



WESTFIELD PRIMARY SCHOOL

2025-26

Early Years Foundation Stage (EYFS) Subject Report

Subject	EYFS	Date	July 2026
Report prepared by	Catherine Thomas		
Overview of the year: September 2025 - July 2026			
To ensure a smooth transition for Early Years children, we prioritise effective communication with local nurseries, facilitating a collaborative approach to support each child's individual needs. Prior to starting school, we invite children for familiarisation visits, allowing them to explore their new environment and meet staff members. Engagement with parents is pivotal; we conduct parental meetings to discuss expectations and address any concerns. Our staggered start approach enables a gradual acclimatisation to school life, ensuring each child feels secure and confident as they embark on their educational journey. This comprehensive strategy fosters a positive, welcoming atmosphere for all. When planning, we always start where the children are and adapt our teaching and provision as necessary, we continued to review and adapt our planning to ensure our curriculum meets the needs of our cohort of children, based on our ongoing assessments and observations and the children's motivations and interests. We also follow the children's interests, capture the 'in the moment' learning opportunities and provide 'hooks' that will engage and excite the children and further motivate their learning. We quickly identify those children needing some extra support and provide this through NELI and bespoke interventions and quality first teaching. In September 2024, our Early Years staff implemented and carried out the Reception Baseline (a statutory requirement since September 2021) within the required time frame. Any children who arrived after the initial time frame, and if they had not attended a previous school in England, also undertook the RBA (right up to the end of the academic year). The assessments take the form of practical activities, and are informal in nature. The EYFS team have continued to work closely with EYFS practitioners at our other EEEA Trust schools, through moderation, training and networking opportunities. The school's EYFS policy was reviewed and updated in June 2023, and can be found on the school website. This year we have spent time writing an EYFS audit for the EEEA Trust which has been updated each term and shared with the coordinating headteacher. During the school year, the children have enjoyed regular dedicated outdoor learning sessions, including time in the school Wild Garden and weekly sessions using the balance bikes. These offer excellent opportunities for the children to gain new skills and learning, increase their confidence, problem solve and take managed risks. Over this year, the EYFS team have increasingly incorporated the use of EYFS expert Greg Bottrill's approach and ideas to further develop the approach that learning is an adventure which children are motivated and enthused to take part in ('hiding learning in play'). The language rich environment has also been made even more accessible with the use of Widget Online (symbols and words), which further supports the children's developing language and literacy skills. Other highlights of the year have included performing in their Christmas play and class assemblies, taking part in themed days and weeks, taking care of live chicks and caterpillars/butterflies, taking part in workshops and watching live performances.			

Curriculum: Intent, implementation, Impact

Intent

1. We aim to help our youngest children achieve a love of learning and a love of life and be the best they can be, this begins with the Early Years Foundation Stage curriculum, and continues through their school journey. It is every child's right to grow up safe, healthy, enjoying and achieving, making a positive contribution and with economic well-being.
2. Our curriculum is designed to be ambitious for all our children, ensuring our children gain the knowledge, self-belief and cultural capital they need to succeed in life. The welfare of the children is central to our provision of care, learning and play.
3. Our curriculum prepares our children to become confident and fluent readers by ensuring the children acquire a broad vocabulary, communicate effectively and develop a secure knowledge of phonics, which will provide them with the foundations for their future learning.
4. Our approach to teaching early reading and synthetic phonics is systematic and provides our children with the tools and knowledge to read words and simple sentences accurately by the end of Reception.
5. Our curriculum is carefully mapped out, planned and sequenced so that it builds on what the children can already do and what they know, while also considering the children's interests and motivations and the learning opportunities that come up 'in the moment', supporting them to acquire knowledge and skills for their future learning. We are committed to meeting the individual needs of all children, this includes those with additional needs, disadvantaged, more able and those for whom English is not their first language.

Implementation

Our staff are highly skilled in teaching systematic, synthetic phonics (our Phonics Lead is based in Reception) and ensure that the children practise their reading from fully decodable books, which match their phonics knowledge. The staff promote a love of reading and books in a variety of ways, but including, reading to children in a way that engages and excites them, exposing the children to high quality texts, telling stories and rhymes, introducing new vocabulary, ideas and concepts.

Our staff are knowledgeable about all the areas of learning and plan and manage the curriculum and pedagogy to ensure the learning needs of our children are met; teaching is designed to help children remember what they have been taught long term ('sticky' knowledge) and to integrate new knowledge into larger concepts. Giving children strong foundations for the rest of their schooling.

The learning environments are designed and created to support our intent of an ambitious, well-planned and sequenced curriculum. Our resources are chosen and managed so that they meet the children's needs, interest and motivate them and promote learning. Our environments are literacy and language rich.

All children are respected and valued and we provide experiences to support their physical, social, emotional and intellectual development in a warm, caring and secure environment.

Through carefully-planned activities, play opportunities and interactions, staff promote children's self-esteem and support them in developing skills, knowledge and understanding as they explore their world. Children are encouraged and supported in making choices and decisions as active learners. Their progress is monitored regularly in order to ensure that individual needs are identified and provided

for. Staff regularly inform the children's parents about their progress, including how parents can further support their learning at home. Parents and school are partners in children's learning. <u>Impact:</u> Children develop detailed knowledge and skills across all areas of learning in an age-appropriate way. They develop their vocabulary, communication skills and understanding of language across the seven areas of learning. By the end of the EYFS they use their knowledge of phonics to read accurately and with increasing speed and fluency. By the end of Reception, the children are ready for the next stage of their educational journey, they have the knowledge and skills they need and they achieve well. The children demonstrate positive attitudes to learning through their high levels of curiosity, motivation, concentration and enjoyment. They are more resilient to setbacks and take pride in their achievements. <u>Next steps:</u> • Following the July SaFÉ EYFS Conference, further develop language-rich indoor and outdoor provision by embedding aspects of Greg Bottrill's play-based approach to promote imagination, creativity and communication. • Embed a Drawing Club-inspired approach to strengthen children's vocabulary, storytelling and early writing. • Develop the EYFS team's role as skilled co-players, using high-quality interactions to extend children's language, imaginative play and purposeful writing. • Review continuous provision to ensure all areas promote communication, collaboration and vocabulary development. • Strengthen inclusive practice by adapting provision and adult interactions to support all children's communication and language development.	
5 Key messages of the year:	What Performance Information is monitored? What are the 3 questions are you considering for future developments?
• Very good progress seen across the year and children fully engaged in school life and their learning • Ongoing planning and curriculum delivery reviewed and amended as necessary based on the children's needs, motivations and interests • Ongoing development of the outdoor learning environment so that is of equal learning to the indoor classroom • The use of Widget Online (symbols and words) to ensure the learning environment is even more accessible, further supporting the children's language and literacy development	Key Questions: • What is the impact of the introduction of the Greg Bottrill inspired approaches on the outdoor learning environment and on the children's imagination, engagement and motivation? • What is the impact of the development of the EYFS team as 'co-players' on the development of the children's imaginative play and enthusiasm and development of their writing through their play? • Can we ensure all children are secure and confident with their phonics knowledge, positively impacting their reading ability as

Incorporating Greg Bottrill's approach and ideas of learning as an exciting adventure which children are motivated and enthused to take part in ('hiding learning in play').	they move into the next stage of their education?																																															
What is progress like within this subject?	How much funding did you receive this year and what was it spent on?																																															
Progress is very good, from typically low starting points. <table border="1"><thead><tr><th>Reception</th><th>Autumn 2</th><th>Spring 2</th><th>Summer 2 (ELG)</th></tr></thead><tbody><tr><td>C&L</td><td>57%</td><td>75%</td><td>85%</td></tr><tr><td>PSED</td><td>66%</td><td>86%</td><td>90%</td></tr><tr><td>PD</td><td>80%</td><td>93%</td><td>90%</td></tr><tr><td>Lit</td><td>58%</td><td>84%</td><td>72%</td></tr><tr><td>Maths</td><td>63%</td><td>85%</td><td>85%</td></tr><tr><td>UW</td><td>79%</td><td>87%</td><td>92%</td></tr><tr><td>EAD</td><td>83%</td><td>93%</td><td>90%</td></tr></tbody></table> <table border="1"><thead><tr><th colspan="3">EYFS 2026</th></tr></thead><tbody><tr><td>All</td><td>28/39</td><td>72%</td></tr><tr><td>PP</td><td>3/9</td><td>33%</td></tr><tr><td>SEND</td><td>5/14</td><td>36%</td></tr><tr><td>EAL</td><td>3/5</td><td>60%</td></tr></tbody></table>	Reception	Autumn 2	Spring 2	Summer 2 (ELG)	C&L	57%	75%	85%	PSED	66%	86%	90%	PD	80%	93%	90%	Lit	58%	84%	72%	Maths	63%	85%	85%	UW	79%	87%	92%	EAD	83%	93%	90%	EYFS 2026			All	28/39	72%	PP	3/9	33%	SEND	5/14	36%	EAL	3/5	60%	Funding was spent on resources including sand, play doh, Insect lore and The Happy Chick Company.
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How does your subject area help to further develop SMSC (Learning for Life) in and around the school?	How are Fundamental British Values promoted within your subject?																																															
The children in EYFS are happy, confident learners who settle quickly into class and school life. In the EYFS the children develop their confidence in learning and social interaction. They learn about each other, themselves and other cultures and countries. They learn how to interact in a social group and how to express their own needs and be aware of the needs of others. Self-regulation is a key area for the children and they are supported in this through the curriculum (adult and child led - continuous provision) and in their high-quality daily interactions with EYFS staff.	The EYFS curriculum is very inclusive. As they join the school our children are taught about our school PRIDE values, which dovetail nicely into the core British values. Children have regular opportunities to take on responsibility, including as class Safety leaders. Equal opportunities and access to the curriculum for all pupils.																																															
If you could change/ develop one thing in this area what would it be and why?	What will be the three key resources you will be bidding for this year and why?																																															
To continue to cultivate a passion for writing in early years by engaging reluctant writers through exciting hooks, fostering pride and purpose in their creations. Providing opportunities for ownership will empower children, enabling them to discover the joy of expression through written language.	- More real-life learning resources such as simple tools so children can see every day experiences reflected through their play - Resources to stimulate writing and enable exciting writing hooks to be used effectively - Funding for workshops/experiences for the children																																															

Subject Web: Why do we teach what we teach?

We aim to provide the highest quality of education for all our children, in an environment that is challenging, motivating, disciplined, caring, kind and moral, where children can acquire the skills and knowledge appropriate to their individual needs through the delivery of a creative curriculum. Every child is entitled to a broad and balanced curriculum. This provides opportunities for individuals to acquire knowledge, skills and understanding; promote the spiritual, moral, cultural, mental and physical well-being and development of our pupils; and prepare pupils for the opportunities, responsibilities and experiences of adult life. We pledge to offer a range of exciting learning and life experiences.

The Early Years Foundation Stage (EYFS) is for children from birth to five years of age. The final year of the EYFS is referred to as the Reception year.

Children are born ready, able and eager to learn, they are competent learners from birth and develop and learn in a wide variety of ways. As such they begin school with a variety of experiences and learning. It is the privilege of the practitioners in Reception to look carefully at the children in their care, consider their needs, their interests, and their stages of development and use all of this information to help plan a challenging, exciting and enjoyable experience across all the areas of Learning and Development, so that children know and remember more over time. Identifying, and building on, what each child knows and can do is the foundation of inclusive early years' practice.

6 key skills:

1. Confident communication and understanding, with an increasing vocabulary
2. Be able to self-regulate, understand their own feelings and those of others and begin to manage their own behaviour and actions accordingly
3. Phonic and reading knowledge and skills are at an appropriate level for moving on to the next stage in their learning
4. Number fluency and a deep understanding of number to 10
5. Resilience and confidence in trying new things, a 'can do' attitude
6. Be inquisitive and excited in the world around them

How do you ensure every skill is taught within your subject?

There are clear skills progression documents and Curriculum Overviews and Rationales for every subject area, that ensures knowledge and understanding required is covered, alongside the necessary skills development.

Regular Quality Assurance provides evidence through book looks, conversations with the EYFS team (professional knowledge), learning walks, planning, observations and drop ins that children are learning skills and not just the topic knowledge. There is also an EYFS quality of education document which provides an excellent overview, this is updated termly. The EYFS staff, through careful planning and observations ensure all areas of learning are covered, every day, allowing children to learn inside and outside, through adult led provision and child led continuous provision.

The seven areas of learning (split into 3 prime areas and 4 specific areas):

Communication & Language
Personal, Social & Emotional Development
Physical Development
Literacy
Mathematics
Understanding the World
Expressive Arts & Design

There are overarching, guiding principles which shape the practice in the early years. These are:

A Unique Child Positive Relationships Enabling Environments Learning and Development The characteristics of effective learning (playing and exploring, active learning, creating and thinking critically) supports children's learning across all areas of learning and development and are inter-connected with all the prime and specific areas of learning. Teachers assess using ongoing observations, interactions and discussions, these feed into and inform their planning. Describe what a good learner of this subject looks like when they leave Westfield Primary School? What are the 7 key components of a good learner in your subject? • Positive towards challenges and new activities • Resourceful, independent, imaginative, confident and happy • Love of learning, inquisitive, motivated, ambitious • Kind, able to understand their own feelings and others' and increasingly manage their own behaviour and actions accordingly • A problem solver who perseveres when faced with difficulties or set backs • Uses their phonic knowledge and skills to read across the curriculum • Willing to take risks, but can also see and manage risks appropriately Play is an essential and key component of Early Years provision and learning. <i>"If you want creative workers, give them enough time to play." (John Cleese)</i> <i>"Children have a right to play. Play, both indoors and outdoors, makes a powerful contribution to children's wellbeing, development and learning". (Birth to 5 Matters 2021)</i> <i>"The gift of play is the greatest thing we can ever possibly give a child". Greg Botrill</i>	
What does Fast Feedback look like in your subject? How do you know this has been effective for children's progress?	Is your subject an SDP priority? Has there been school training and / or development related to your subject / specific SDP objectives? Have you taken part in any individual research? What has been the impact of this on the children and staff?
Adults work and play alongside the children observing, supporting and extending their learning through play. Evidence of children using adult feedback in their future learning and when responding to the adults' immediate (fast) feedback. Evidence of fast feedback policy in place in which pupils' work is seen to improve as a result. Staff have a good understanding of how the children are learning in all areas - they are quick to respond to any issues, adapting their teaching as necessary and use intervention/gap plugging in	EYFS is not a priority on our SDP, however, the priorities are relevant to, and include EYFS: 1. Writing - to increase pupil outcomes in writing, so that combined outcomes are positively impacted (broadly in line with national) 2. Behaviour relationships - to embed a culture of positive regulated behaviour and a strong sense of belonging, so that children's behaviour choices and mental health supports their learning and life chances.

a timely way to ensure children can keep up with the learning, helping them develop knowledge and skills. Child initiated learning demonstrates the progress children are making in developing their skills and knowledge, and any gaps they have.	The Subject Folders hold any information pertaining to QAs, subject networks, informal networks, moderation, training PowerPoints etc, research activities, for example the research, self-study and CPD the EYFS teachers have done is shared with all EYFS staff. Monitoring evidences that staff are following our policies and that the children are experiencing an interesting, ambitious, well-planned, motivational, challenging and relevant curriculum that meet their current needs.
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