



WICKERSLEY
PARTNERSHIP
TRUST.

EYFS Policy

DATE: May 2026

OWNED BY: WPT Lead Teacher for EYFS

APPROVED BY: Education Subcommittee

WICKERSLEY PARTNERSHIP TRUST

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Contents

1.	Introduction	3
2.	Aim	3
3.	Roles and Responsibilities	3
4.	Principles	4
5.	Statutory Framework	4
6.	Teaching and Learning	4
7.	Assessment	5
8.	Inclusion and Equal Opportunities	6
9.	Safeguarding and Welfare	6
10.	Partnership with Parents and Carers	6
11.	Transition	7
12.	Monitoring and Review	7
13.	Confidentiality and Data Retention	7
14.	Links to Other Policies	7
15.	Version Control	8

This policy does not form part of the contract of employment and from time to time may be altered following consultation and negotiations with recognised Trade Unions. Any changes will be communicated to employees with reasonable notice. The policy may vary from time to time on a case-by-case basis in consultation and agreement with Union Representatives.



1. Introduction

This policy outlines Wickersley Partnership Trust's approach to the Early Years Foundation Stage (EYFS) across its primary schools.

The Early Years Foundation Stage applies to children from birth to the end of the Reception year. Within WPT, this policy specifically relates to Nursery and Reception provision in Trust primary schools.

This policy is based on the statutory requirements set out in the Early Years Foundation Stage (EYFS) Statutory Framework and reflects the Trust's commitment to high-quality early education and care.

2. Aim

This policy aims to:

- Ensure a consistent, high-quality approach to EYFS provision across WPT primary academies
- Provide a safe, stimulating and inclusive learning environment both inside and outside
- Promote children's independence, resilience and curiosity
- Support all children to make strong progress from their starting points
- Secure a smooth transition into Key Stage 1

This policy applies to:

- EYFS teaching and support staff
- Senior leaders
- Governors and Trustees
- Parents and carers

3. Roles and Responsibilities

The Trust Board

- Ensures statutory compliance with EYFS requirements
- Delegates oversight to the appropriate subcommittee

The Local Governing Body

- Monitors the effectiveness of EYFS provision
- Receives reports on FSP outcomes, safeguarding and quality of provision

The Headteacher

- Ensures statutory requirements are met including RBA (reception Baseline Assessment) and FSP (Foundation Stage Profile)
- Oversees quality of teaching, learning and assessment
- Ensures appropriate staffing ratios and qualifications

EYFS Leader

- Leads curriculum development and implementation
- Monitors planning, assessment and progress
- Supports staff development and training
- Ensures learning environments are high quality and purposeful

EYFS Staff

- Deliver high-quality teaching and learning experiences
- Maintain accurate assessment records
- Safeguard and promote the welfare of all children

4. Principles

WPT's EYFS provision is underpinned by the following principles:

- Every child is unique and capable of learning at their own pace
- Safeguarding and welfare of children are paramount
- Positive relationships are central to effective learning
- Enabling environments support development
- Children learn best through play, exploration and active learning
- Early identification and support improve outcomes for all children

We are committed to providing an inclusive environment where all children, regardless of background or need, are supported to thrive.

5. Statutory Framework

This policy is informed by:

- The Early Years Foundation Stage (EYFS) Statutory Framework
- The Education Act 2002
- The Childcare Act 2006
- Relevant safeguarding and equality legislation

All WPT primary academies delivering EYFS provision will comply fully with statutory requirements.

6. Teaching and Learning

The EYFS curriculum is based on the seven areas of learning:

Prime Areas

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

Specific Areas

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

Teaching in EYFS at WPT:

- Follows a balance of adult-led and child-initiated activities
- Promotes learning through play
- Provides structured phonics teaching based on DFE approved Systematic Synthetic Phonics programmes including Little Wandle, Bug Club and Read, Write, Inc.
- Encourages outdoor learning
- Builds strong foundations in early reading and number
- Supports the whole child's development by including parents and carers at all stages
- Provides routines and structures to ensure a calm and productive Early Education
- Provides a sound basis for lifelong learning, and a love for school

All areas of learning are planned for through purposeful play opportunities and real-life experiences. Classrooms are transformed according to themes in order to create an immersive experience for the children. Enhancements within provision as well as language rich classrooms enable children to quickly learn new vocabulary which in turn helps children to speak more eloquently. This approach, alongside a rigorous phonics system, ensures children 'get off to a good start' with reading.

Mark making opportunities are everywhere to inspire early writers. Counting within routines and the overlearning of number and simple calculations ensures children are ready for the next stage in their maths learning in Key Stage One.

Through play, the children explore and develop language which helps them to make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

Staff use ongoing assessment to inform planning and ensure provision meets children's needs.

7. Assessment

Assessment in EYFS is:

- Ongoing and formative, broken down into milestones from Pre-Nursery (based on Development Matters) to statutory ELGs in all Seven Areas of Learning
- Based on professional observations and interactions
- Used to inform next steps in learning

The Reception Baseline Assessment (RBA) is completed in line with statutory requirements.

At the end of the Reception year, the EYFS Profile is completed for each child and shared with parents and carers.

Assessment information is used to:

- Identify children requiring additional support
- Inform transition into Year 1
- Support school improvement planning

8. Inclusion and Equal Opportunities

WPT is committed to inclusive practice. We:

- Identify additional needs early and make timely referrals to CDC, SALT and other external agencies depending on individual needs
- Work closely with SENDCo colleagues to adapt practice
- Implement targeted interventions where required
- Ensure reasonable adjustments are made
- Promote equality of opportunity

Children with English as an Additional Language (EAL) are supported to develop both their home language and English skills.

9. Safeguarding and Welfare

Safeguarding is paramount in EYFS provision.

All schools follow WPT's Safeguarding and Child Protection Policy.

EYFS settings ensure:

- Appropriate staff-to-child ratios
- Qualified staff in line with statutory requirements
- Paediatric First Aid training for all staff
- Safe recruitment practices
- Daily risk assessments of indoor and outdoor environments
- Secure entry and exit procedures

All staff understand their safeguarding responsibilities and report concerns immediately.

10. Partnership with Parents and Carers

WPT recognises that parents and carers are a child's first educators. We:

- Conduct home visits or transition meetings where appropriate
- Provide regular updates on progress
- Offer parent consultation meetings
- Share curriculum information
- Encourage parental involvement in learning

Strong communication supports children's development and wellbeing.

11. Transition

Effective transition arrangements are in place:

- From home or nursery into Reception
- From Nursery to Reception (where applicable)
- From Reception into Year 1

Transition activities may include:

- Visits to new settings
- Meetings with parents
- Information sharing between staff
- Gradual entry arrangements where appropriate

12. Monitoring and Review

This policy will be reviewed every two years, or sooner if legislative changes require.

Monitoring will include:

- Learning walks and environment reviews
- Data analysis of EYFS outcomes
- Moderation of assessment
- Feedback from staff and parents
- Safeguarding audits

The Director of Primary Education and Headteachers are responsible for ensuring compliance and quality assurance.

13. Confidentiality and Data Retention

All EYFS records are:

- Stored securely
- Managed in accordance with the Trust's Data Protection Policy
- Retained in line with the Trust's Data Retention Schedule

Confidential information is shared only where legally permitted and in the best interests of the child.

14. Links with Other Policies

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- SEND Policy
- Behaviour Policy
- Attendance Policy

- Health and Safety Policy
- Data Protection Policy
- Equality and Diversity Policy

15. Version Control

Current Version: 1

Date	Revision (Details and Reason)	Author
May 2026	New Trust-wide EYFS Policy	WPT Lead Teacher for EYFS



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