Early Years Foundation Stage Procedure

September 2025

Intent

At Walton-On-Trent C of E Primary and Nursery School, our Early Years Foundation Stage (EYFS) curriculum is designed to provide a holistic, inclusive, and high-quality educational experience that nurtures the development of the whole child. In alignment with our school motto—Living, Learning, Laughing in God's love—we aim to cultivate confident, resilient, curious, and independent learners.

Our curriculum equips children with the essential knowledge, skills, and attitudes that positively influence their thinking and behaviour across both school and home life. We believe that a well-rounded early education lays the foundation for lifelong success and wellbeing, enabling children to thrive in an ever-changing world.

We are committed to making a meaningful and lasting impact on every child's life. This is achieved through carefully planned and implemented teaching and learning opportunities that support each child in reaching their full potential and pursuing their aspirations.

Children at Walton engage with the seven areas of learning through a balanced approach that includes whole-class and group instruction, alongside play-based learning. These experiences are shaped by children's interests, thematic topics, continuous provision, and structured phonics sessions. Staff plan learning intentionally to support development in communication and language, personal, social and emotional wellbeing, and physical growth, as well as literacy, mathematics, understanding the world, and expressive arts and design.

Our EYFS curriculum is underpinned by the school's core values: honesty, kindness, respect, ambition, courage, and perseverance. These values guide our practice and foster a lifelong love of learning.

We strive to ensure that all children feel safe, happy, and confident in their learning environment. We recognise the importance of secure relationships and human connection, and we embed these principles into our daily practice through high expectations, nurturing care, and consistent modelling of our school values.

At Walton, we empower every child and adult within the EYFS setting to achieve their personal best.

Our children thrive!

Implementation

The Early Years Foundation Stage (EYFS) at Walton-On-Trent C of E Primary and Nursery School applies to children from birth to the end of the Reception year. Our provision includes a Nursery class and a mixed-age Reception/Year One class. The Reception class comprises up to

20 Reception pupils and up to 10 Year One pupils.

In the summer term, selected Year One pupils may remain in the mixed Reception/Year One class if it is deemed beneficial for their continued development. These decisions are based on EYFS profile outcomes and the identified need for additional pastoral, emotional, or social support. All Year One pupils, regardless of class placement, have equitable access to the Year One National Curriculum.

Nursery provision is available from the term following a child's third birthday. We offer up to 30 hours of term-time nursery education, with capacity for eight children per session.

We ensure a balanced approach to learning through a combination of adult-led and child-initiated activities. While children are encouraged to self-select tasks through continuous provision, adult interaction remains central to guiding and extending learning. These interactions are carefully planned to build understanding and scaffold new knowledge.

As children progress through the Reception year, particularly by the summer term, the proportion of adult-directed tasks increases to support a smooth transition into Key Stage 1.

All children follow a curriculum based on the Development Matters framework, enriched with cultural capital experiences that enhance learning and development.

As a small school with mixed-age classes, we implement a three-year rolling programme to ensure comprehensive coverage of all learning objectives and to avoid repetition. Reception children follow the EYFS curriculum, focusing on the seven areas of learning. Our curriculum map ensures that all children are well-prepared for the transition to the National Curriculum in Year One.

Teaching

Teaching in the EYFS is delivered through a carefully balanced approach that integrates direct instruction with child-initiated learning. This dual strategy ensures that children receive structured support while also having the freedom to explore and develop independently.

Direct, adult-led teaching is planned intentionally to introduce specific skills, concepts, and knowledge. These sessions include whole-class and small-group activities that promote key learning behaviours such as listening, turn-taking, collaboration, and perseverance.

Daily routines follow a consistent timetable, providing children with a secure structure that supports emotional wellbeing and learning habits. These routines include focused teaching in phonics, literacy, mathematics, and other curriculum areas, aligned with the EYFS framework.

The EYFS learning environment is designed to support all seven areas of learning—three prime

and four specific. Classrooms are organised to provide rich opportunities for exploration, creativity, and skill development. Resources are accessible and varied, enabling children to engage in meaningful play and learning experiences.

The outdoor learning environment is an integral extension of the classroom. Children are encouraged to learn outside throughout the day, with activities that reflect the full breadth of the EYFS curriculum. Our dedicated woodland area supports regular Forest School sessions, which promote resilience, risk-taking, teamwork, and a connection with nature.

Planning

Planning within the EYFS is dynamic, responsive, and child-centred. It is designed to ensure that all children receive a broad, balanced, and developmentally appropriate curriculum that reflects their individual needs, interests, and stages of development.

Practitioners continuously adapt planning and provision to respond to children's evolving interests and learning needs.

Long-term planning outlines the overarching themes and curricular goals for the academic year. These themes are flexible and informed by the interests of the children, the school's core values, and statutory curriculum requirements.

Medium-term planning provides a structured overview of learning across each half term. It ensures equal emphasis across all seven areas of learning, with a particular focus on the three Prime Areas—Communication and Language, Personal, Social and Emotional Development, and Physical Development—especially at the beginning of the academic year.

Short-term planning is highly flexible and responsive to the immediate needs and interests of the children. It incorporates both adult-led and child-initiated learning opportunities. Practitioners may choose to maintain specific areas of provision to allow children time to consolidate and master skills, or introduce new resources to extend learning when developmental milestones are reached.

Assessment

Assessment enables practitioners to understand each child's developmental progress, interests, and learning styles, and to tailor educational experiences accordingly.

Practitioners use ongoing observational assessment to monitor children's development across all seven areas of learning. These observations inform short-term planning and help identify next steps in learning. Evidence is gathered through a variety of methods, including annotated work samples, floor books, photographs, and contributions from parents via Tapestry and

Class Dojo.

Baseline assessment is conducted upon entry to Nursery or Reception. In Reception, children complete the statutory Reception Baseline Assessment (RBA) within the first six weeks of the autumn term. The RBA provides a baseline measure for school-level progress tracking from Reception to the end of Key Stage 2.

Throughout the academic year, class teachers assess whether children are 'on track' or 'not on track' to meet end-of-year expectations. These assessments are reviewed termly and submitted to the Headteacher and Deputy Headteacher.

At the end of the Reception year, practitioners complete the EYFS Profile for each child, assessing progress against the 17 Early Learning Goals. Outcomes are shared with parents and inform transition planning into Year One.

Impact

Our EYFS curriculum is designed to ensure that children make sustained progress across all seven areas of learning, develop the characteristics of effective learning, and are well-prepared for the transition into Key Stage 1.

Children's progress is monitored through a combination of formative and summative assessment strategies. Termly tracking identifies whether children are 'on track' or 'not on track' to meet the Early Learning Goals (ELGs), enabling timely interventions and support.

At the end of the Reception year, the EYFS Profile provides a comprehensive overview of each child's attainment. Children who achieve the ELGs in the Prime Areas, Literacy, and Mathematics are considered to have achieved a Good Level of Development.

Our EYFS provision ensures that children leave the Foundation Stage with a strong foundation in learning behaviours, emotional resilience, and academic readiness.

SEND

We are committed to providing an inclusive EYFS environment that meets the needs of all learners, including those with Special Educational Needs and/or Disabilities (SEND).

Children with SEND are identified through ongoing observation, assessment, and collaboration between EYFS staff and the school's SENCO. Appropriate strategies, resources, and support plans are implemented to meet individual needs.

We maintain strong partnerships with external agencies to ensure children receive high-

quality, specialist support.

Our EYFS provision is flexible and responsive, allowing for personalised learning experiences that accommodate a wide range of abilities and developmental stages.

Safeguarding

Safeguarding is a fundamental priority within our EYFS provision. We adhere to the statutory safeguarding and welfare requirements outlined in the EYFS Statutory Framework (2023).

Designated Safeguarding Leads (DSLs) oversee all safeguarding concerns, which are recorded securely using the school's online platform.

Staff are prohibited from using personal mobile devices in the EYFS environment. Photographs are taken using school-approved devices and used only with parental consent.

Daily health and safety checks are conducted, and fire drills are held regularly. Children receive free fruit and milk, and healthy habits are promoted throughout the curriculum.

Health and Wellbeing

We recognise that children learn best when they are healthy, safe, and emotionally secure.

As a healthy school, we promote healthy eating and lifestyle choices. Children receive free fruit and milk and may purchase toast during morning break, the children are supervised when eating at all times.

We maintain rigorous health and safety standards. Accidents are recorded and communicated to parents.

We support children's emotional wellbeing through secure relationships, consistent routines, and a nurturing environment.

Legislation and Curriculum Overview

Our EYFS provision is aligned with the statutory requirements set out in the EYFS Statutory Framework (2023).

The curriculum is shaped by four guiding principles: A Unique Child, Positive Relationships, Enabling Environments, and Learning and Development.

The seven areas of learning include three Prime Areas (Communication and Language,

Physical Development, Personal, Social and Emotional Development) and four Specific Areas (Literacy, Mathematics, Understanding the World, Expressive Arts and Design).

Our curriculum is informed by Development Matters and Birth to Five Matters, with enrichment opportunities such as Forest School, educational visits, and memorable moment days.

Characteristics of Effective Learning

The Characteristics of Effective Learning underpin all aspects of EYFS provision:

1. Playing and Exploring – Investigating, engaging in imaginative play, and being willing to try new activities.
2. Active Learning – Sustaining concentration, persevering through challenges, and enjoying achievement.
3. Creating and Thinking Critically – Developing ideas, making connections, and solving problems.

These characteristics are nurtured through daily practice and form the foundation for lifelong learning.

Parents as Partners

We value and promote strong partnerships with parents and carers.

We engage families through home visits, induction meetings, stay and play sessions, and regular communication via Tapestry and Class Dojo.

Parents are encouraged to contribute to their child's learning journey and attend celebration events throughout the year.

We believe that collaborative relationships with families enhance children's learning, wellbeing, and development.

Baseline Assessment

Baseline assessment establishes a clear understanding of each child's starting point.

Initial observations and parent input inform planning and provision.

In Reception, children complete the statutory Reception Baseline Assessment (RBA) within the first six weeks. The RBA provides a baseline for school-level progress tracking.

Practitioners use baseline data to personalise learning and identify support needs.

Monitoring and Review

We maintain high standards through regular monitoring, evaluation, and review.

EYFS provision is monitored by the Headteacher and subject leaders through observations, work sampling, and staff discussions.

A named governor oversees EYFS and reports to the governing body.

This policy is reviewed annually to ensure alignment with statutory guidance and best practice.