



Adventure Wellbeing School

EYFS Curriculum and Assessment Policy

Document Reference	AWS-EYFS-01
Policy Title	EYFS Curriculum and Assessment Policy
School	Adventure Wellbeing School
Version Number	2.0
Publication Date	September 2026
Next Review Date	September 2027
Executive Headteacher	Emma Colley
Head of School	Danielle Doyle

Contents

Quality of the Curriculum	3
Introduction	3
Legal Framework	3
Teaching and Learning - Planning the Curriculum	4
The Prime Areas	4
The Specific Areas	5
Assessment and Recording	5
Assessment on Entry	6
Early Years Foundation Stage Profile (EYFSP)	6
Data collection and submission	7
Exemptions	7
EYFSP Assessment and Moderation	7
Reporting to Parents	8
Inclusion	8
The Phases of the Curriculum	9
Transition from Previous Settings	10
From Reception Class to Informal/Semi-formal/Formal pathway	10
Health and Safety	11
Safeguarding and Welfare	11
Achievement and Standards	11
Monitoring and Evaluation	11
Review of Current Policy	11

Quality of the Curriculum

Introduction

Every child deserves the best possible start in life and support to fulfil their full potential. Our EYFS practitioners greatly value the importance of the early years foundation stage (EYFS) in providing a secure foundation for future learning and development and understanding responsibilities in ensuring that children learn and develop well and are kept healthy and safe.

Aims and Objectives

This policy has been developed in conjunction with the relevant DfE guidance and legislation and seeks to provide:

- Quality and consistency, so that every child makes good progress and no child gets left behind.
- A secure foundation through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly.
- Partnership working between practitioners and parents.
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Childcare Act 2006 <https://www.legislation.gov.uk/ukpga/2006/21>
- Children and Young Persons Act 2008 <https://www.legislation.gov.uk/ukpga/2008/23/contents>
- Education Act 2011 <https://www.legislation.gov.uk/ukpga/2011/21/contents>
- Keeping Children Safe in Education 2026 [Keeping children safe in education - GOV.UK](#)
- Working Together to Safeguard Children 2023
https://assets.publishing.service.gov.uk/media/669e7501ab418ab055592a7b/Working_together_to_safeguard_children_2023.pdf
- DfE 'Statutory framework for the early years foundation stage' 2026 [EYFS statutory framework for group and school-based providers](#)
- STA (2020) 'Early years foundation stage assessment and reporting arrangements (ARA)' <https://www.gov.uk/government/publications/2024-reception-baseline-assessment-assessment-and-reporting-arrangements-ara/2024-reception-baseline-assessment-assessment-and-reporting-arrangements>
- Equality Act 2010 <https://www.legislation.gov.uk/ukpga/2010/15/contents>
- Data Protection Act 2018 <https://www.legislation.gov.uk/ukpga/2018/12/contents>
- Data Protection Regulation 2018 <https://www.legislation.gov.uk/ukpga/2018/12/contents/enacted>
- Safeguarding Children and Protecting Professionals in Early Years Settings: Online Safety Considerations <https://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations>

Teaching and Learning - Planning the Curriculum

Educational provision and practice within the early years will be centered around the requirements of

the DfE 'Early Years Foundation Stage Statutory Framework'. The EYFS principles which guide our work are grouped into four distinct but complementary themes:

- A Unique Child
- Positive Relationships
- Enabling Environments with Teaching and Support from Adults
- Learning and Development

The four principles enable teaching and learning to reflect the children's rich and personalised experiences. The curriculum is planned upon continual assessments of the children's differing needs and experiences. Short term plans are devised by the class teacher using the EYFS framework. The pupils are encouraged to initiate their own learning, and the teachers draw upon their interests and achievements to plan an enriched and varied curriculum.

At Adventure Wellbeing School, the EYFS curriculum is delivered wholly in line with the Statutory Framework for the Early Years Foundation Stage. All teaching and learning in EYFS is rooted in the seven areas of learning, the Prime and Specific Areas, and the Characteristics of Effective Learning.

Curriculum delivery is play-based, child-centred and developmentally appropriate, with learning opportunities planned through a balance of child-initiated, adult-initiated and adult-led experiences. Planning is informed by ongoing observation and assessment and reflects

children's interests, needs and next steps.

While statutory assessment and reporting are based on the Early Learning Goals, Adventure Wellbeing School uses iASEND as an internal assessment and tracking tool to support professional judgement, monitor progress and evidence attainment against the EYFS framework. iASEND does not replace EYFS assessment requirements; it supports accurate, consistent and informed assessment decisions.

This approach ensures that children experience a rich, inclusive EYFS curriculum that is compliant with statutory expectations while allowing practitioners to respond flexibly to individual developmental needs.

For children whose home language is not English, Adventure Wellbeing School (AWS) provides opportunities for children to develop and use their home language in play and learning and supports their language development at home. Adventure Wellbeing School ensures that children have sufficient opportunities to learn and reach a good standard of English during the EYFS.

We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs and focuses on the children's next steps. Planning encompasses a range of child-initiated, adult-initiated and adult-led tasks both indoors and outdoors. The environment plays a key role in children's learning. The areas are set up in learning areas, where children are able to find and locate equipment and resources independently. The EYFS phase of the school has access to the school outdoor area where resources compliment the seven areas of learning. Having access to the outdoors has a positive effect on children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors.

The EYFS is divided into two areas of learning and development. These include the prime areas of learning and the specific areas of learning.

The Prime Areas

The prime areas of learning include:

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

The Specific Areas

The specific areas of learning include:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Prime areas are fundamental, work together, and move through to support development in all other areas. The specific areas include essential skills and knowledge. The prime and specific areas, together with the characteristics of effective learning are equally important and depend on each other. These characteristics underpin learning and development across all areas and support the child

to remain an effective and motivated learner.

The characteristics of effective learning are:

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically

Assessment and Recording

Each child has an assigned key person; this is to ensure that every child's care is tailored to meet their individual needs. Assessment plays an important part in helping the school to recognise children's progress, understand their needs, plan activities, and assess the need for support.

The school will use three main forms of assessment:

- Ongoing formative assessment – to inform teaching on a day-to-day basis
- In-setting summative assessment – to understand a child's performance at the end of a period of teaching
- National statutory summative assessment – to understand a child's performance in relation to national expectations and comparisons

Ongoing formative assessments will be used to assess the day-to-day learning and development of children in the EYFS. EYFS Practitioners will interact and observe children to understand their achievements, interests and learning needs, and will use this information to shape the educational experiences for each child.

We recognise the specific risks that can arise from mobile technology, including where mobile phones, cameras and other electronic devices with imaging are used in the setting. We manage this in accordance with KCSIE 2026, the school has appropriate policies in place that are shared and understood by all members of the community.

Parents will be kept up to date with their child's progress and development, and EYFS practitioners will address any learning and development needs in partnership with parents.

In line with statutory requirements, the school will undertake a summative assessment of each child's development at certain stages:

- AWS On Entry Assessment – a short assessment which is taken within the first six weeks of a child starting Reception.
- The EYFS Profile – a comprehensive assessment completed at the end of the EYFS to provide a well-rounded picture of a child's knowledge, understanding and abilities, attainment against the early learning goals (ELGs), and their readiness for Year 1.

Assessment on Entry

Within the first six weeks of children starting school, staff will conduct an initial 'baseline' assessment for each child which will allow a picture of their current level of attainment in relation to the Early Learning Goals, supported by the use of the iASEND tracking system to identify developmental starting points and inform next steps.

- The assessment is an activity-based, age-appropriate assessment of children's ability in early mathematics, literacy, communication and language is expected to take approximately 20 minutes per child and be paused and completed in more than one sitting.
- This will be administered by a Reception Teacher

For children with visual and hearing impairments the school will provide modified and adapted assessment materials.

Early Years Foundation Stage Profile (EYFSP)

To summarise and describe children's learning and development at the end of the EYFS the school will complete an EYFSP for each child, unless, in line with DfE guidance, an exemption in line with section 5 of this policy applies.

This assessment will take place in the Summer term (no later than 30 June of that term) of the academic year when a child reaches 5 years old.

When conducting assessment and reporting functions, the school will complete the EYFSP in compliance with the provisions outlined within the 'EYFS assessment and reporting arrangements (ARA)' document, and the 'Statutory framework for the early years foundation stage.'

The school will make staff aware of the need to ensure that the assessments provide a reliable, valid and accurate judgement of each child's progress at the end of the EYFS.

The school will assess each child against the ELGs and provide a commentary describing each child's skills and abilities against the three characteristics of effective learning:

- Playing and exploring
- Active learning
- Creating and thinking critically

Throughout the year EYFS practitioners will collect and collate materials, observational records and information within a child's Learning Journey. Profile judgements will be made on the basis of the cumulative evidence recorded over the course of the year.

Evidence may include:

- Knowledge of the child.
- Photographs.
- Written and/or drawn evidence.
- Planned and un-planned observations of day-to-day interactions.
- Video, tape, audio or electronic recordings.
- The child's view of his or her own learning.
- Information from parents or other relevant adults.

EYFS Practitioners will use this evidence to judge whether a child's learning is:

- Not yet reaching expected levels (emerging).
- Meeting expected levels (expected).

Accurate assessment requires a two-way flow of information between settings and home, and the school will ensure that processes are in place to consult parents about their child's development and achievements at home.

Data collection and submission

The school will liaise with the LA to agree on a system to collect and submit profile data.

In accordance with the Childcare (Provision of Information About Young Children) (England) Regulations 2009, the school will provide the EYFS profile data to the LA upon request, unless the Secretary of State has granted an exemption from the EYFS learning and development requirements. The school recognises its responsibility for submitting accurate, reliable and high quality EYFS profile data to the LA. To achieve this, the school will ensure that:

- Staff understand their setting systems for recording children's profile outcomes and submitting data to their LA.
- EYFS Practitioners clearly record EYFS profile information.
- Staff responsible for data collection and submission understand the nature of EYFS profile data.
- Data is transcribed from their setting's records to electronic records accurately.
- Entered data is checked against what was originally provided by the practitioner.
- Information that accompanies EYFS profile data is accurate, for example postcode and unique pupil number.
- Executive Headteachers check and sign off data before it is submitted to their LA.

Exemptions

The school will participate in the assessment arrangements within the EYFS ARA, unless:

- The Secretary of State has granted an exemption from the profile for the provision.
- The child is continuing in EYFS provision beyond the year in which they turn five.
- The child has attended the provision for an insufficient amount of time for an adequate judgement to be made before the profile submission deadline – professional judgements will be used to determine whether an accurate assessment can be made.

Where a child is exempt or an assessment is not appropriate, this will be recorded as 'A' (no assessment) for each ELG in the child's profile return.

Where a child remains in EYFS provision beyond the end of the academic year in which they turn five, the assessment will continue throughout the child's time at the school; however, the EYFS profile will only be completed once, at the end of the year before the child moves to KS1.

EYFSP Assessment and Moderation

Moderation of EYFS profile assessments should be a collaborative process with colleagues. This supports the quality assurance of teacher assessment judgements and provides a valuable opportunity for professional development. Teachers can informally agree assessment judgements with others, for example discussing observations about a child's development with other EYFS teachers and practitioners or a Year 1 teacher. This does not require collecting or recording unnecessary evidence, rather any internal or peer-to-peer moderation conversations should as far as possible, be based on the teacher's own knowledge of their children. It is important for teachers to build a shared understanding of the ELGs and the EYFS framework.

All records will be kept in accordance with our Data Protection Policy.

The main purpose of the EYFS profile is to provide a reliable, valid and accurate assessment of individual children at the end of the

EYFS. The school will use the EYFS profile data to:

- Inform parents about their child's development against the ELGs and the characteristics of their learning.
- Support a smooth transition to KS1 by informing the professional dialogue between EYFS and KS1 teachers.
- Help Year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of all children.
- Add to map a clear picture of gaps in learning to enable KS1 teachers to plan an individualised approach to teaching
- To highlight any area which may require more focused intervention or therapeutic approach to allow each child to reach their full potential

The DfE uses the EYFS profiles to provide an accurate national data set relating to levels of child development at the end of the EYFS.

Reporting to Parents

We recognise that parents are children's first and most enduring educators, and we value the contribution they make. We recognise the role that parents have played, as well as their future role, in educating children. We do this through:

- Meeting with parents prior to the child starting school.
- Creating an 'open door policy' and encouraging parents to talk to staff about any concerns that they have or to discuss their child's progress.
- Using the child's learning journey to inform parents of what the children are learning and the progress they are making.
- Encouraging parents to contribute to the child's learning journey by including observations from home and family life.
- Arranging a range of activities throughout the year that encourage collaboration between children, school and parents for example: open afternoons, subject workshops, class assemblies, sports day, coffee mornings etc.
- Providing written reports relating to the child's progress.

At the end of the Reception year, a report is written informing parents of progress and attainment in the Early Years Foundation Stage. This documents whether children have reached an emerging or expected level of attainment against the early learning goals. Children are also assessed against the characteristics of effective learning.

Inclusion

All children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. The EYFS curriculum is planned in order to meet the needs of the individual child and support them at their own pace.

Strategies used to implement the curriculum in the EYFS phase of Adventure Wellbeing School are monitored and managed by the school's Senior Leadership Team. All children access the statutory EYFS curriculum, with learning adapted and scaffolded to meet individual needs and developmental stages.

Where appropriate, targeted support such as Speech and Language Therapy, Occupational Therapy Programmes or sensory regulation activities are incorporated into daily routines. Individual timetables allow a bespoke approach to be delivered while maintaining access to the full EYFS curriculum.

We meet the needs of all children by:

- Providing resources that reflect diversity and are free from discrimination and stereotyping
- Using a range of teaching strategies based on their individual needs

- Ensuring access to every activity is safe
- Using Teaching Assistants to provide 1:1 or small group support to targeted individuals

The Phases of the Curriculum

The school is divided into six phases and learning objectives are taken from our progressive whole school curriculum which is broad and balanced. Pupils are exposed to the level of learning which is most appropriate for their level of attainment.

When considering a correlation with National Curriculum coverage the objectives being worked towards may not always align to the pupil's chronological age. The pitch of the curriculum being delivered and the delivery methods must be aligned to what the pupil needs next.

Phase	Developmental Focus	EQUALS Pathway Alignment	Curriculum Intent	Implementation	Impact / Assessment Focus
Seeds	Early engagement, sensory awareness, emotional security, and regulation.	Early Years Foundation Stage (EYFS)- Birth-3/early 3-4	To establish secure relationships, emotional safety, curiosity and readiness to learn through play and exploration.	Play-based, child-centered provision with a strong focus on sensory exploration, routines, interaction and communication within an enabling environment.	Evidence drawn from EYFS observations, Characteristics of Effective Learning, progress towards the Early Learning Goals, and baseline iSEND assessment information.
Seedlings	Developing attention, communication and early interaction; emerging shared engagement.	Early Years Foundation Stage (EYFS)- ELGs	To strengthen early cognition, shared attention, communication and engagement in preparation for transition beyond EYFS.	Structured yet play-based routines with repetition, adult scaffolding, and supported exploration using visuals, modelling and interaction.	Ongoing EYFS observational assessment, Characteristics of Effective Learning Goals, supported by iSEND tracking to evidence engagement and communication development.

How the Phases Connect

- Progress through the phases is fluid and personalised. Pupils move between phases based on their developmental stage, engagement, readiness for learning and assessed needs, rather than chronological age alone.
- The Seeds phase (EYFS) provides the statutory foundation for all future learning, focusing on communication, emotional security, engagement and early development. Subsequent phases build progressively on these foundations, increasing structure, independence and subject-specific learning as children move into Key Stage 1 and beyond.
- Medium-term planning support continuity and progression across phases, ensuring key skills such as communication, self-regulation and learning behaviours are revisited and strengthened, while allowing flexibility to respond to individual progress, regression and acceleration.

- Assessment across all phases uses age-appropriate and stage-appropriate tools. In EYFS, assessment is based on ongoing observation, the Characteristics of Effective Learning and progress towards the Early Learning Goals, supported by iASEND.

Seeds EYFS Birth-3/early 3-4	Seedlings EYFS Early Learning Goals
--	---

At AWS, we ensure that every pupil experiences a comprehensive and balanced curriculum. Instruction is delivered in progressive stages, with all learners undergoing assessments upon entry to ascertain appropriate curriculum engagement levels corresponding to their attainment. Progression through these stages occurs at personalised paces, facilitated by progressive curriculum content aligned with National Curriculum coverage. The curriculum tracker iASEND and the curriculum delivered in each of the phases of Adventure Wellbeing School align. The diagram above depicts the level the child is working at within the tracker via an assigned letter.

Transition from Previous Settings

During the summer term prior to a child's entry into the Reception Year, the following procedures have been put into place to ensure successful transition.

Parents are invited to a meeting to ensure they know about school procedures and allocation of classes and any concerns they may want to express.

The children are invited to play sessions in the Reception Class. Staff begin to make relationships, observations, speech and language judgements and assessments.

Members of staff make contact with prior settings, including childminders, to gather information for the baseline assessments.

From Reception Class to Informal/Semi-formal/Formal pathway

All pathways work closely to ensure children have a positive transition from Reception into Informal, Semi-formal or Formal pathways.

Reception staff share information including the Early Years Foundation Stage Profile, Characteristics of Effective Learning and iASEND assessment information with Key Stage 1 staff. This ensures that teachers have a clear understanding of each child's stage of development, strengths and next steps, supporting informed decisions about whether the child will access informal, semi-formal or formal curriculum pathway upon leaving EYFS and enabling a smooth and well-planned transition.

Move-up sessions provide children with the opportunity to visit their new class and take part in 'get to know you' activities. Meet the Teacher sessions are also held, enabling parents and carers to meet the new teacher and discuss transition arrangements.

Health and Safety

Teachers ensure that all materials are appropriate for the age group. Risk assessments are in place for the indoor and outdoor learning environments. The EYFS aspect of the school runs in accordance with processes and procedures that are set out in the AWS Health and Safety Policy.

Safeguarding and Welfare

All necessary steps are taken to keep the children in our care safe and well.

Any safeguarding or welfare issues will be dealt with in line with the Adventure Wellbeing School Child Protection and Safeguarding Policy and the school's Health and Safety Policy, and all members of staff in the EYFS are required to work within the school's policy and processes. All key safeguarding documentation is read as part of each staff member's induction training. Staff will receive regular safeguarding training that enables them to understand the safeguarding policy and procedures and have up-to-date knowledge of safeguarding issues.

Achievement and Standards

Monitoring and Evaluation

The EYFS Lead is responsible for monitoring the standard of provision in the Foundation Stage.

Review of Current Policy

This policy will be reviewed by the Executive Headteacher and the Proprietors annually. Any changes made to this policy will be communicated to all staff members and relevant stakeholders.

This policy is due to be reviewed in September 2027.