



Early Years Foundation Stage Policy 2025-26

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Governing Body approval: Curriculum and Data Committee

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Policy Statement

At Thames Ditton Infant School, we are committed to delivering high-quality early years education that supports every child's learning, development, and wellbeing. Our Reception Class (Foundation 2) provision follows the 2025 EYFS statutory framework, ensuring children are safe, nurtured, and prepared for their transition into Key Stage 1.

Aims

- To provide a secure, stimulating, and inclusive environment.
- To promote the seven areas of learning and development.
- To ensure safeguarding and welfare requirements are met.
- To support children's communication, language, and social-emotional development.
- To prepare children for Year 1 through a focus on school readiness.

Curriculum and Learning

We follow the EYFS educational programmes and Early Learning Goals (ELGs) across the seven areas of learning:

Prime Areas:

- **Communication and Language** – Emphasis on vocabulary development, storytelling, and expressive language.
- **Physical Development** – Focus on fine and gross motor skills, including handwriting readiness.
- **Personal, Social and Emotional Development** – Building resilience, independence, and emotional literacy.

Specific Areas:

- **Literacy** – Phonics-based reading and writing development.
- **Mathematics** – Number sense, shape, space, and measure.
- **Understanding the World** – Exploration of people, places, technology, and the natural world.
- **Expressive Arts and Design** – Creativity through music, art, role play, and design.

Assessment

- Reception Baseline Assessment (RBA) conducted within the first six weeks.
- Ongoing formative assessment through observations and interactions.
- Early Years Foundation Stage Profile (EYFSP) completed at the end of Reception.

Safeguarding and Welfare

- **Safer Recruitment:** References must be obtained from current employers or training providers; open references are not accepted.
- **Whistleblowing:** Clear procedures are in place and communicated to staff.
- **Child Absence Monitoring:** Procedures for following up prolonged absences and maintaining emergency contact details.
- **Paediatric First Aid (PFA):** All staff included in ratios must have PFA training.
- **Toileting and Intimate Care:** Policies balance privacy with safeguarding.
- **Nutrition:** We follow the new nutrition guidance unless justified otherwise.
- **Safety whilst eating:** children eat with adult supervision and class teachers are responsible for ensuring children with specific allergies are known to the catering team.
- **Outdoor Risk Assessment:** is an essential part of ensuring pupil safety whilst accessing the outdoor learning space.

Inclusion and SEND

- Early identification of additional needs.
- Individualised learning plans.
- Strong partnerships with families and external agencies.
- Staff trained in inclusive practices and SEND support.

Staff Qualifications and Ratios

- Staff meet the updated qualification standards.
- Experience-Based Route (EBR) staff may be counted in Level 3 ratios if criteria are met.
- All Reception children are registered within a named class of up to 30 children, led by a qualified teacher, who is their named key worker.
- All staff receive an induction process, regular supervision meetings that provide support, coaching, and professional development, and ensure effective safeguarding practice.

Parent Partnership

- Regular communication through newsletters, meetings, and digital platforms.
- Opportunities for parental involvement in learning.
- Support for transitions into Reception and Year 1.

Monitoring and Review

This policy will be reviewed annually or in response to statutory changes. The Headteacher and EYFS Subject Leader will oversee implementation, monitoring and compliance.

Appendix A:

EYFS Curriculum Policy Overview

Curriculum Vision and Ethos

At Thames Ditton Infant School, we believe that young children learn best when they are happy, curious, and engaged. Our EYFS (Reception Class) curriculum is built around purposeful play, real-life experiences, and meaningful interactions. We aim to create a rich, inclusive environment where children grow in confidence, independence, and a love of learning.

Curriculum Intent

Our curriculum follows the [Early Years Foundation Stage Framework 2025](#) and supports children in working towards the Early Learning Goals. It is designed to be hands-on, engaging, and shaped around the interests and needs of each cohort.

Implementation

Learning is delivered through flexible, interest-led topics that make meaningful links across the seven areas of learning. Activities are practical, creative, and rooted in real-life contexts. Adults model rich vocabulary and scaffold learning through high-quality interactions. The teaching day provides 30% adult led and 70% child led activities with 3 teacher input sessions. We use a selection of high-quality teaching programmes to support planned learning opportunities:

- **Phonics:** Little Wandle Letters and Sounds Revised
- **Mathematics:** White Rose Maths
- **Writing:** Ready Steady Write
- **Knowledge and Understanding of the World:** Kapow Learning

Communication and Language

Speaking and listening are central to our approach. Children engage in storytelling, songs, rhymes, and group discussions. Targeted support is provided for children with speech or language needs.

Assessment and Progress

We use formative assessment to plan next steps and track progress. This includes Reception Baseline Assessments, Tapestry – secure online learning journals, and regular pupil progress reviews with the Senior Leadership Team and shared with our families.

Inclusion and Support

We ensure all children can access learning in a way that works for them. Support is tailored through:

- Individualised interventions, pre and post teaching sessions
- Collaboration with SENDCo and external professionals
- Implementation of *Ordinarily Available Provision*
- Use of TDIS Attention Time strategies to enhance engagement

We also extend learning for higher attainers through challenge-based tasks and small-group work.

Enrichment and Cultural Capital

Children experience a wide range of stories, cultures, music, and traditions. Trips, themed days, and visitors enrich the curriculum and foster curiosity and empathy.

Transitions and School Readiness

We support smooth transitions into Reception through stay-and-play sessions, Nursery visits, and parent meetings and onwards to Year 1 through 'Meet the Teacher', teacher to teacher handovers, and story and play sessions towards the end of the Summer Term. We focus on building independence, resilience, and secure routines.

Monitoring and Evaluation

The EYFS curriculum is reviewed annually. Provision is monitored through learning walks, observations, and progress meetings. Feedback from staff, parents, and children informs ongoing improvement.

Policy Compliance

This policy is informed by and compliant with:

- [*Statutory Framework for the Early Years Foundation Stage \(DfE, January 2025\)*](#)
- [*Keeping Children Safe in Education \(DfE, 2025\)*](#)
- [*Ofsted Inspection Framework \(Education Inspection Framework 2024–25 update\)*](#)