



Dane Bank Primary School

"Dream it. Believe it. Achieve it. Together, it is possible..."

Early Years Foundation Stage (EYFS) Policy

This EYFS Policy was reviewed and amended by Kerry Megson & Joanne Lennon	January 2024
This EYFS Policy was approved by the Local Governing Committee in	February 2024
The EYFS Policy will be reviewed every 3 years, or more regularly in the light of any significant new developments. The next anticipated review date will be:	January 2027

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential.” EYFS Framework, 2021

Contents

1. EYFS Framework 2021	2
2. Intent	2
3. Structure of Provision	3
4. Legislation	4
5. Curriculum	4
6. Assessment	6
7. Working with Parents/Carers	7
8. Equal Opportunities	7
9. Safeguarding, Welfare procedures and Health and Safety	7
10. References and Links	9
11. Appendix 1: List of statutory policies and procedures for the EYFS	10

1. Early Years Foundation Stage (EYFS) Framework for 2021

The term Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. In this policy it is used to describe children in our Nursery and Reception year classes.

This policy is based on requirements set out in the 2021 statutory framework for the Early Years Foundation Stage (EYFS). This document also complies with our funding agreement and articles of association.

The Department for Education (DfE) has published Development Matters, new non-statutory curriculum guidance which supports the delivery of the revised early years foundation stage (EYFS) statutory framework. We currently use this at Chorlton Park.

The guidance sets out pathways of children’s development in broad ages and stages but recognises the actual learning of young children is not so neat and orderly. The document encourages early years practitioners to use their knowledge to facilitate holistic learning and development and help children make progress.

2. Intent

At Dane Bank Primary School we believe that all children deserve the right to an engaging education which ignites excitement and curiosity, and inspires them to want to learn, alongside learning purposeful knowledge and skills. We want to provide children with memorable experiences and key life skills during their time with us in EYFS. We want children to respect and care for others and to develop self-regulation and social skills. By providing them with an education that does all of this, we believe children will have the best chance to become well- rounded, confident and happy individuals ready to succeed in an ever- changing world.

The EYFS is based upon four principles:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through positive relationships;
- children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers;
- children develop and learn in different ways and at different rates.

This policy aims to ensure:

- All children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents/carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

3. Structure of Provision

Our ethos in Early Years is to support children's personal, social and emotional development and to create a safe environment of trust and mutual respect. We are proud of our classroom environments both inside and out and continually work to develop the areas further using our children's interests and current curriculum approaches and pedagogy as a stimulus. We aim to facilitate children to develop positive attitudes to learning, fostering their natural inquisitive natures and developing a language for them to be able understand and describe how they learn best. Our EYFS works very much as a cohesive unit both Nursery and Reception utilising the same classroom space – the “middle zone” is used as a continuous provision area focusing on all EYFS learners.

Nursery:

- We offer both full- time (30 hours) and part- time (15 hours) places.
- We have 26 places available
- We have 1 Nursery Teacher and 1 Teaching Assistant.

Reception:

- We have 1 Reception class with a PAN of 30.
- We have 2 Reception Class Teachers who share the week and 2 Teaching Assistants.

Our Early Years Phase Lead is Kerry Megson – a member of our Senior Leadership Team.

4. Legislation

This policy is based on requirements set out in the ‘Statutory Framework for the Early Years Foundation Stage (EYFS)’ (DfE, 2021a). Further curriculum guidance is drawn from ‘Development Matters’ (DfE, 2021b).

This document also complies with our funding agreement and articles of association.

5. Curriculum

Our Early Years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children’s capacity to learn, form relationships and thrive.

Prime Areas			
Communication and Language		Personal, Social and Emotional Development	Physical Development
Specific Areas			
Literacy	Mathematics	Understanding the World	Expressive Arts and Design

The prime areas are particularly important for igniting curiosity and enthusiasm for learning, and for building children’s capacity to learn, form relationships and thrive. Our curriculum has been developed to give Communication and Language skills high priority. This is in line with the expectations set out in Development Matters.

“The development of children’s spoken language underpins all seven areas of learning and development.

Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial.” (DfE, 2021b)

As well as this, the teaching of reading is also given high priority within our curriculum. We aim to foster a love of reading and acknowledge that reading is key for all children’s future success in education and life.

Our curriculum draws upon several research-based schemes and programmes, which we have invested in due to their proven track record.

Phonics and Reading	<i>Little Wandle</i>
Handwriting	<i>Little Wandle letter formation guidance</i>
Communication and Language	<i>Wellcomm</i>
Vocabulary	<i>Word Aware</i>
Mathematics	<i>NCETM Mastering Number</i>

5.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also consider the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

We believe topics fire the imagination and are a great starting point to learn new things. We have developed a topic cycle where both Nursery and Reception classes are working together on the same theme. The cycle covers all areas of the curriculum and our topics range from 'Food and Colour', 'Celebrations and Light', 'Traditional Tales' and 'Animals and Growth.' Topic planning is always flexible to ensure we also follow the children's interests, school themes and local or national events e.g. World Book Day. Every half term staff plan the next topic, and arrange visits and visitors that will enhance the learning. Staff plan in more detail on a weekly basis using their daily notes, observations and interactions with children to inform where the learning journey should move to next.

5.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led focused activities and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

In addition to independent child-initiated activities, we also have adult led experiences for children in the form of short structured carpet sessions, as well as adult led focus activities both inside and outside. We set aside times each day when the children come together to be taught in the more traditional sense, gathered together for a whole class carpet session. At these carpet sessions we focus on our topic work, Maths, English, Phonics, and we read stories. As well as the overt learning objective of each session, these sessions also help to develop good learning behaviour: learning as a group, listening to the teacher, taking turns to answer, sitting still etc. Reading and story play a vital part of every day. We want to make sure our children have a love of books and will leave the EYFS with a core of both traditional and modern classic stories that they know really well. We make sure there is always a whole class story each day, as well as many opportunities to enjoy books at other times. Every child has their own book bag and a designated day when they will have one-to-one time, sharing books with an adult. In Reception, group reading sessions also take place.

5.3 The Learning Environment

Our Early Years classroom has defined areas with labelled, readily available resources to ensure children can access them easily. Each area is organised to provide children with experiences and activities in all of the seven areas of learning and, very importantly, to foster the children's developing independence. Although many activities are cross curricular, the classrooms have distinct areas for writing / mark-making, maths, creative activities, role play, construction, a book corner and a carpeted teaching area. Each day a variety of activities are planned and set up in the different areas.

The adults are based with their focus activity for the session and ensure that they cover the whole range of the areas during the week. The outdoor area is an important part of the learning environment. We ensure that the activities on offer outside also cover the range of curriculum areas, but often in different ways, for example a maths game to practice addition skills inside might be set up inside on a table top with small dice, whereas outside the game might involve throwing bean bags through a hoop and recording the scores. Similarly, reading is always on offer inside the classroom's well-organised and resourced book corner, but outside it might be a basket of books in a quiet corner or inside a tent. Physical activity is an important feature of the outside space, with climbing, running, cycling and other active games being key. Each child has their own labelled peg in the cloakroom. We encourage children to become responsible for looking after their own clothes, book bag and work and keeping them safely in the right place.

6. Assessment

At Dane Bank Primary, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also use observations shared by parents and/or carers in the form of "Wow Cards" and feedback in the Home-School Books.

Every child has a large book or file containing a collection of their work, photos and observations. This provides a detailed picture of the child's learning journey and follows them from entry to Dane Bank until they move up to Year 1.

Children and parents have access to the learning journey books and files which are stored in the classroom and we welcome parents to spend time sharing the portfolio with their child in stay and play sessions. Parents are encouraged to contribute by writing a Wow card to record significant events or aspects learning that happen at home, such as being bridesmaid, learning to swim without armbands, ride a bike without stabilisers or getting themselves dressed. Spare Wow cards are sent home with the home-school book and are always available in the classroom. The learning journey/ file is given to parents when their child enters Year 1 or leaves our setting.

Within the first 6 weeks that a child **starts Reception**, staff will administer the Reception Baseline Assessment (RBA).

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

Additional assessments:

- WELCOMM Baseline and follow up assessments as needed
- Phonics assessment using Little Wandle materials

7. Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers. We believe that parents and carers are a child's first educator and therefore we seek to work together closely and ensure they are involved in their child's life at school. We want parents to feel they can speak to us about their child at any time and feel comfortable in our setting. As well as the home or Nursery visits that we do in the term before children start at Dane Bank, we also do Nursery and Reception Open Afternoons for new children and their parents. We offer a 'Meet the Teacher' session at the beginning of the school year and offer parent workshops and stay and play sessions throughout the year. We give each family an 'All About Me' page to complete with their child over the summer as well as a summer book that we use to build relationships with the children when they start school. We have a staggered entry into Nursery and Reception at the start of the Autumn Term.

Early in the first term, parents are also invited to a parents' meeting so the settling in can be reviewed. Parents are invited to attend another Parents' Meeting in the Spring term and teachers are available most mornings and evenings to talk and to discuss more urgent matters. The Nursery have a Home-School Book where parents can write about weekend or school holiday news. This is shared with each children every week. Reception children have a Home-School Book that goes home every Friday. It has a review of the week in it and a task that is linked to what the children have been learning.

Parents and/or carers are kept up to date with their child's progress and development. Parents' meetings, stay and play sessions, reports and the EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. We also make use of our Marvellous Me programme to share good news messages and information about children's day to day learning in class.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person (teacher) supports parents and/or carers in guiding their child's development at home. The key person (teacher) also helps families to engage with more specialist support, if appropriate.

8. Equal Opportunities

We are committed to giving all children equal and equitable access to all areas of the Early Years Foundation Stage regardless of gender, race or disability. We are committed to reflecting the diversity of our school, local and global community by tackling stigma, creating new norms and ensuring dignity and respect for all.

- All genders are respected and stereotypical imagery is not tolerated.
- Any form of discrimination is challenged.
- We care deeply about every member of our community: diversity is a given

9. Safeguarding, welfare procedures and health & safety

It is important to us that all children in the school are safe. We aim to educate children on boundaries, rules and limits and to help them gain self-worth. We provide children with choices to help them develop this important life skill. Self-regulation is of a high priority for us: helping children understand and manage their emotions appropriately is at the heart of all daily routines in Nursery and Reception at Dane Bank.

Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. We follow the safeguarding and welfare requirements detailed in Section 3 of the Early Years Foundation Stage Statutory Framework (2021) as well as the statutory guidance contained within the Keeping Children Safe in Education documentation.

Members of staff use school tablets to take photographs as evidence to support the regular observation and assessment cycle in the EYFS. These photographs are used in floor books, class displays and on the school website. All parents are asked to state if they give consent for their child's image to be used on the school website by signing a form included in their child's starter pack.

We are a 'healthy school' and as such our children receive free fruit and milk from a Government scheme.

We promote good oral health, as well as good health in general, in the early years by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

There are toilets for both the Nursery and Reception classes and children may access them freely. Nevertheless, children in Reception particularly are encouraged to use the toilet at specific times and manage the timing of their toileting. In recognition that children may arrive to our setting unable to manage their toileting needs independently, we have an Intimate Care Policy and Intimate Care Plans are in place for children if needed. These are shared with relevant staff and stored within the EYFS unit. We encourage all children to start school without nappies but will support any children struggling with this. We are very aware that young children often have 'accidents' (i.e. wet themselves) and have stocks of spare clothes and change anyone who needs it. We ask parents to help keep our stocks of clothes full by returning everything their child has borrowed. Children are changed in the open area of the bathroom outside the cubicles or in the disabled toilet area.

We have a kitchen and utility room in the unit which no child is allowed to enter and is secured with a safety door.

We take all accidents seriously and always log and phone home immediately if a child bangs their head. We have cool packs to use in case of bumps or minor injuries which are stored in the Nursery and Reception fridges.

All children have a safe and secure outdoor learning environment. There is always a member of the staff team outside to support children's learning. All large climbing equipment is checked by our site officer and fire drill practice is held regularly, in line with whole school policy. There is an annual external check of external equipment as part of whole school practice.

Risk Assessments are carried out as needed, including for outdoor provision. See separate Early Years Risk Assessment document.

For the administration of medicines please see our school policy for the administration of medicines. All medicines and inhalers are stored safely out of reach of the children.

We follow whole school procedures for Child Protection. Incidents are consistently logged using the school CPOMs programme (see separate policy). Helen Clarke, Deputy Headteacher, is the named Designated Safeguarding Lead and Joanne Lennon, Headteacher, is the named Deputy Designated Safeguarding Lead.

The rest of our safeguarding and welfare procedures are outlined in our Child Protection and Safeguarding Policy.

10. References & Links

Department for Education (2021a) *Statutory Framework for the Early Years Foundation Stage*. Available at: <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

Department for Education (2021b) Development Matters: Non-statutory curriculum guidance for the early years foundation stage. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web_2_.pdf

Department for Education (2021c) Keeping children safe in education. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1021914/KCSIE_2021_September_guidance.pdf

Department for Education (2022) Early years foundation stage profile handbook. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1024319/Early_years_foundation_stage_profile_handbook_2022.pdf

Professional Association for Childcare and Early Years (2021) Available at: <https://www.pacey.org.uk/working-in-childcare/spotlight-on/schemas/>

L, Bartleton. (2021) *Creating Enabling Environments for Children in the Early Years*. CACHE Available at: https://cachealumni.org.uk/CACHE/Professional-Development/Articles-folder/Creating-Enabling_Environments_for_Children_in_the_Early-Years.aspx

Athey C (2007) *Extending Thought in Young Children: A Parent- Teacher Partnership*

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See Child Protection and Safeguarding Policy
Safe Working Practices	EYFS Indoor and Outdoor Risk Assessments
Procedure for responding to illness	See Health and Safety policy and Supporting Pupils with Medical Conditions Policy.
Administering medicines policy	See Supporting Pupils with Medical Conditions Policy.
Emergency evacuation procedure	See Health and Safety policy
Procedure for checking the identity of visitors	See Child Protection and Safeguarding Policy and Visitors Policy
Procedures for a parent failing to collect a child and for missing children	See Child Protection and Safeguarding Policy and Collection of Children Policy.
Procedure for dealing with concerns and complaints	See Complaints Policy
Procedure for Toileting and Intimate Care	See Intimate Care Policy

Other policies and procedures for the school also apply to EYFS Provision.