



Woodlands Primary School

EYFS Statement

Woodlands Primary School is part of the Greenshaw Learning Trust.
The Greenshaw Learning Trust is a charitable company limited by guarantee registered in England and Wales, company number 7633694, registered at Greenshaw Learning Trust, ORU Sutton, Throwley Way, Sutton, SM1 4AF.

Subject introduction - Early Years, How we teach in the Foundation Stage

At Woodlands, we aim for our children to enjoy their school environment and to feel happy, safe, confident and motivated in their learning. The Early Years represent an exciting stage in their educational journey, where children establish the strong foundations necessary for future success.

We are committed to nurturing children’s development across all areas—communication, physical, emotional, and cognitive—while fostering a lifelong curiosity and love of learning. As part of the Greenshaw Learning Trust, we strive to provide the highest-quality early education, ensuring that every child has the support, opportunities, and experiences they need to thrive

Intent

The unique child	Enabling environments	Learning and development
<p>We want our children to be independent thinkers and effective communicators who are capable, confident and self-assured. We want our children to be constantly developing their curiosity and resilience whilst learning to be strong through positive relationships where there is equality of opportunity for all.</p>	<p>We believe in providing all children with a safe and stimulating environment that builds on each individual’s wants, needs and interests. We value the importance of our outdoor and indoor environments and believe that these offer children the opportunity to think creatively and critically and develop problem solving skills.</p>	<p>Our children have the opportunity to learn through play. Learning will be active, engaging and suitably challenging; recognising that children develop and learn at different rates.</p>
Learning Interactions	Characteristics of Effective Teaching and Learning	Safeguarding
<p>Adults provide high quality interactions, are role models for learning, teach children skills and provide experiences which ensure their well-being and success now and in the future. Fundamental to this is consistently high quality learning opportunities that develop a rich vocabulary, practise and review skills and knowledge so that what children know, can remember and do is strong. Our children benefit from strong partnerships between all adults and parents/carers.</p>	<p>Through playing and exploring we want children to be given opportunities to investigate activities with a ‘have a go’ attitude. We expect learning to be active and encourage children to use their own ideas and make links within their learning by creating and thinking critically.</p>	<p>Safeguarding in the Early Years Foundation Stage (EYFS) is guided by the most recent statutory guidance: Keeping Children Safe in Education (2025), Working Together to Safeguard Children (2025), and the Prevent Duty Guidance (2023). These documents, alongside the EYFS Statutory Framework (2024), inform our policies and procedures to ensure the safety, welfare, and well-being of all children in our care.</p> <p>Staff receive regular training to recognize and respond to safeguarding concerns—including updated protocols for filtered monitoring and multi-</p>

		agency working—to promote safe practices in all aspects of EYFS provision. We work closely with parents, carers, and relevant agencies to protect children and uphold our statutory duties.
--	--	---

Curriculum

We acknowledge the potential for learning in every activity and situation that arises. We deliver the opportunities to support the Educational programmes set out in the 'Statutory Framework for the Early Years Foundation Stage'.

The curriculum is organised into **17 Early Learning Goals** through **7 areas of learning**. None of these areas and principles can be delivered in isolation from each other. They are equally important and depend on each other.

3 Prime Areas of development:

- **Communication and Language Development**
Listening and Attention and Understanding, Speaking
- **Personal, Social and Emotional Development:**
Self-Regulation, Managing Self, Building Relationships
- **Physical Development**
Gross Motor Skills, Fine Motor Skills

4 Specific Areas through which the 3 Prime Areas are strengthened and applied:

- **Literacy**
Comprehension, Word Reading, Writing
- **Mathematics**
Numbers, Numerical Patterns
- **Understanding the World**
Past and Present, People, Culture and Communities, The Natural World
- **Expressive Arts and Design**
Creating with Materials, Being Imaginative and Expressive

Our curriculum is designed using the statutory framework for the Early Years Foundation Stage (EYFS), incorporating the seven areas of learning alongside our knowledge of the local community and children's experiences. We use children's real-life experiences, seasonal changes, and cultural celebrations to inform curriculum

planning and identify the additional knowledge and skills children need to thrive in the next stage of their education and life.

Progression documents have been developed to ensure that children build on prior experiences and develop knowledge and skills systematically. Skills are carefully broken down into small, manageable steps; for example, gross motor development is supported through core and shoulder strength exercises, fine motor skills through pincer grip activities, and early literacy through phonological awareness.

There is a strong emphasis on the prime areas of learning—communication and language, personal, social, and emotional development—and on implementing a behaviour curriculum that promotes a positive, consistent, and nurturing environment. All teaching, adult-led activities, interactions, and the learning environment are deliberately structured to reflect this approach, supporting children to achieve their full potential.

Implement

Learning strategies	Role of the adult	Observations
<p>Whole-group teaching is employed to introduce and model new knowledge, skills, and vocabulary through consistently high-quality learning opportunities. Staff explicitly teach key concepts, language, and strategies, ensuring that children understand what they are learning and the purpose behind it. Activities are concise, engaging, and appropriately matched to children’s developmental stages, with built-in opportunities to revisit and review learning to ensure knowledge is embedded and retained.</p> <p>Within continuous provision, children are provided with rich opportunities to practise, apply, and deepen their learning through child-initiated play. The learning environment is carefully planned and resourced to</p>	<p>Practitioners within the Foundation Stage are central to facilitating high-quality learning and development. Staff model rich, articulate language and extend learning through purposeful, thought-provoking dialogue. Above all, adults maintain a nurturing presence, remaining sensitive, consistent, and responsive to the individual emotional and developmental needs of every child.</p>	<p>Ongoing observations are an integral part of the learning and development processes. Teachers and support staff observe and talk to the children while they are learning, playing and interacting with others in order to identify their level of achievement, interests and characteristics of effective learning. These observations are used to both shape future planning and to support or challenge a child ‘in the moment’. Teachers use this to identify gaps in learning and to shape future planning and provision. Parents and carers are involved in the process through the use of ‘Evidence Me’ and ‘Dojo’, which allows interaction and the sharing of information between home and school.</p>

<p>reflect taught concepts, enabling children to independently revisit skills and knowledge in meaningful contexts. Adults play a crucial role by observing, modelling language, extending thinking, and introducing new vocabulary through purposeful and supportive interactions.</p>		
---	--	--

Home/School Partnership / Supporting Parents	Meeting the needs of all children
<p>Parental engagement is extremely important to us, and we are committed to involving parents and carers as fully as possible in their child's education at Woodlands. Information about the Early Years Foundation Stage (EYFS), including guidance on how children can be supported throughout their learning journey, is regularly shared via the Dojo platform.</p> <p>Home-School Learning</p> <ul style="list-style-type: none"> ● Nursery: The provision of Rhyming and Story Packs to establish early literacy foundations. ● Reception: A comprehensive reading program including Bug Club digital access, physical reading books, and Reading Communication Books for daily parent-teacher dialogue. ● Weekly 'Poetry Basket' poem ● Mathematics: Weekly mathematical challenges linked to current classroom learning to reinforce numeracy skills at home. <p>Woodlands promotes an active partnership through digital integration. Using Evidence Me, parents can monitor their child's school-based progress, while ClassDojo empowers families to contribute home learning and personal achievements to the child's wider educational record.</p> <p>Workshops for parents/carers are held during the academic year to support home learning and share examples of school learning. These sessions are designed to offer practical home-learning strategies.</p>	<p>All pupils are valued equally, irrespective of ability, race, gender, socio-economic background or community. In line with the SEND Code of Practice, a graduated approach is implemented to identify, assess and meet the needs of pupils with SEND. This process is underpinned by close collaboration with parents and carers, and coordinated effectively with relevant school staff, including the Foundation Stage Leader and the Special Educational Needs Coordinator (SENCO), to ensure appropriate provision and positive outcomes.</p>
<p>Timings</p>	

The Foundation Stage consists of morning and afternoon Nursery classes including 30 hour children and 2 Reception classes.

- Nursery – AM session 8.45am – 11.45am
- Nursery – PM session 12.15pm – 3.15pm
- Nursery Lunch 11.45 – 12.15
- Reception – 8.50am – 3.00pm (Lunch 11.50am – 12.50pm)

Children accessing the 30-hour provision will have lunch within the setting. Staff ratios, at all times, are in line with EYFS Statutory guidelines

Impact

Assessment

Our curriculum supports children to achieve the early learning goals (ELGs) and an overall 'Good Level of Development' by the end of EYFS. It also prepares the children for Year 1. Assessment is carried out through observation and interactions by teachers, children and parents / carers. These are recorded in learning journals and floor books to achieve a holistic view on a child's development.

Ongoing assessment is an integral part of the learning and development processes. Teachers and support staff observe and talk to the children while they are learning, playing and interacting with others in order to identify their level of achievement, interests and characteristics of effective learning. These observations are used to both shape future planning and to support or challenge a child 'in the moment'. Teachers use this to identify gaps in learning and to shape future planning and provision. Parents and carers are involved in the process through the use of 'Evidence Me', which allows interaction and the sharing of information between home and school.

Assessment data is recorded on a termly basis and used to identify learning gaps and inform future planning. Termly data collection will be conducted in accordance with directives from Greenshaw Learning Trust. End-of-year assessment data for Reception pupils is submitted to the Local Authority. Additionally, staff are responsible for reporting each child's end-of-year outcomes to parents and carers through the annual report.

The unique child

At Woodlands, we are committed to developing children as independent thinkers and effective communicators who are capable, confident, and self-assured. Our curriculum and pedagogy foster children's curiosity, resilience, and problem-solving skills, supporting them to become confident and adaptable learners. Children's growth is nurtured through positive, respectful relationships and an inclusive environment that ensures equality of opportunity and access to high-quality learning experiences for all.

Useful Links

EYFS Statutory Framework

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

Development Matters

<https://www.gov.uk/government/publications/development-matters--2>

What to Expect in the Year Years

https://www.foundationyears.org.uk/files/2023/08/Revised_What-to-expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf

