

# Newton-le-Willows Primary School & Nursery



## EARLY YEARS FOUNDATION STAGE POLICY

<b>Status:</b>	<b>STATUTORY</b>		
<b>Responsible Person/People:</b>	Mrs Chisnall Mrs McCormack Reception and Nursery Staff		
<b>Responsible Governor:</b>	Mr. Bradley		
<b>Approved by:</b>	Mr. Bradley	<b>Signature:</b> <i>M. Bradley</i>	<b>Date:</b> Autumn 2025
<b>Last reviewed:</b>	Autumn 2025		
<b>Next review due:</b>	Autumn 2026		

## **1. Aims**

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

## **2. Legislation**

This policy is based on requirements set out in the Early Years Foundation Stage Statutory Framework (July 2025)

*'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. 2. The EYFS sets the standards that all early years 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 right foundation for good future progress through school and life.*

**Early Years Statutory Framework July 2025.**

## **3. Structure of the EYFS**

Our Early Years setting consists of a Nursery and three Reception classes.

Our Nursery is its own dedicated area within the setting. It has a bespoke unit which is designed around the needs of our young children. Our Nursery pupils also have access to an outdoor area which is used by both our Nursery and Reception children. We offer both full time and part time provision which can be accessed by members of our local community.

Our Reception department consists of three classes offering provision to a maximum of 90 pupils. Our Reception classes are based within their own bespoke department consisting of three classrooms and a specially designed outdoor area which is personalised to the needs of our young children. All children within the Reception setting have access to all areas of both the indoor and outdoor environment, including the provision across all three classrooms.

## **4. Curriculum**

Our Early Years setting follows the curriculum as outlined in the latest version of the EYFS Statutory Framework (July 2025).

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas, known as the Prime Areas, are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The Prime Areas are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

The Prime Areas are strengthened and applied through 4 Specific Areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

### **4.1 Planning**

Staff plan activities and experiences for children that enable children to develop and learn effectively.

In order to do this, staff working with the youngest children are expected to focus strongly on the 3 Prime Areas.

Children learn and develop in different ways and at different rates. We take into consideration individual needs, interests, and development of each child, and use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development.

Here at Newton-le-Willows Primary School, we believe that the very best outcomes for children are achieved where there is a balance of child-initiated and adult-initiated activities. There is therefore a commitment to ensuring that the classroom environment offers a wide range of rich opportunities for children to initiate their own learning through the continuous provision of significant areas of learning. Examples of these are areas for mark-making and writing, construction, block-play, role play and creative activities. This provision can be found both inside and outside the classroom settings, and our 'free-flow' model ensures that all children have the chance to lead their own learning, both indoors and outdoors, throughout the day. Within the EYFS, if a child's progress in any of the Prime Areas gives cause for concern then staff will discuss this with parents/carers and, where appropriate, professionals with specialist knowledge, and agree how best to support the child.

Further planned activities are also provided for children who have Special Educational Needs or a disability which requires specialist support. Pupil Premium children and children with English as an Additional Language will be closely monitored within the setting to ensure they reach expected level of development. All children take part every day in adult-led activities which are planned by the staff team to have specific learning outcomes.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice. Staff use a mixture of formative and summative assessment strategies, which are used to feedback child's progress amongst the team and plan provision accordingly, based on children's understanding.

## **4.2 Teaching**

Teaching in the Early Years is a carefully balanced combination of **adult-led learning**, **child-initiated play**, and **skilful interactions** that support children's development across all areas of the EYFS curriculum. It is rooted in a strong understanding of child development and is designed to help children build **strong foundations** for future learning.

Children learn through a rich, well-planned environment that encourages exploration, independence and curiosity. Adults provide high-quality teaching through modelling, questioning, guiding play and extending children's thinking. They introduce new vocabulary, help children develop early reading, writing and number skills, and create meaningful opportunities for communication and problem-solving.

Alongside this, teachers deliver focused adult-led sessions where specific skills are taught directly, such as phonics, early maths concepts, fine motor development and storytelling. Continuous provision is carefully designed to reinforce and deepen these skills, enabling children to practise and apply their learning in purposeful play.

Assessment is ongoing and informs next steps, ensuring that teaching is responsive and adapted to meet the needs of every child. Strong relationships, routine, and high expectations underpin the Early Years environment, ensuring that children feel safe, valued, and ready to learn.

## **5. Assessment**

At Newton Primary, ongoing assessment is an integral part of learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles.

An ongoing assessment of the children's learning ensures that future planning reflects the needs and interests of the pupils. When forming a judgement about whether an individual child is at expected level of development, teachers will draw on their knowledge of the child and their own expert professional judgement. Multiple sources of written or photographic evidence are not required, which is in line with the 'Early Years Foundation Stage Statutory Framework.

Within the first 6 weeks that a child **starts Reception**, staff will administer the Reception Baseline Assessment (RBA).

In Reception, a record is kept of the children's progress towards the Early Learning Goals of the Early Years Foundation Stage Profile. Baseline and follow up assessments at the end of the academic year are used alongside ongoing teacher observations and assessments for each pupil.

In Nursery and Reception, 'Learning Journeys' are used to record, monitor and track the progression of skills, learning experiences and characteristics of effective learning for each pupil throughout the Early Years Foundation Stage. These are recorded using an online learning tool, as well as a bespoke, paper-based learning journey for each individual child across the setting.

In addition to this, the EYFS team conduct termly moderation sessions, which are completed both internally, as well as within our Local Authority network and alongside local partnership schools.

During the final term in Nursery and Reception, a written summary is provided for parents, reporting their progress against the ELG's and assessment scales and on the characteristics of learning. This assessment indicates whether children are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the Local Authority.

Parents are given the opportunity to discuss their child's development with the teacher throughout the year, alongside formal Parents' Evenings in the Autumn and Spring Term.

EYFS assessment will inform an ongoing dialogue between practitioners between Nursery to Reception and Reception to Year 1 about each child's learning and development.

## **6. Working with Parents**

Newton-le-Willows Primary acknowledges the importance of strong partnerships with families and actively encourages family involvement in school life. In Nursery and Reception children and their parents/carers are greeted at the door and parents are able to have informal discussions with the adults who teach them. If they require a more formal discussion, they are encouraged to make an appointment to speak to the class teacher after school.

Families are kept informed about school activities and events through letters, newsletters, updates on our digital learning/communication platform and emails, informing them about key events relevant to their class. Children also have individual home school diaries to record messages and reading progress at home so that there is a partnership between home and school to support learning.

Parents have the opportunity to make comments and discuss their child's progress and learning journey during Parents' Meetings. Families will also receive an End of Year report.

In Nursery, each child is assigned a key person/adult who helps to ensure that their learning and care is tailored to meet their needs. The key person/adult supports parents and/or carers in guiding their child's development in school and at home. The key person/adult assigned to a child may change, as is deemed appropriate by the class teacher.

In Reception, the Class Teacher acts as the key person for all the pupils in the class.

If a parent has a concern about their child's progress, this is discussed promptly and an appropriate support strategy is agreed.

The SENCo will provide additional guidance where required, and effective communication between parents, staff and the SENDCo is essential to ensure a consistent and coordinated approach.

## **7. Safeguarding and Welfare Procedures**

Children's safety and welfare is paramount. We recognise that children learn best when they are healthy safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them.

We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. We have stringent policies, procedures and documents in place to ensure children's welfare and safety.

We ensure the suitability of all adults within the setting and who have contact with the children and ensure all staff have the appropriate qualifications, training, skills and knowledge of the Early Years.

We make sure that the appropriate statutory staff:child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

For children aged 3 and over:

- Where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification is working directly with the children, we have at least 1 member of staff for every 13 children
- Where a person with the above qualifications is not working directly with the children, we have at least 1 member of staff for every 8 children

In Reception:

- We comply with infant class size legislation and have at least 1 teacher per 30 pupils.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious food, following set procedures when children become ill or have an accident. We follow [statutory guidance](#) for safety around supervised tooth brushing.

In accordance with the EYFS Statutory Framework (2025), at least one member of staff with a current **full Paediatric First Aid (PFA)** certificate is available **on the premises and accessible at all times** when children are present. All of our Early Years team have a PFA certificate. (December 2025)

A PFA-trained member of staff always accompanies children on all outings. The Paediatric First Aid training meets the requirements set out in the EYFS Framework (2025) and qualification will be updated every three years. We maintain an up-to-date record of staff qualifications and ensure that enough staff are trained to cover absences, staff changes and differing room ratios.

The rest of our safeguarding and welfare procedures are outlined in our Child Protection and Safeguarding Policy.

Appendix 1 also makes reference to a number of policies and procedures in relation to safeguarding and welfare applicable to the EYFS.

## **8. Equality**

Newton Primary School is committed to the principle of equality for all pupils irrespective of race, religion, gender, language, disability or family background, and to the active support of initiatives designed to further this principle. We believe that equality is at the heart of good educational practice.

All pupils are of equal value and deserve equal access to every aspect of school life. They have equality to learn and work towards their highest possible levels of achievement. The vision and values which we uphold as a school help to emphasise equality for all staff, pupils, parent/carers and visitors at all times. All personnel are responsible for ensuring that we implement this policy.

Equality means that discrimination on the basis of race, religion, gender, sexuality, language, disability or family background is not acceptable.

## **9. Monitoring Arrangements**

It is the responsibility of the Early Years Foundation Stage Practitioners to follow the principles stated in the EYFS booklet and in this policy. There is a named Governor responsible for the EYFS. This Governor has the opportunity to discuss EYFS practice with the practitioners and provide feedback to the whole Governing Body, raising any issues that require discussion.

The Headteacher, Senior Leadership Team (SLT), Middle Leadership Team (MLT) and subject coordinators carry out monitoring of the EYFS through observation and discussion as part of the whole school monitoring schedule.

This policy will be reviewed and approved by the Senior Leadership Team annually.

At every review, the policy will be shared with the Governing Body.

## Appendix 1. List of Statutory Policies and Procedures for the EYFS

Statutory Policy or Procedure for the EYFS	Where can it be found?
<b>Safeguarding Policy and Procedures</b>	See Safeguarding and Child Protection Policy. See Managing Allegations Against Adults Policy See Confidential Reporting Policy See Intimate Care Policy
<b>Procedure for Responding to Illness</b>	See School Attendance Policy See School Health & Safety Policy
<b>Administering Medicines Policy</b>	See Administration of Medication Flowchart. See Medical Policy. See Supporting Children with Medical Conditions Document.
<b>Emergency Evacuation Procedure</b>	See Fire Evacuation Procedures See Lockdown Procedures See School's Emergency Plan.
<b>Procedure for Checking the Identity of Visitors</b>	See Safeguarding and Child Protection Policy. See Visitor Safeguarding Checklist. See SCR (if applicable)
<b>Procedures for a Parent Failing to Collect a Child and for Missing Children</b>	See Safeguarding and Child Protection Policy.
<b>Procedure for Dealing with Concerns and Complaints</b>	See School's Complaint's Procedure.