



‘All individuals matter’

Early Years Foundation Stage Policy

Person Responsible for the Policy	EYFS Lead
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Signed by Chair of Governors	<i>L.Grove</i>
Name of Chair	Mrs Lynsey Grove

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The Early Years Foundation Stage (EYFS) applies to children from birth to the end of their reception year. At Winchelsea Primary School, children usually begin attending school full time at the start of the school year in which they turn 5 years old, this is called Reception. At Winchelsea school we also have places for children in Nursery, this is where the children aged three and four years can attend, on a full or part-time basis. The classes are taught in our Foundation Stage Unit and are led by an Early Years Lead Teacher, who works alongside several staff to provide education and care for the children.

Our Aims and Objectives

At Winchelsea, we aim to ensure that:

- All children in our EYFS setting are valued as individuals and, as such, are treated as unique;
- All children have access to a broad and balanced curriculum which will equip them with a range of skills and knowledge that will be needed for them to make sound progress as they continue their educational journey;
- All children have quality and consistency in their teaching and learning, so that they can all make good progress, regardless of their starting points – we believe that no child should be 'left behind';
- Strong partnerships are formed with parents and carers and that the knowledge they have about their children is utilised to provide the strongest learning opportunities for all;
- All children feel included and supported through equality of opportunity.

Our Core Purpose in Early Years

At Winchelsea, we work hard to ensure all children are happy in school and feel safe and secure. We aim to provide quality learning opportunities that spark children's interests, but also their imagination, so that they can fulfil their potential and prepare for more formal learning in their educational journey.

Our principles (including Intent, Implementation & Impact)

At Winchelsea, we acknowledge that 'Individuals Matter', and to that end, our curriculum embraces the children's interests and celebrates our differences. Our principles are taken directly from the EYFS Statutory framework.

These are:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests, needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- The importance of learning and development should be considered. Children develop and learn at different rates.

Our Curriculum Intent, Implementation and Impact statement can be found at:

<https://www.winchelsea.lincs.sch.uk/site/data/files/users/class-pages/61ED3AB07CA2BED3ECEE906A7DB73146.pdf>

Statutory Legislation

This policy is based on requirements set out in the 2026 statutory framework for the Early Years Foundation Stage (EYFS).

This document can be found at:

https://assets.publishing.service.gov.uk/media/6a5105d61228eb26a4cab7af/Early_years_foundation_stage_statutory_framework_-_school-based_and_groups_2026.pdf

The EYFS sets the standards that all early year's providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the foundations for good future progress through school and life. The EYFS is about what children learn, as well as how they learn. Effective practice is a mix of different approaches. Children learn through play, by adults modelling, by observing each other and through adult-guided learning.

Structure of Early Years at Winchelsea

At Winchelsea Primary School we have a 16-place Nursery cohort and 30 place Reception cohort; these classes form our Early Years Foundation Stage provision. The children are taught together for some learning opportunities and are taught separately for others; this is dependent on the learning taking place and the needs of the children. The unit is led by our Early Years Leader and has a team of qualified staff to help run the provision and meet ratio requirements.

Curriculum & Learning

In planning and guiding what children learn, we always reflect on the different rates at which children are developing and adjust our planning and practice appropriately. We follow the guidance within the Statutory framework and will always plan for learning opportunities that

develop the characteristics of effective teaching and learning; which are:

- Playing and exploring - children investigate and experience things, and 'have a go'.
- Active learning - children concentrate and keep on trying if they encounter difficulties and enjoy achievements.
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

We follow the curriculum as outlined in the 2026 EYFS Statutory Framework. The framework includes seven areas of learning and development; All of these being closely related, equally important and all inter-connected.

These areas of learning are crucial to ensure that the children are prepared for future education; offer a wide range of activities and experiences and build on children's capacity for learning. We plan for, and offer, the children a wide range of learning opportunities through the 'Prime' and 'Specific' areas of the curriculum:

These are the prime areas:

- Communication and language
- Physical development
- Personal, social and emotional development

The specific areas are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Recent research in education has proven that Foundational Skills are essential to ensure that children can make progress effectively in their education; at Winchelsea, we agree. We believe that 'high-quality early education establishes the foundations for later success, including academic achievement, good health and well-being.' (Strong foundations in the first years of school – DfE)

While high-quality education benefits all children, it is especially important for those whose early learning has been limited. This may include children who come from disadvantaged backgrounds and those whose language and communication are delayed. Making sure that all children have the best start in life is one of Ofsted's strategic priorities. At Winchelsea, we have spent considerable time planning for a curriculum which identifies the Foundational Knowledge that will be required for children later in their school life. We aim to build on previous knowledge and ensure that all children are given the chance to practice and embed any new skills.

With this in mind, we plan for the following:

Personal Hygiene & Toileting Toileting Independence: Recognising the need to go, using the toilet, and managing their own clothing (pulling trousers up and down). Hand Washing: Understanding when and how to wash hands with soap and dry them effectively. Nose Wiping: Learning to use a tissue and disposing of it in the bin (the "catch it, bin it, kill it" routine).	Dressing & Personal Care Managing Outerwear: Putting on and taking off their own coat and attempting to use zips or buttons. Footwear: Putting on shoes (often starting with Velcro) and taking them off. Self-Correction: Recognising when clothes are inside out or shoes are on the wrong feet.	Feeding & Mealtimes Using Utensils: Transitioning from fingers to successfully using a spoon and fork. Drinking: Pouring water from a small jug into a cup and drinking without significant spilling. Opening Packages: Attempting to open their own lunchbox, peel a banana, or open a yogurt pot. Clearing Away: Scraping their plate and placing it in a designated area after eating.	Environment & Belongings Tidying Up: Following simple instructions to return toys to the correct baskets or shelves. Managing Belongings: Recognising their own coat peg, bag, and water bottle. Safety Awareness: Understanding basic "stop" and "go" rules and how to carry equipment safely.
Literacy Handling Books: Knowing how to hold a book correctly, turn pages carefully from the front, and return it to the shelf. Name Recognition: Identifying their own name on a coat peg, self-registration board, or water bottle to manage their belongings. Resources: Knowing where the mark-making tools are kept and independently fetching paper and pencils when they want to "write."	<p>To provide</p> <p>Strong Foundational Skills</p> <p>Our Team will enable children to.....</p>		Maths Tidying by Attribute: Sorting resources back into the correct bins (e.g., all big blocks in the big crate), which builds a foundation for categorisation. One-to-One Correspondence in Routine: Setting a table for a "snack" and ensuring there is one cup for each chair. Self-Timing: Using sand timers independently to manage their own turn-taking during high-demand activities.

<p>Communication and Language (CLL)</p> <p>Advocating for Needs: The ability to verbally ask for help, a drink, or a specific resource rather than pointing or crying.</p> <p>Listening for Cues: Recognising "active listening" (eyes on the speaker) as a tool to help themselves understand instructions.</p> <p>Following Multi-step Directions: Managing their own tasks by remembering a two-part instruction.</p>	<p>Physical Development (PD)</p> <p>Gross Motor: managing to move, coordinate and balance independently.</p> <p>Fine Motor: Safely handle scissors, use hand eye coordination for tools and hold a pencil with a tripod grip.</p> <p>Spatial Awareness: Navigating the classroom safely without bumping into others or knocking over their own work.</p>	<p>Personal, Social, and Emotional Development (PSED)</p> <p>Self-Regulation: Identifying when they feel "big emotions" and independently choosing a calming activity (like the book corner or sensory play).</p> <p>Initiative: Choosing their own activities and "having a go" at a difficult task before seeking adult help.</p> <p>Conflict Resolution: Using "Stop, I don't like that" or basic turn-taking phrases to manage social interactions independently.</p>
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Assessment and the EYFS Profile

At Winchelsea, we very much see assessment as an ongoing and evolving process; we use our observations, summative assessments and formative assessments to help to plan next steps for the children in our care, so that they can achieve their potential.

The EYFS Framework draws attention to the principles of assessment; at Winchelsea, we follow this guidance:

- Assessment plays an important part in helping parents, carers, and practitioners to recognise children's progress, understand their needs, and to plan activities and support.
- Assessment should not involve long breaks from interaction with children or require excessive paperwork. When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement. Practitioners are not required to prove this through collection of any physical evidence.
- Practitioners should keep parents and/or carers up to date with their child's progress and development. Practitioners should address any learning and development needs in partnership with parents and/or carers, and any relevant professionals.
- Assessment should inform an ongoing dialogue between practitioners and Year 1 teachers about each child's learning and development, to support a successful transition to Key Stage 1.

For the children in our Reception class, we follow the DfE's requirements relating to Statutory Assessments and complete the RBA (Reception Baseline Assessment) towards the beginning of the school year and the EYFSP (Early Years Foundation Stage Profile) at the end of the year.

Assessment at the start of the reception year – the Reception Baseline Assessment (RBA)

The Reception Baseline Assessment (RBA) is a short assessment, taken in the first six weeks in which a child starts reception.

The RBA:

- Is an activity-based, age-appropriate assessment of children's ability in early mathematics, literacy, communication and language.
- Is expected to take approximately 20 minutes per child.
- Can be paused and completed in more than one sitting.
- Will usually be administered by the Reception teacher
- Will be used to create a baseline for school-level progress measures and will measure the progress children make from Reception until the end of Year 6.

Assessment at the end of the EYFS – the Early Years Foundation Stage Profile (EYFSP)

Each child's level of development must be assessed against the early learning goals in the Prime and some Specific areas of learning. Teachers must note whether children are meeting expected levels of development, or if they are not yet reaching expected levels ("emerging"). The Profile provides parents and/or carers, practitioners and teachers with a

well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1. The profile reflects the teacher's knowledge of the child; it is based on a holistic view of what the child can demonstrate against each ELG at the end of the EYFS. Teachers use a 'best fit' picture of the child. The Early Learning Goals are inter-connected, meaning children can demonstrate their skills in many differing ELGs in any one given learning challenge or activity.

Inclusion & Equality

It is proven that inclusive practice fosters strong social and emotional development, enhances outcomes, and supports children in reaching their full potential. It also teaches children empathy and respect for diversity, preparing them for a multicultural world.

At Winchelsea, we aim to ensure that every child, regardless of background or ability, has equitable opportunities to learn, grow, and feel valued. We will treat all children fairly and provide access to the same opportunities, whilst ensuring that we tailor support for individual needs as and when required; this is so all children can achieve comparable outcomes and meet their own potential.

We will aim to do this by:

- creating an environment where children feel respected, valued
- creating a classroom where children feel empowered to participate fully, actively embracing diversity and removing barriers to engagement
- develop an inclusive environment to help children develop empathy, kindness, and respect for others, while strengthening their self-identity

Partnership with Parents

Effective partnerships with parents are central to supporting children's learning, development, and wellbeing in EYFS settings.

The EYFS framework places an emphasis on positive relationships between practitioners and families.

Key principles include:

- Trust and Respect
- Open Communication
- Shared Understanding

We welcome parents at Winchelsea and like to keep lines of communication open; any parents who have worries or concerns about their child should always speak to the class teacher and together, we can hopefully find solutions.