



Early Years Foundation Stage (EYFS) Policy - Woodbridge School Prep (WSP)

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	Safeguarding (including Child protection and EYFS) Policy; Special Educational Needs and Disability Policy; Online Safety Policy; WSP Parent Handbook.
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1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them a wide range of knowledge and skills needed for good progress through school and life.
- That through the ongoing cycle of observe, assess and review, learning and development opportunities are adapted to meet the individual needs of the child.
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind.
- A close partnership working between practitioners and parents and/or guardians.
- 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 statutory framework for the early years foundation stage 2026 (publishing.service.gov.uk)

2.1 Policies to be read alongside this document:

Woodbridge School's 'Special Educational Needs and Disability Policy.

Woodbridge School's 'Marking and Assessment Policy.

Woodbridge School's 'Reports and Grades (Parents' Information).

Woodbridge School's 'Safeguarding Policy.

Woodbridge School's 'Pupil Supervision (WSP).

Woodbridge School's 'Recruitment, Selection and Disclosure Policy and Volunteer Agreement.

Woodbridge School's 'English as an Additional Language Policy.

Woodbridge School's First Aid Policy

Woodbridge School's Health and Safety Policy

Woodbridge School's Complaints Policy

Woodbridge School's Pupil Attendance and Absence Policy;

Woodbridge School's Online Safety Policy

WSP Parent Handbook.

EYFS Information to Parents.

WSP Allergy Procedure.

3. Structure of the EYFS

EYFS at Woodbridge School Prep (WSP) consists of Reception aged pupils.

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2026 EYFS statutory framework.

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 Exemption

Our school has been granted exemption from certain elements of the statutory EYFS learning and development requirements. This enables us to provide greater flexibility in aligning Reception with the whole school curriculum, ensuring pupils benefit from a breadth of experiences including Life Skills, CLICK Days, and other enriching activities that extend beyond the statutory framework. However, we remain fully committed to meeting all legal obligations in relation to the EYFS Safeguarding and Welfare requirements, including staff ratios, qualifications, and all measures that ensure the safety and well-being of every child.

4.2 Planning

Practitioners plan activities and experiences for children through a range of exciting topics that enable children to develop and learn effectively across all areas of the curriculum, both in and out of the classroom.

When planning, practitioners consider the individual needs, interests, and stage of development of each child in their care, and use this information to plan challenging, sequential and enjoyable experiences in all areas of learning. The specific areas of learning provide children with a broad curriculum, including opportunities to strengthen and apply the prime areas of learning.

In planning and guiding children's activities, practitioners reflect on the different ways and rates that children learn and include these in their practice. They make the most of the school grounds and resources and plan through a cross-curricular approach, incorporating the specialist subjects, to ensure a broad and balanced curriculum which meets both the statutory requirements of the Early Years Foundation Stage Framework and the bespoke educational programme for Woodbridge School Prep.

Where a child may have a special educational need or disability, practitioners consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

The learning environment is enhanced appropriately to meet the needs and interests of the children, allowing them to take autonomy over their learning.

Practitioners recognise that the development of children's spoken language underpins all 7 areas of learning and development, and planning reflects the opportunities taken to teach children new vocabulary across these areas to support both language and cognitive development.

4.3 Teaching

The EYFS is about structured, active learning which is relevant to the developmental stage of each child. It progresses at a rate and pace that is stimulating and challenging and is, above all, fun. When activities are seen as purposeful and enjoyable, children are easily encouraged to become involved and therefore learn. Structure supports emotional security, the formation of concepts and the acquisition of skills, and flexibility allows the children to venture from security to challenge, in their own way and at their own pace. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interactions and providing enabling environments that support learning and development. Practitioners know their key children, know their next steps and are responsive to these.

The Foundation Stage uses a variety of teaching and learning styles. Our principal aim is to develop children's knowledge, skills and understanding through a balance of child-led and adult-initiated activities. Through play, the children can consolidate and embed their learning whilst simultaneously refining other skills such as their ability to co-operate, to negotiate, to make choices, to develop resilience and perseverance, when faced with a challenge, and to set their own goals.

Children have daily opportunities to learn and play outdoors. Outdoor learning is valued for the distinct experiences it provides, enabling children to explore, investigate, be physically active and engage with the natural world in ways that enrich and deepen their learning.

For effective learning to take place, it is important to start with what the child can do; activities and enhancements to the learning environment are adapted to meet each child's stage of development therefore ensuring tasks are both developmentally appropriate and attainable. Depending on the activity children may work as a whole class (with differing outcomes), in an independent group requiring only initial adult input, in a small group with close support or on a one-to-one basis. The support is provided by the class teacher, the teaching assistant or an additional adult. Friendship groupings, cooperative or partnered tasks are also used.

New vocabulary is introduced and embedded through quality interactions between practitioners and children in a language-rich environment.

All children in Reception have access to an inclusive and ambitious curriculum which takes account of their individual needs, interests and stages of development. Learning opportunities are planned to enable every child to make progress and fulfil their potential, including children with special educational needs and disabilities (SEND), children who may require additional challenge, and children for whom English is an additional language (EAL). Please see Woodbridge School's EAL and Woodbridge School's 'Special Educational Needs and Disability Policy'.

If at any point, practitioners are concerned about a child's progress in any prime area, they will discuss this with the child's parents and/or guardians and agree how to best support the child. Where appropriate, a specialist may be sought to observe and offer advice and an Individual Educational Plan (IEP) may be created in consultation with the family, class teacher and Special Educational Needs Co-ordinator (SENCO) to address specific targets after a discussion.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for the transition into Year 1.

This should be read in conjunction with Woodbridge School's 'Special Educational Needs and Disability Policy'.

5. Assessment

At Woodbridge School Prep (WSP), ongoing assessment is an integral part of the learning and development processes. Ongoing assessment (formative assessment) is an integral part of the learning and development process. Practitioners know their children's level of achievement and interests and teaching and learning experiences are shaped accordingly. Assessment does not entail prolonged breaks from interaction with children as practitioners recognise how crucial this is to their learning and development.

During the first few weeks in school each child is assessed through informal observations and more formal tasks to ascertain their current level of attainment and their next steps. Children complete an age-appropriate baseline assessment using a published assessment platform. The information gained is used alongside professional observations, information from parents and previous settings, and ongoing formative assessment to inform teaching and support individual learning. The assessment is repeated at the end of the Reception year to provide an indication of the progress children have made during their first year at school. Outcomes are considered alongside practitioners' knowledge of each child and final judgements against the Early Learning Goals (ELGs), providing a holistic understanding of each child's development, progress and achievement.

Children in the Foundation Stage are assessed from three aspects:

- Daily observations (targeted and incidental)
- On-going Formative Observational Profiles
- Termly Summative (standardised) assessments.

Effective planning is informed by ongoing formative assessment and, where appropriate, more

formal assessment. Through day-to-day interactions and observations, practitioners build an understanding of each child's interests, strengths, progress and needs. This knowledge, together with information shared by parents and carers, informs appropriate support and challenge. Assessment is purposeful and proportionate, drawing on professional judgement.

Reception children also participate in the school's standardised assessments in Literacy and Mathematics at identified points during the year. These provide an additional measure of attainment and progress and are considered alongside practitioners' wider knowledge of each child; they do not provide a complete picture of a child's learning and development. Assessment information is shared with the next teacher, supported by professional discussion about individual strengths and needs, to ensure continuity in learning and provision.

At the end of Reception, teachers make a final professional judgement against each of the 17 Early Learning Goals (ELGs), informed by their knowledge of the child and evidence gathered through everyday teaching, learning and assessment. This statutory assessment is completed once only, either in the final term of the Reception year or, in exceptional cases where a child remains in EYFS provision beyond this point, immediately before they transfer into Year 1. For each of the 17 ELGs, each child's attainment is assessed as:

- Not yet reaching expected levels ("emerging")
- Meeting the expected levels of development ("expected")
- Exceeding the expected levels of development ("secure" and "greater depth")

The profile reflects ongoing observations and discussions with parents and/or guardians. The results of the profile are then shared with parents and/or guardians and the Year 1 teachers to ensure a smooth transition.

Woodbridge School Prep (WSP) is exempt from the learning and development requirements in the 2026 Statutory Framework for the Early Years Foundation Stage (EYFS). However, all EYFS safeguarding, and welfare requirements still apply.

This should be read in conjunction with Woodbridge School's 'Marking and Assessment Policy'.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or guardians. At Woodbridge School Prep (WSP), parents and/or guardians are encouraged to actively engage with their child's learning. This is facilitated through a variety of different events both formal and informal, including the use of Tapestry (the EYFS online learning journal).

Parents and/or guardians are regularly informed of their child's progress and development throughout the school year. Where a child's progress in any prime area gives cause for concern, practitioners will inform parents and work collaboratively to agree ways to best support them. This ongoing communication provides parents and/or guardians with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person (the Form Teacher) who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or guardians in guiding their child's development at home. The key person also helps families to

engage with more specialist support, where appropriate.

There are daily opportunities for informal discussion and sharing of information between parents, teachers and assistants. Information Evenings and Welcome Events take place prior to, and at the start of, the academic year. Formal parents' evenings take place where 'next steps' are shared. Comparative perceptions about progress and concerns can be shared at these times within the parameters of a supportive framework.

Written reports which identify significant developments in learning or highlight areas for targeting are issued at the end of each term. They provide feedback in relation to the child's achievement against the EYFS profile.

This should be read in conjunction with Woodbridge School Prep (WSP) – Parent Handbook

7. Safeguarding and welfare procedures

This area is covered by Safeguarding (including Child Protection and EYFS Policy).

7.1 Safeguarding 3.5 of the updated framework- Policies and procedures should be in line with the guidance and procedures of the relevant **Local Safeguarding Partners.**

All EYFS practitioners have up-to-date Safeguarding training (including FGM) and Prevent Duty training. All safeguarding training for EYFS practitioners meets the criteria set out in the EYFS framework, including the requirements detailed in **Annex C**. All new staff are given a full induction process. Ongoing training is delivered through National College, weekly staff meetings and bulletin reminders. Ongoing dialogue and professional curiosity support staff to embed good practice into daily procedures.

This should be read in conjunction with Woodbridge School's Safeguarding Policy.

All references for new EYFS staff are obtained and verified before appointment, and wherever possible will be from a senior professional source. Open, i.e. to whom it may concern, or family-linked references will not be accepted. Woodbridge School's safer recruitment procedures ensure that only individuals suitable to work with children are appointed, with appropriate disclosures, enhanced DBS checks and barred list checks completed before they begin their role.

The school complies with statutory requirements regarding disqualification from childcare and ensures that no person who is disqualified is employed in or involved in the management of EYFS.

All EYFS volunteers complete Safer Recruitment checks.

This should be read in conjunction with Woodbridge School's 'Recruitment, Selection and Disclosure Policy, and Volunteer Agreement'.

7.2 Whistleblowing

All EYFS practitioners (including students and volunteers) will, where necessary, follow Woodbridge School's whistleblowing procedures, which set out how concerns are raised, the process followed and ensure that all reports are taken seriously. Information about external contacts (including the NSPCC helpline, Ofsted, and government whistleblowing guidance) will also be made available to staff.

This should be read in conjunction with Woodbridge School's 'Whistleblowing Policy'.

7.3 Child Absence Monitoring

All EYFS practitioners follow up promptly on unexplained or prolonged absences. Contact is made with parents or emergency contacts if no reason is given. At least two emergency contact numbers are held for every child. Practitioners monitor absence patterns, use their professional judgement to identify early any potential prolonged absence, and refer concerns to children's social care or request a police welfare check if appropriate, in line with the School's published Attendance Policy.

This should be read in conjunction with Woodbridge School's 'Pupil Attendance and Absence Policy'.

7.4 Collection of Children

Children are only released into the care of adults who are known to staff and who have been explicitly notified by parents/carers as authorised to collect. Where an adult is not known to staff but has been notified by parents/carers, the designated collection password must be provided before the child is released.

7.5 Toileting and Intimate Care

All EYFS practitioners ensure that toileting and intimate care routines respect children's privacy and dignity, while maintaining appropriate supervision. Children are never left unattended, and accurate records of care are maintained.

This should be read in conjunction with Woodbridge School's 'Intimate Care Procedure' within the Safeguarding Policy.

7.6 Medicines

No prescription medicines are administered unless prescribed for a child by a doctor, dentist, nurse or pharmacist. Robust systems are in place for obtaining and updating medical information for pupils. For those with more complex, ongoing medical needs (i.e. allergies), key workers work in close partnership with the child's parents, or guardians, and with the school Matron to devise a personalised Healthcare Plan.

The school promotes the good health of children and has procedures, shared with parents and carers, for responding to illness and infection and preventing its spread.

This should be read in conjunction with Woodbridge School's 'First Aid' and WSP Allergy Procedure.

7.7 Accident and injury

A first aid box, containing items appropriate for use on children, is readily accessible at all times. All accidents, injuries, and first aid treatment are recorded in writing. Parents or guardians are informed of any accident or injury, and any first aid provided, on the same day, or as soon as reasonably practicable thereafter.

All EYFS practitioners have up to date Paediatric First Aid (in line with current guidance).

7.8 Infection prevention and emergency planning:

The school follows current UKHSA Health protection in children and young people's settings, including education guidance to prevent and manage infectious disease, including appropriate hygiene, cleaning, ventilation and management of cases/outbreaks. The school's emergency arrangements also address significant public-health incidents in accordance with DfE Emergency planning and response for education, childcare and children's social care settings guidance.

7.9 Paediatric First Aid – Trainees

Students, trainees, apprentices and volunteers aged 16 and over may be included in staff:child ratios at one level below their level of study, provided that the setting is satisfied they are competent and responsible, and that they already hold a current Paediatric First Aid (PFA) certificate. All staff who have completed the experience-based route must obtain a PFA qualification before they can be included in the staff: child ratios at level 3.

7.10 Nutrition Guidance

We adhere to the EYFS nutrition guidance for children aged 1 to 5 years and to dietary, allergy and anaphylaxis requirements by ensuring that:

- Children are offered and encouraged to eat a balanced diet covering the four main food groups
- We avoid foods and drinks high in salt, sugar and saturated fat
- We only serve water to the children and fresh drinking water is always available and accessible to children
- Children are given access to a variety of fruit and vegetables ensuring a range of different vitamins and nutrients

7.11 Safer Eating Practices

A member of staff with a valid full Paediatric First Aid certificate is always present when children are eating.

Before admission, information on each child's dietary requirements, allergies, intolerances, health needs and preferences is obtained and shared with all relevant staff. Allergy action plans are agreed with parents/carers and, where appropriate, health professionals, and kept up to date. The key person is responsible for ensuring they are familiar with the child's individual dietary and health requirements and for working with colleagues to ensure that any food and drink provided is appropriate and meets those requirements. All staff remain vigilant and follow agreed procedures to ensure children's dietary needs are met safely and consistently.

Food is always be prepared in a way that is safe and appropriate for each child's developmental stage, following NHS guidance on weaning and allergy management. Assumptions are not to be made based on age.

Food is prepared and served in line with government advice on food safety, choking prevention, and allergy awareness. This includes avoiding high-risk foods (e.g. whole grapes, nuts), ensuring children are safely seated, and maintaining a calm, designated eating space.

Children remain within sight and hearing of staff during meals. Staff sit facing children where possible to monitor safe eating, prevent food sharing, and respond quickly to allergic reactions or choking.

Any choking incident requiring intervention are recorded, shared with parents/carers, and periodically reviewed to identify trends and prevent recurrence.

7.12 Oral Health

We promote good oral health, as well as good health in general, in the early years through adult modelling and guidance. The meals and snacks provided are healthy, balanced and nutritious. Practitioners work with the children to make good food choices at lunchtime. In addition to this, appropriate professionals are invited into school to talk about the importance of maintaining good oral hygiene. Through these interactions, children learn about the effects of eating too many sweet things and the importance of brushing their teeth.

7.13 Use of Screens and Digital Technology

Digital technology is used purposefully and only where it enhances teaching and learning.

Screen use never replaces high-quality adult interactions, hands-on exploration, active play or first-hand experiences. Children spend the majority of their time engaged in practical, play-based learning, both indoors and outdoors, with technology used selectively to support learning and extend children's experiences where appropriate. Staff ensure that all screen use is age-appropriate, purposeful and balanced, promoting children's communication, wellbeing and overall development.

The school works in partnership with parents to promote healthy screen habits by sharing current guidance and practical strategies to encourage balanced, purposeful screen use at home. Information may be shared through newsletters, parent communications and discussions where appropriate.

7.14 Celebrations and Special Occasions

In line with the EYFS nutrition guidance we ask that any food brought in adheres to being balanced and meets the guidance set out as published and is mindful of potential allergens and dietary requirements. We therefore request that non-edible options for celebrations are shared within school should parents wish to bring something in. Birthday Books are encouraged to enable children to share their birthday and a text they enjoy.

7.15 Face Paint

Face paints will only be applied to children in EYFS where written permission from parents and/or guardians has been given.

7.16 Supervision of pupils

Children in the EYFS setting are supervised throughout the school day in line with statutory ratios. They are taught by the Class Teacher (Qualified Teacher) for the majority of the day (ratio no more than 1:30) and at other times by specialist practitioners (Qualified Teachers ratio 1:30). In addition, they have a full-time level 3 qualified Teaching Assistant working with the children. All level 2 and 3 staff members who gained their qualification since June 2016 **must** acquire a valid Paediatric First Aid (PFA) certificate within three months of starting work, and must maintain it with renewal every three years in order to continue being included in qualifying staffing ratios.

During mealtimes (snack and lunchtime), children are always within sight and hearing of a member of staff.

During morning and after-school care and clubs, Reception children are supervised by a Level 3 qualified Teaching Assistant or a Qualified Teacher. On occasion, other Teaching Assistants may provide supervision, but ratios for Reception children do not exceed 1:8, and children are always within sight and hearing, or at minimum within sight or within hearing, of a suitably qualified practitioner.

At break times there are two practitioners on duty, one of whom is either a level 3 qualified teaching assistant or a qualified teacher. While EYFS pupils are in school there is at least one member of staff qualified in Paediatric First Aid on the premises at all times and accompanying children on outings.

For educational visits and outings, staffing levels are determined through a robust risk assessment, taking account of the age, individual needs and destination of the visit. Appropriate supervision is maintained at all times, and at least one member of staff holding a current Paediatric First Aid certificate accompanies EYFS children on every outing.

This should be read in conjunction with the EYFS Information to parents' booklet and WSP Pupil Supervision Policy.

7.18 Behaviour

Children are supported to understand expectations and develop positive behaviour through consistent, age-appropriate guidance and positive interactions. Behaviour is managed in accordance with the school's Behaviour Policy and with regard to each child's stage of development and individual needs. Corporal punishment, or punishment that could adversely affect a child's wellbeing, is never used or threatened. Physical intervention is used only where necessary to prevent injury, damage to property or, where absolutely necessary, to manage a child's behaviour. Any use of physical intervention is recorded and parents or carers are informed on the same day, or as soon as reasonably practicable.

7.19 Dogs on Site

Woodbridge School Prep has a designated school dog, whose presence is supported by appropriate risk assessments, supervision arrangements and hygiene procedures to ensure the safety and wellbeing of all children and staff. The School dog is carefully selected for its suitability to work with children and is always supervised when interacting with pupils.

No other dogs are permitted on the school site. In accordance with the EYFS Statutory Framework, the School dog is not a breed prohibited under section 1 of the Dangerous Dogs Act 1991.

7.20 Smoking and Vaping

Woodbridge School is a smoke- and vape-free environment. Smoking, vaping and the use of e-cigarettes are not permitted on the school premises.

8 Compliance and Monitoring arrangements

This policy will be reviewed by the Head of Woodbridge School Prep (WSP) and the EYFS Co-ordinator every year or as legislation/guidance requires.

Ensuring the “Curriculum Guidance for the Foundation Stage” is being fully implemented, monitoring the standards of children’s learning through play and work, and the quality of teaching is the responsibility of the Deputy Head (Academic). The EYFS coordinator encourages and mentors EYFS practitioners, informing them about current developments and new initiatives and promoting the profile of the Early Years throughout the School.

Georgina Hill is the Co-ordinator of EYFS and Nicola Mitchell deputises as required.

This policy will also be subject to a thorough review process including consideration at the Education Committee on an annual basis. This will ensure that practice across EYFS is in line with this policy, the Complaints procedure and with current guidance and legislation.

Appendix I. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See Safeguarding (including Child Protection and EYFS) Policy
Procedure for responding to illness	See First Aid policy
Administering medicines policy	See First Aid policy
Emergency evacuation procedure	See Major Incident policy
Procedure for checking the identity of visitors	See Visitors and Strangers on site Policy
Procedures for a parent failing to collect a child	See WSP Pupil Supervision Policy
Procedure for a missing child	See Missing Pupils policy
Procedure for absence	See Pupil Attendance and Absence Policy;
Procedure for dealing with concerns and complaints	See Complaints policy
Guidelines for the safe use of digital images	Online Safety Policy
Use of Mobile Devices in EYFS	Safeguarding (including Child Protection and EYFS) Policy Online Safety Policy
EYFS Nutrition Guidance May 2025	In the EYFS policy