

BOLD FUTURES



Bold Futures Federation EYFS

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Bold Futures Federation

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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 [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

3. Structure of the Transition into EYFS

At Wellington Community Primary and Marlborough Infant Schools, all children have the opportunity for a transition into school that is carefully designed for the individual child. In the summer term before they start school, all children are invited to attend Stay and Play sessions with their parents and all pre-schools are visited by the EYFS Lead Teacher. Parents and Preschool Key Workers have the chance to ask for additional visits if the child would benefit from this and meetings are arranged with any external agencies or the pre-school SENCO as appropriate. TPA (Transition Partnership Agreement) meetings are held in the summer term when deemed appropriate or necessary by parents, preschools or EYFS school teachers.

All families are offered a Home Visit in September to enable more personal transition discussions to take place. Children then begin school for four half days before beginning full time.

If an individual child is identified as needing a more extended transition, there is the possibility of half days that are gradually lengthened until the child is completely ready for full time school. This will generally happen by the time the child is 5 years old.

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2021 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 Planning

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

Staff take into account the individual needs, interests, and stage of development of each child in their care, 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 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. Staff consider and pay attention to opportunities for the children to exhibit the Characteristics of Effective Learning through their explorations of the provision. They enable children to play and explore, to demonstrate active learning and to show that they are creating and thinking critically. Plans are made for the children to both repeat and consolidate their experiences and also to progress to deeper learning through both adult intervention in their play as well as the provision left out for them to explore independently.

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 grow older, and as their development allows, the balance gradually shifts towards more adult-led or directed activities to help children prepare for more formal learning, ready for Year 1.

Phonics is taught from the first full week in school using the Read Write Inc scheme. Children take home sound cards and then books that match their level. Parents are invited to meetings to explain how we teach phonics at the start of the school year and are encouraged to read with their child at home.

5. Assessment

At Wellington Community Primary and Marlborough Infants, ongoing assessment is an integral part of the 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 and enhancements to the provision. 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 (RBA).

As soon as the RBA is complete, staff identify all children who would benefit from going through the Speech and Language Links Assessment. This is delivered by trained staff who discuss the results with teachers and together devise the appropriate interventions. These are best used in 1-1, small group and class-based activities. These are discussed and re-assessed through the year to examine the impact and steps forward.

Phonics, through Read Write Inc is delivered from the first full week of the year and is assessed continuously with interventions happening with all staff all the time. The proscribed RWI intervention "Keep up Not Catch up" is used out of class, as well as "Pinny Time" in class.

Through observation, all children's Physical Development is assessed and any needs are addressed through curriculum enhancements as well as group interventions as needed.

Through the year, staff in Reception take part in regular professional discussions about children who would benefit from targeted support. Ways to address the need are then discussed and agreed between the staff and follow up discussions are held.

At the end of the EYFS, staff 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')

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 on the proscribed date in June every year.

6. Transition into Year 1

The Early Years Profile is completed in June every year and is used to support the children and their Year 1 teachers. EYFS staff spend time with the Year 1 teachers, using their observations and assessments to support Year 1 in building their curriculum in the most supportive way for each cohort. Year 1 teachers spend time with the Reception children in the summer term before they join Year 1 to support their first major move in school.

Children who may find the move challenging are supported with extra visits and transition books made individually for them. Their families are included in the transition and supported to feel included in the process.

7. Working with parents

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

We use the online service Tapestry to communicate our activities and observations of the children. We encourage parents to use Tapestry to celebrate accomplishments and personal milestones at home.

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.

Each child is assigned a key person who helps to 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 also helps families to engage with more specialist support, if appropriate.

7. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years 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 safeguarding policy and can be found on our website or a copy can be requested from reception

We ensure that at least one paediatric first-aid trained member of staff is present during snack and meal times who maintain constant supervision, especially for children with known allergies or additional needs.

We teach that food can be grouped into healthy foods and treats that can be enjoyed in moderation in a way that is respectful of all cultural and religious backgrounds. We promote a healthy diet when talking about and enjoying food related experiences in school.

8. Monitoring arrangements

This policy will be reviewed and approved by the EYFS leader and head teacher every 2 of years.

At every review, the policy will be shared with the governing board.

Appendix 1. 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	Website or a copy from the school office
Procedure for responding to illness	Website or a copy from the school office
Administering medicines policy	Website or a copy from the school office
Emergency evacuation procedure	Website or a copy from the school office
Procedure for checking the identity of visitors	Website or a copy from the school office
Procedures for a parent failing to collect a child and for missing children	Website or a copy from the school office
Procedure for dealing with concerns and complaints	Website or a copy from the school office