Schools for
Every Child

Early Years Foundation

Stage Profile

Date Policy Created	October 2025
Reviewed by Governors	October 2026
Next Review	November 2027

Our school works in accordance with the PREVENT Duty and approaches this issue in the same way as any other child protection matter. Any concerns that one of our pupils is at risk in this respect, will be referred to Children's Social Care in line with the SET procedures.

Wyburns Primary School is a Rights Respecting School. Our policies are underpinned by the UNCRC.

Article 29 (goals of education)

- *Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.*

Equality and Inclusion

At Wyburns Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers; irrespective of age, race, gender, disability, faith or religion, attainment or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of all pupils is monitored and we use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which promotes British values; championing respect for all.

We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. As an educationally inclusive school the teaching and learning, achievements, attitudes and well-being of every young person matters.

Our Mission Statement for Equality:

As a school,

- We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age, disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.
- We welcome our duty to promote community cohesion.
- We recognise these duties reflect international human rights as expressed in the UN Convention- The Rights of the Child.

Our School Aims:

We aim to navigate our pupils on their life-long journey of learning through experiential opportunities within the school, it's enchanting woodlands, and extensive grounds. We aim for our pupils to develop a strong moral compass alongside dreaming big and aspiring to achieve their dreams in an ever changing world. The holistic nature of our learning aims to promote positive mental health and well-being along with enhancing pupil's life skills, social skills and cultural awareness.

We aim for our pupils to leave as positive contributors and have a level of control over the path they are going to take. They will have the confidence and self-knowledge, and the academic accomplishment to succeed beyond our school.

Our School Vision:

We want our pupils to have the knowledge, skills and confidence to navigate their future worlds, to be happy with who they are and have control over who they want to become.

Nurturing Brilliance, Guiding Exploration, Cultivating Respect -Schools that put their learner's individuality, curiosity, and dignity at the forefront, preparing them for the world that awaits.

Our School Motto is: 'Everyone has brilliance inside them, it is our job to dig it out and give it to the world!'

How do we do this in EYFS?

We want children to be engaged in the learning process and for their learning to be relevant and purposeful. Therefore, we believe that children learn best by doing. We believe that play, both indoors and outdoors, is an ideal vehicle for young children's learning. Play helps children to explore, investigate and make sense of the world around them. Play allows children to be challenged in their thinking and helps them to practice and rehearse skills and to be motivated in their learning. Children are inquisitive and curious and we wish to build upon this in a positive and enjoyable manner.

Planning

The Early Years Foundation Stage is based around four Key Themes, three Prime Areas of Learning and four Specific Areas of Learning.

The themes:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

Each theme is linked to an important principle:

A Unique Child

Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

Positive Relationships

Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.

Enabling Environments

The environment plays a key role in supporting and extending children's development and learning.

Learning and Development

Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.

The three prime areas are:

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

The four specific areas are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

(See Appendix 1 for definitions of these 7 areas of learning and development.)

Throughout their time in the Reception Year our children partake in an ambitious curriculum which is designed in a sequential way to ensure progress towards the end of reception goals. These goals are defined as Early Learning Goals (ELGs). The descriptors for these can be found in Appendix 2.

Our curriculum incorporates learning through play, learning by adults modelling, by observing each other and through guided learning and direct teaching. It is also important to highlight that our plans are flexible to allow us to respond quickly to children's new interests and/or needs.

Weaving throughout the EYFS curriculum are three Characteristics of Effective Learning.

- playing and exploring - children investigate and experience things, and 'have a go'
- active learning - children concentrate and keep on trying if they encounter difficulties, and

enjoy achievements

- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

These elements underpin how we reflect on each child's development and adjust our practice accordingly. Supporting children in their individual learning behaviour and observing the context of children's play is essential.

'What children learn is important, but how children learn is even more important if they are to become learners in today's society.' Helen Moylett
How Children Learn, Nancy Stewart (2011)

Planning

We plan on both a weekly and daily basis, allowing us to follow the children's needs and curiosities. Each week specific goals are set for each of the 7 areas of learning and activities are planned to support these goals. We have daily plans for continuous provision to ensure each area of learning is supported to enable children to learn, practise, transfer and develop skills. In addition to this, we plan a number of weekly focused, teacher led activities which span the 7 areas of learning and include a weekly maths and English focused task. All children will work with the teachers/staff during the week to complete these tasks.

Assessment

Children entering school are observed during their first weeks, to provide baseline information. Monitoring of each child will take place through daily observations, discussions, photographs and record keeping and planned assessment. The Early Years Foundation Stage Profile is updated at the end of each half term. At the end of the year the E.Y.F.S. profile results are sent to the L.A. (Essex County Council). An end of year report summarising the achievements from the Early Years Foundation Stage Profile is sent to parents. The profile data is discussed with the Year 1 teacher so that they can continue to help the children to achieve any early learning goals not already achieved before they move on to the key stage 1 curriculum.

Assessment through Observation

Children give indications of their learning all of the time through what they say, what they do, how they approach activities etc. It is primarily by observing children that judgements are made to inform records and planning. Assessments take place on a daily basis and are recorded by annotating work, writing post-its and taking photographs. Children's phonic skills are assessed during the daily phonics sessions as well as observing how they apply this during play and focused tasks with the teachers. Individual assessments are recorded by taking photographs which are uploaded to Tapestry, the online Learning Journal, and annotated. The appropriate 'Early Years Outcomes' statement is selected to accompany the photograph and there is also the opportunity to highlight which 'Characteristics of Effective Learning' the photograph demonstrates.

Transition

Changing from a pre-school setting or within school, moving year groups, can be daunting for both parents and children. We aim to make this transition as easy and comfortable as possible for all involved. The foundation team work closely with professionals within school and other settings ensuring the children have visits so they become comfortable within their new environment. We have regular dialogue with parents and professionals to ensure we gain a full overview of every child and their needs.

Partnership with Parents/Carers

We greatly value the contribution and knowledge which parents and carers bring. In order to draw on this as effectively as possible we try to include parents/carers as much as possible through a variety of formal meetings.

An online facility, called Tapestry, enables Parents/Carers to communicate daily; with an opportunity to see photographs and comments about their child's learning. Families share their email addresses and individual secure passwords are provided. The class webpage is also updated weekly to include information on current learning and upcoming events.

Admission Policy

All children are admitted in September as full time, unless there are any circumstances/reasons why this is not the right thing for the child. In this instance a discussion will take place and a decision made on the

right course of action for the child.

Equal Opportunities

In line with the school's Equal Opportunities policy, no child in the foundation stage class will be discriminated against or disadvantaged because of their ethnicity, culture, religion, home language, family background, special educational needs, disability, gender or ability.

See appendices below

Appendix 1

The areas of learning and development support, foster, promote and develop children's development:

Prime Areas of Learning

1. Personal, Social and Emotional Development – Crucial for all aspects of life which will give the children the best opportunity for success in all other areas of learning. Each child needs a positive sense of him/herself and respect for others. It involves making relationships, developing self-confidence and
self-awareness and managing one's own feelings and behaviour.

2. Physical Development – Developing skills involved with moving and handling. Will improve coordination, control, manipulation and movement. It helps children to gain confidence and feel positive about being healthy and active. This promotes a positive feeling of well being, and knowledge of health and self- care.

3. Communication and Language - Children will develop confidence in listening and attention, understanding and speaking in a variety of settings and purposes.

Specific Areas of Learning

1. Literacy – Children will learn to read, using different strategies. They will demonstrate understanding when talking with others about what they have read. Children will use their phonic knowledge to write words in ways which match their spoken sounds. They will then progress to writing simple sentences which can be read by themselves and others.

2. Mathematics – Will develop confidence and competence in learning and using key skills. This includes counting, sorting, matching, seeking patterns, making connections, recognising relationships and working with numbers, shapes, space and measure.

3. Understanding the World – Knowledge of people and communities, skills, problem solving, exploring and understanding will help them to make sense of the world. Foundations are developed for Science, Design and Technology, History, Geography and I.C.T.

4. Expressive Arts and Design – Exploring and using media and materials is fundamental to successful learning. It enables children to make connections and extend their thoughts, feelings and understanding. It will include art, music, dance, role-play and imaginative activities.

Short term plans are decided on a weekly basis from observations and take into account the current needs of the children. These are focussed on basic skills. Observations on focus children will also provide additional information for assessment purposes. There will also be a timetable showing the activities taking place each day which will be displayed for all staff concerned.
The children will be given opportunities to explore and develop learning experiences, which help them to make sense of the world through structured play. They will practice and build up ideas, and learn how to control themselves and understand the need for rules. They will have the opportunity to think creatively alongside other children as well as on their own. They will communicate with others as they investigate and solve problems.

The learning environment is planned for both indoors and outdoors to encourage a positive attitude to learning. The children make their own selection of the activities on offer as this encourages independent learning.

Appendix 2

The Early Learning Goal Descriptors:

Communication and Language

ELG: Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. - Make comments about what they have heard and ask questions to clarify their understanding. - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development ELG: Self-Regulation

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

- Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly. - Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

ELG: Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Physical Development

ELG: Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others. - Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.

ELG: Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

ELG: Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play.

ELG: Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Mathematics ELG: Number

- Have a deep understanding of number to 10, including the composition of each number. - Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World ELG: Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –when appropriate – maps.

ELG: The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

ELG: Creating with Materials

- Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive

- Invent, adapt, and recount narratives and stories with peers and their teacher. - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music