WREKIN
PREP

EARLY YEARS FOUNDATION STAGE (EYFS)

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 framework is based on the statutory framework for the Early Years Foundation Stage 2026

https://assets.publishing.service.gov.uk/media/6a5f8e4fb00f3323bf1a23a1/EYFS_group_and_school_based_from_September_2026.pdf

3. Structure of the EYFS

At Wrekin Prep our youngest students enter into Reception classes in the September before they turn five years old. Reception follow the EYFS framework and curriculum. This year we have one class with a teacher and teaching assistants. We work across two rooms which are set up with areas to enhance our curriculum. The EYFS classrooms have their own outdoor classroom as well as their own toilet area.

They follow the school day as follows:

8.25am – 3.30pm followed by co-curricular activities (3.30pm-4.20pm) if required. They may also have breakfast at school (7.30am-8.15am) Or tea (4.20pm-5.40pm)

4. Curriculum

Our early years (Reception) follows the curriculum as outlined in the latest EYFS statutory framework.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 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

Our staff plan using the Maestro curriculum as a broad starting point for the topics which we cover throughout the year. Within this the activities and experiences planned enable children to develop and learn effectively. Throughout the year we cover a wide range of topics covering many festivals and seasons, whole school events (such as Black History Month, Book Week) are also incorporated. Our current topics are:

Christmas Term:

Me and My Community – mini topic Exploring autumn and harvest

Once Upon a Time – mini topic Sparkle and Shine (bonfire, Diwali and Christmas)

Lent Term:

Starry Night – mini topic Winter Wonderland

Ready, Steady, Grow – mini topic Signs of Spring, Holi and Easter

Summer Term:

Animal Safari – mini topic Creep, crawl and wriggle

Big Wide World – mini topic Splash!

Staff also take into account the individual needs, interests, and stage of development of each child in their class, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with Mrs A Williams (SENDCO) and relevant services from other agencies, where appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children move through their Reception year, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

The Reception children have specialist teachers for Spanish, Music, P.E and swimming, all of whom follow the EYFS learning and development needs for the age of the children.

5. Assessment

At Wrekin Prep, ongoing assessment is an integral part of learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment. At Wrekin Prep we use the Cambridge Insight Baseline assessment. This is inline with the assessment tools used for Year One upwards. The results of the Baseline form the beginning of our on going half termly progress checks.

Throughout the year, we continue to monitor the children and each half term we discuss and update a tracker which follows each child's progress in Reception.

At the end of the EYFS, teachers complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

Meeting expected levels of development

Not yet reaching expected levels ('emerging')

Exceeding expected levels (used at Wrekin Prep)

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 upon request.

6. Working with parents and carers

We recognise that children learn and develop well when there's a strong partnership between staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. We hold three parent's evenings a year and each child receives a termly report.

Each child is assigned a key person who will be their class teacher. They ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person/teacher also helps families to engage with more specialist support, if appropriate.

7. Safeguarding and welfare procedures

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 follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

The person with responsibility for safeguarding in EYFS is Mrs Alison Hartland-Griffiths (DDSL with responsibility for 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:

- Our Reception classes where the majority of children will reach the age of 5 or older within the school year, have at least 1 member of staff for every 30 children. This includes a qualified teacher with a Level 3 or above teaching assistant.
- We have several members of staff with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required. We also have a full time Matron on site who holds a PFA and a First Aid at Work.

We promote good oral health, as well as good health in general, in the early years by insert your approach here, for example by talking to children about:

The effects of eating too many sweet things

The importance of brushing your teeth

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by Mrs Alison Hartland-Griffiths (Head of Lower School) every year.

At every review, the policy will be shared with the governors.

Last review: September 2026 (Alison Hartland-Griffiths)

Date for next review: September 2027