EYFS Policy

Warren Road Primary School

WARREN ROAD PRIMARY

Approved by:	Trustees	**Date:** July 2026
Last reviewed on:	June 2026	
Next review due by:	July 2029	

Our EYFS Vision and Principles

At Warren Road Primary School, we believe every child deserves a happy, confident and successful start to their education. We provide a nurturing, inclusive and inspiring environment where children feel a strong sense of belonging and are encouraged to be curious, resilient and independent learners. Through high-quality teaching, purposeful play and strong partnerships with families, we support every child to flourish academically, socially and emotionally, laying secure foundations for future learning and life.

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
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- Close partnership working between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

Legislation

This policy is based on requirements set out in the Early years foundation stage statutory framework - GOV.UK

Admissions

At Warren Road Primary School, we are committed to providing an inclusive learning environment and welcome applications from all children, including those with disabilities and special educational needs. Admission to Reception is managed through the London Borough of Bromley's coordinated admissions process and is administered in accordance with the school's published Admissions Policy.

Children are admitted to Reception in September of the academic year in which they turn five. Parents have the right to defer their child's admission, or request that their child attends part-time, until they reach compulsory school age, in line with statutory guidance. Requests for delayed admission outside the normal age group will be considered on an individual basis in accordance with the school's Admissions Policy.

Warren Road Primary School has four Reception classes with a Published Admission Number (PAN) of 120 pupils. Children are allocated to classes to create balanced cohorts and to support the learning, wellbeing and individual needs of all pupils.

Transition into Reception

At Warren Road Primary School, we recognise that a successful transition into Reception is key to children's wellbeing, confidence and future success. We work closely with families, pre-schools and other early years providers to ensure every child experiences a smooth and positive start to school.

Our transition programme includes:

- Close partnership working with nurseries and pre-schools, including transition meetings, information sharing and professional discussions to develop a secure understanding of each child's strengths, interests and needs before they start school.
- Additional visits to early years settings where further information gathering or support is required.
- Opportunities for children and families to become familiar with school through transition visits, stay-and-play sessions and parent information events.
- Enhanced transition opportunities for children identified by their early years provider or the EYFS SEND team as benefiting from additional support, including targeted stay-and-play sessions and personalised transition arrangements.
- Workshops and information sessions for parents and carers focused on school readiness, emotional regulation, communication, independence and establishing positive routines.
- A carefully planned induction programme, including phased entry and opportunities for families to meet key staff, enabling children to build positive relationships, establish routines and develop confidence in their new environment.

Through these arrangements, we aim to ensure that every child feels safe, valued and ready to engage fully in school life from the very beginning.

Teaching, Learning and the Curriculum

At Warren Road Primary School, our EYFS curriculum is designed to provide all children with the knowledge, skills and experiences they need to thrive. Carefully planned visits, visitors, enrichment opportunities and high-quality texts, ensure that children are exposed to a wide range of experiences that broaden their horizons, deepen their understanding of the world and enrich their learning. We build on children's starting points and prior experiences and provide a broad, balanced and ambitious curriculum that develops confident, curious and independent learners. Through meaningful play, first-hand experiences and high-quality interactions, children develop the foundations needed for future learning and a successful transition to Year 1.

Our Early Years provision follows the statutory EYFS Framework (2026), which is organised around seven inter-connected areas of learning and development. Learning is delivered through a balance of adult-led teaching and child-initiated experiences. Practitioners use skilled questioning, modelling and high-quality discussions to extend children's thinking and deepen understanding. Learning opportunities are carefully sequenced to build knowledge and skills over time while remaining responsive to children's interests, needs and next steps.

Planning is informed by ongoing assessment, observations and a secure understanding of child development. Practitioners use this information to provide an engaging, appropriately challenging curriculum that supports progress for all children, including those with SEND, children learning English as an Additional Language and those requiring additional challenge. The indoor and outdoor environments are planned as complementary learning spaces that promote independence, creativity, physical development and support the Characteristics of Effective Learning.

Communication and Language

Developing children's communication and language skills is central to our curriculum. Practitioners model high-quality language, introduce ambitious vocabulary and provide frequent opportunities for meaningful discussion, storytelling and collaborative learning. We follow the EYFS structure for Talk for Writing and Talk for Reading when planning literacy activities and ensure that, through meaningful interactions, high-quality texts and a language-rich environment, children develop the speaking and listening skills needed for future success.

Early Reading and Phonics

Reading is at the heart of our EYFS curriculum. Through Talk for Reading, children are immersed in high-quality texts that foster a love of reading, develop vocabulary and enhance their understanding of the world. Daily phonics teaching follows the Monster Phonics programme, enabling children to develop the knowledge and skills needed for early reading and writing. Regular assessment ensures that any child requiring additional support receives timely intervention to help them keep up with their peers.

Inclusion

We are committed to creating a nurturing and inclusive environment where every child feels valued, respected and a true sense of belonging. We recognise and celebrate the unique strengths, experiences and backgrounds that children bring to our school community and have high expectations for all learners.

The EYFS team, SENCO and SLT work closely with families to gain a thorough understanding of each child and use this knowledge to adapt teaching, provision and support to meet individual needs. Through ongoing assessment and high-quality interactions, staff identify barriers to learning early and provide appropriate support and challenge to enable all children to succeed.

We work collaboratively with parents, carers and external agencies to ensure that children with SEND receive timely and effective support. We are equally committed to supporting children learning English as an Additional Language, disadvantaged pupils and those who require additional challenge. Through inclusive practice, positive relationships and ambitious provision, we ensure that every child is able to participate fully, make strong progress and flourish both academically and personally.

Personal Development and Behaviour

At Warren Road, personal development is at the heart of our EYFS provision. We are committed to creating a nurturing environment where children feel safe, valued and have a strong sense of belonging. Through positive relationships, high expectations and consistent routines, children develop the confidence and independence needed to become successful learners. We promote our school values of Resilience, Enthusiasm, Aspiration, Curiosity and Honesty through all aspects of school life. Children are encouraged to take risks in their learning, persevere when faced with challenge and show kindness and respect towards others.

Practitioners support children to develop self-regulation, manage their emotions and build positive relationships through high-quality interactions, play-based learning and explicit teaching of social skills. Opportunities to collaborate, problem-solve and make choices help children develop independence, responsibility and confidence. Positive behaviour is promoted through clear expectations, consistent routines and recognition of children's achievements. We work closely with parents and carers to ensure children are supported to develop the attitudes, behaviours and learning habits that will enable them to thrive throughout their education.

Working with Parents and Carers

At Warren Road Primary School, we recognise that children learn best when there is a strong partnership between home and school. We value parents and carers as children's first educators and work closely with families to support each child's learning, wellbeing and development. Parents and carers are kept informed through Class Dojo, informal conversations and termly parent consultation meetings. We encourage families to share information about their child's interests, achievements and experiences to help us build a comprehensive understanding of each child.

Ongoing assessment, alongside regular communication with parents and carers, enables us to celebrate progress and identify next steps. We also offer workshops, information sessions and school events throughout the year to strengthen home-school partnerships and support children's learning beyond the classroom.

Assessment and Progress Tracking

At Warren Road Primary School, assessment is an integral part of teaching and learning in the Early Years. Practitioners use ongoing observations, interactions and assessment opportunities to develop a thorough understanding of each child's attainment, interests and next steps. Assessment information is used to inform planning, adapt provision and ensure that all children are appropriately supported and challenged.

Within the first six weeks of starting Reception, children complete the statutory Reception Baseline Assessment. Progress is monitored regularly throughout the year through ongoing assessment, professional discussions (including Pupil Progress meetings with SLT and the SENCO) and half-termly data reviews. Children who require additional support are identified promptly and appropriate interventions are put in place to help them achieve their full potential.

At the end of Reception, practitioners complete the EYFS Profile, assessing children against the Early Learning Goals. Assessment outcomes are shared with parents and carers through end-of-year reports and support effective transition to Year 1. Staff also participate in moderation activities to ensure assessments are accurate, consistent and robust.

Transition from Reception to Year 1

At Warren Road Primary School, we recognise the importance of ensuring a smooth and supportive transition from Reception to Year 1. We work closely with Year 1 staff to maintain continuity in learning, routines and expectations while gradually preparing children for the next stage of their education.

Our transition arrangements include:

- A carefully planned programme of visits to the year 1 environment, including access to the Year 1 classrooms and playground, opportunities to meet their new teachers and support staff and experiences that enable children to feel confident and prepared for the next stage of their learning.

- Extensive information sharing between Reception and Year 1 staff, including discussions about each child's attainment, wellbeing, strengths and next steps. Reception Busy Books are shared to support Year 1 teachers' understanding of children's independent learning and end-of-year outcomes.
- A gradual transition model that retains elements of continuous provision and child-initiated learning during the first half of the autumn term. Continuous provision is maintained across Year 1 classrooms until the children are ready for a more structured approach to the curriculum.
- Consistent classroom environments that include opportunities for construction, reading, role play, writing, mathematics, creativity and wider curriculum learning.
- Regular access to outdoor learning, with planned activities that extend and complement classroom learning.
- Early identification and intervention for children requiring additional support in reading, phonics and writing following Reception handover and assessment.

Through these arrangements, we aim to ensure that children move into Year 1 with confidence, maintain positive attitudes towards learning and continue to make strong progress from their Reception starting points.

Safeguarding and Welfare

At Warren Road Primary School, the safety, wellbeing and inclusion of all children are paramount. We provide a safe, secure and nurturing environment where children feel valued, respected and a strong sense of belonging. We are committed to promoting equality of opportunity and ensuring that all children, regardless of ethnicity, religion, disability, special educational needs, social circumstances or English as an Additional Language, are able to access learning and participate fully in school life.

We recognise that children learn best when they feel safe, happy and supported. The welfare requirements of the Early Years Foundation Stage are met through effective supervision, secure procedures, positive relationships and close partnership working with families and external agencies where appropriate.

All governors, staff and volunteers share a collective responsibility for safeguarding and protecting children from harm and follow the procedures set out in the school's Child Protection and Safeguarding Policy. For further information, please refer to the school's Child Protection and Safeguarding Policy, Health and Safety Policy and SEND Policy.

Safer Sleeping and Safer Eating

At Warren Road Primary School, the health, safety and wellbeing of all children are of paramount importance. We are committed to promoting safe eating and, where appropriate, safe sleeping practices in accordance with safeguarding requirements, children's individual needs and parental guidance.

Safer Eating

Children are supervised by a Paediatric First Aider whilst eating. Staff encourage children to sit appropriately, eat at a comfortable pace and develop independence during mealtimes and snack times. Information regarding allergies, dietary requirements and medical needs is obtained from parents and reviewed regularly. All staff are made aware of individual requirements and procedures to follow in the event of an allergic reaction or choking incident. Food is prepared, stored and served in line with hygiene and food safety requirements.

Safer Sleeping

Children do not routinely sleep during the school day at Warren Road Primary School. However, in exceptional circumstances, such as illness, fatigue related to a medical need, or following consultation with parents/carers, a child may be supported to rest or sleep.
Any child who is sleeping will be appropriately supervised and checked regularly to ensure their safety and wellbeing. Staff will follow current safe sleep guidance, ensuring that the sleeping environment is suitable, well ventilated and free from hazards. Any concerns regarding a child's sleep, breathing or wellbeing will be reported immediately and managed in accordance with the school's safeguarding procedures.

Through these practices, we aim to provide a safe, nurturing environment that promotes children's health, wellbeing and development.

Monitoring and Quality Assurance

The quality of EYFS provision at Warren Road Primary School is regularly monitored through learning walks, observations, planning reviews, assessment moderation, pupil progress meetings and environment audits. The EYFS Lead and Senior Leadership Team use this information to evaluate the impact of the curriculum, identify areas for development and support continuous improvement.

Roles and Responsibilities

The successful implementation of the EYFS curriculum is a shared responsibility.

- **The Trust Board** is responsible for ensuring that the school complies with statutory requirements and fulfils its responsibilities relating to safeguarding, welfare and the quality of education.
- **The Headteacher and Senior Leadership Team** are responsible for the strategic leadership of the Early Years, including monitoring the quality of provision, supporting staff development and ensuring that all children receive a high-quality education.
- **The EYFS Lead** is responsible for overseeing the day-to-day organisation of the Early Years, leading curriculum development, monitoring teaching and learning, supporting staff and ensuring statutory requirements are met.
- **Teachers and Support Staff** are responsible for planning and delivering high-quality learning experiences, assessing children's progress, maintaining positive relationships with families and promoting children's wellbeing, development and achievement.

All staff work collaboratively to create a safe, inclusive and engaging learning environment in which every child can flourish.

Policy Review

This policy will be reviewed every three years by the EYFS Lead and Senior Leadership Team and approved by the Governing Board. The policy may also be reviewed earlier in response to changes in statutory guidance or school practice.

This policy should be read alongside the following school policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- Health and Safety Policy
- Intimate Care Policy
- SEND Policy
- Admissions Policy
- Attendance Policy
- Equality Information and Objectives Policy
- Supporting Children with Medical Conditions Policy