings and through pupil progress meetings staff have opportunities to reflect upon their practice, progress and the environment. Through open dialogue with colleagues and team members, areas which need adjusting or Continuing Professional Development needs can be addressed.

Parents/Carers as Partners

We recognise the importance of working alongside parents and other adults during a child's education. We do this through:

- Inviting parents to induction meetings before their child starts with us.
- Offering transitional time through stay and play
- Offering 'learn together' sessions
- Hold parents' meetings three times a year
- Offer a progress report at the end of every term
- Welcome parents to discuss any concerns
- Work to build good relationships
- Communicate clearly with parents through face to face contact, Dojo and Tapestry

Impact

By the time our children leave EYFS for Key Stage 1 they will be:

Happy	Successful	Curious	Communicators
<ul style="list-style-type: none">• Children enjoy coming to school and are settled.• Children are engaged in their learning.• Children feel safe and valued.• Staff and children enjoy spending time together.	<ul style="list-style-type: none">• Children achieve the best outcomes they can.• Children are well prepared for Year 1.• Children are confident and resilient to changes such as transitions.	<ul style="list-style-type: none">• Children have a sense of curiosity, awe and wonder in the world around them.• Children are inquisitive to find out more.• Children are respectful to themselves and others	<ul style="list-style-type: none">• Child leave EYFS with skills needed to read and write basic sentences.• A love of reading has been fostered.• Children are confident communicators who are equipped with the skills to talk about their learning.

Other policies connected to this EYFS policy are:

- Safeguarding Policy
- First Aid Policy
- Intimate Care Policy

- Use of Technology Policy
- Children With Medical Needs Policy
- Sleep Policy
- Supporting Children with Medical Needs Policy