



West Winch Primary School

Early Years Foundation Stage Policy 2026

Intent

Within the Early Years at West Winch Primary School, we aim to:

- Give each child a happy, positive and enjoyable start to their school life within a safe and secure environment.
- Establish solid foundations and foster a deep love of learning.
- Enable each child, through encouragement and high expectations, to develop socially, emotionally, physically and intellectually in order to thrive in a diverse and ever changing world.
- Offer a structure for learning that has a range of starting points and unlimited opportunity for development.
- Offer a broad and rich curriculum.
- Encourage children to develop independence within a nurturing and supportive atmosphere.
- Support children to build relationships through the development of social skills such as cooperation and sharing.
- Help each child to recognise their own strengths and achievements by experiencing success and developing their confidence to work towards personal goals.

Legislation

This policy is based on requirements set out in the 2021 statutory framework for the Early Years Foundation Stage (EYFS).

Implementation

Structure of the EYFS

The EYFS applies to children from birth to the end of the Reception year. In our school, all children join us at the beginning of the school year in which they are five (compulsory schooling begins at the start of the term after a child's fifth birthday).

The Curriculum

Our Reception Class follows the curriculum as outlined in the Early Years Foundation Stage (EYFS) document. The framework defines what we teach and we use the Development Matters guidance to support our curriculum. The EYFS framework includes seven areas of learning and development, all of which are seen as important and interconnected.

Three of the areas are referred to as the Prime Areas. These are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving (Early Years Framework 2021).

The Prime Areas are:

Communication and Language	Listening, Attention and Understanding Speaking
Personal, Social and Emotional Development	Self-regulation Managing Self Building Relationships
Physical Development	Fine Motor Skills Gross Motor Skills

The Prime Areas are strengthened and applied through the further four areas which are referred to as the Specific Areas:

Literacy	Comprehension Word Reading Writing
Mathematics	Numbers Numerical Patterns
Understanding the World	Past and Present People, Culture and Communities The Natural World
Expressive Arts and Design	Creating with Materials Being Imaginative and Expressive

We enrich the Early Years framework with our 'West Winch' curriculum to enhance the experience and opportunities available to the children. This includes special events and celebrations, memorable experiences, themes selected to drive the curriculum and the Norfolk RSE scheme.

Our teaching of synthetic phonics follows Phonics Shed and our teaching of mathematics is guided by Hamilton Trust.

Teaching and Learning Style

The features of good practice in our school that relate to the EYFS are:

- The partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement.
- The understanding that teachers have of how children develop and learn, and how this affects their teaching.
- The range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication.
- The carefully planned curriculum that helps children to achieve the Early Learning Goals by the end of the EYFS.
- The provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities.

- The encouragement for children to communicate and talk about their learning, and to develop independence and self-management.
- The support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment.
- The identification of the progress and future learning needs of children through observations, which are regularly shared with parents.
- The good relationships between our school and the settings that our children experience prior to joining our school.
- The clear aims for our work, and the regular monitoring to evaluate and improve what we do.
- The regular identification of training needs of all adults working within the EYFS.

Play in the EYFS

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.

Inclusion in the EYFS

In our school, we believe that all our children matter. 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 (see our policy on school inclusion).

In the EYFS, we set realistic and challenging expectations that meet the needs of our children, so that most achieve the Early Learning Goals by the end of the stage. Some children progress beyond this point. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

Assessment

From the starting point of Baseline, we make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS is ongoing and takes the form of observation, phonic and word checks and writing assessments. This involves the teacher and other adults as appropriate.

Parents receive an annual report that offers comments on each child's progress in each area of learning. It highlights the child's strengths and development needs and gives details of the child's general progress. We complete these in June and send them to parents in early July each year.

The Role of Parents

We believe that all parents have an important role to play in the education of their child. We recognise the role that parents have played, and their future role, in educating their children.

Impact

We recognise that every child is unique and that they develop and learn in different ways and at varying rates. We want all of our children to develop a positive attitude to learning and therefore we strive for our children to become curious, resilient and self-assured in order to prepare them for the next stage of education, laying secure foundations for future learning and development.

EYFS Policy – Usage, Monitoring and Review

This policy will be used as guidance by all teaching staff, monitored by the EYFS Leader and reviewed in line with the Governors agreed policy schedule.

Adopted: Summer 2026

Review: Summer 2027

A handwritten signature in black ink, consisting of a series of loops and a long horizontal stroke at the end.

Heather Habbin - Chair of Governing Body