



Early Years Foundation Stage (EYFS)

Intent

At Westfields Infant School, we want children to develop the knowledge, skills and competencies to access the next stage in their learning in addition to developing the positive attitudes, skills and habits so they are well equipped for the future.

We believe children's first experiences of school should be happy, positive and should nurture a lifelong love of learning. At Westfields Infant School, we work hard to create an indoor and outdoor learning environment that inspires the children to investigate, question and challenge themselves. Our flexible and engaging curriculum aims to provide a wide variety of opportunities for our children to develop as independent, resilient and enthusiastic learners. All learning opportunities are aimed to promote learners who can confidently communicate their wants and needs. We plan opportunities for children to learn through play as we know that children learn best through hands on experiences and active learning. Staff work alongside the children skilfully observing, extending, supporting and facilitating each child's learning to enable them to fulfil their potential.

We believe that every child is unique and is valued as an individual. Through working in partnership with pre-school settings, parents and carers we identify children's prior learning and experiences. We take each child's unique starting point and encourage them to make progress at their own rate, taking into consideration the different needs of the whole child. We intend to continually develop and adapt our teaching and learning to match each child's differing needs. We prepare the children for their transition to KS1, actively supporting them throughout their final term in Reception with opportunities to ensure they are ready and excited about the next steps in their learning.

The Statutory Framework for the Early Years Foundation Stage states there are seven areas of learning and development and that all areas of learning and development are important and interconnected. The prime areas: **Communication and Language; Physical Development and Personal, Social and Emotional Development** are important for building a foundation for igniting children's curiosity and enthusiasm for learning. The prime areas are also strengthened through the learning in the four specific areas: **Literacy; Mathematics; Understanding the World and Expressive Arts and Design.**

Implementation

At Westfields Infant School, our EYFS curriculum is delivered through a balance of carefully planned adult-led learning and high-quality child-initiated play. The learning environment—indoors and outdoors—is intentionally designed to spark curiosity, promote independence and encourage children to take ownership of their learning journey.

Teaching and Learning Approaches

- Staff use ongoing formative assessment to identify next steps, adapting planning responsively to ensure all children make progress from their unique starting points.
- Staff skilfully model language, scaffold thinking and extend play through open-ended questioning and purposeful interactions.
- Daily phonics teaching follows a systematic synthetic programme (Little Wandle) to ensure children develop strong early reading foundations.
- Daily Drawing Club sessions support oracy, creativity and writing development.
- Maths learning (following White Rose Hub) is supported by concrete resources, real-life problem-solving and daily routines that reinforce number sense.
- Communication and language development underpins all learning, with frequent opportunities for talk, storytelling, singing, role-play and vocabulary exposure.

Environment and Continuous Provision

- Continuous provision is structured to enable children to revisit skills, practise independently and apply learning across contexts.
- Areas of provision are refreshed regularly to reflect children's interests, seasonal events and curriculum themes.
- The outdoor environment provides opportunities for gross motor development, exploration, risk-taking and collaborative play.

Inclusion and Personalisation

- Staff work closely with parents and pre-school settings to ensure smooth transitions and awareness of each child's background, strengths and needs.
- Where needed, targeted interventions are delivered to support speech and language, fine and gross motor development and early literacy and numeracy skills.
- Provision is adapted to ensure all children, including those with SEND or additional needs, can fully participate and thrive.

Partnerships and Transition

- Strong relationships with families are fostered through regular communication, workshops, stay-and-play events and shared learning experiences.
- Transition into Year 1 is supported through collaborative planning between EYFS and KS1 staff, shared learning opportunities and a gradual increase in structured activities during the summer term.

Impact

Our EYFS provision ensures that children finish their Reception year as confident, enthusiastic and resilient learners, ready to embrace the challenges of Key Stage 1.

Outcomes and Progress

- Children make strong progress from their varied starting points due to high-quality teaching, responsive planning and well-matched learning opportunities.
- Regular assessment allows staff to recognise emerging needs swiftly, leading to effective intervention and provision adjustments.
- By the end of Reception, the majority of children achieve a Good Level of Development (GLD), and those who do not show clear, sustained progress across the prime and specific areas.

Personal, Social and Emotional Development

- Children develop positive attitudes to learning—resilience, curiosity, independence and self-regulation—which support long-term success.
- They learn to manage their emotions, form positive relationships, work cooperatively and communicate their needs clearly and confidently.

Learning Behaviours and Characteristics of Effective Learning

- Pupils demonstrate strong engagement, active learning and critical thinking.
- They become problem-solvers and imaginative thinkers who approach new challenges with enthusiasm.

Readiness for Year 1

- Children leave EYFS with secure foundations in early reading, writing and mathematics, ready to access the KS1 curriculum.
- Smooth, well-supported transition processes mean children start Year 1 confident, familiar with routines, and excited about the next stage in their learning.

Community and Parental Engagement

- Families feel valued as partners, leading to improved consistency between home and school learning.
- Parents report that their children are happy, settled and eager to talk about their school experiences.