



Early Years Foundation Stage (EYFS) policy

Adopted by the Governing Body of Dunkirk Primary School:

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To be reviewed by: Heidi Hollis & Rachael Jurkiw

Committee responsible: P&P

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1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the wide 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 and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2021.

3. Structure of the EYFS

Our EYFS setting consists of a Nursery class and two Reception classes.

We offer Nursery provision to all children from the age of 3 years. We offer Government funded 15 hours, which can be attended 9am-12pm daily, or 12:30pm – 3:30pm daily. We also offer Government funded 30 hours which can be taken entirely in our setting, or split between two settings. Where families qualify for this, the half hour lunch break can be taken at home, or can be provided for in school – lunch and associated lunch cover have an additional cost. If families do not qualify for Government funded hours, we offer a paid 30 hours option, of £18 a day which includes lunch.

Our two reception classes have a max capacity of 30 in each class.

4. 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.

The prime areas are:

- Communication and language

- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

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

Staff also ensure that pupils develop in The Characteristics of Effective Learning, ensuring that pupils develop in:

- Playing and exploring
- Active Learning
- Creative and Critical Thinking

4.1 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 curriculum. 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.

A clear skills progression and long-term plan has been created with subject leaders and shared with staff. This document ensures that all areas of the curriculum will be covered over the academic year and progression takes place in small, sequential steps. Whilst explicit in the skills that pupils need to develop, it also allows the freedom to ensure that planning matches the needs and interests of the current cohort of children, taking their interests into consideration.

Medium-term plans are then created collaboratively and shared with parents via our Dunkirk website. Staff have the opportunity to discuss specific areas of learning with subject leaders, ensuring high quality, expert teaching in individual areas.

Planning is shared weekly amongst staff, and is saved on our EYFS files on MS Teams. Staff meet weekly to discuss children with areas of concern and consider how plans for both teaching and enabling environments need to be adapted to ensure the progress of all children.

Phonics and Maths are taught daily from a scheme of work; Success for All and Powermaths. Staff utilise the short-term plans, adapting them to meet the needs of their cohort. Daily Talk 4 Writing sessions are planned in accordance with the school writing progression. Staff follow the school Teaching and Learning Policy when making adaptations, ensuring that they are consistent with the rest of school.

4.2 Teaching

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

Teaching takes place in both our indoor and outdoor environments. Teaching includes full class adult-led focus sessions on the carpet, including Phonics, Reading, Talk4Writing and Power Maths sessions; daily adult-led small group work to consolidate or support target work; weekly group and 1:1 reading sessions; and daily child-initiated activities through our free flow time in our enabling environment.

Weekly directed PE and Outdoor Education sessions and designed and delivered. Opportunities such as local trips are encouraged to support the children's learning, understanding and knowledge of their local area.

5. Assessment

At Dunkirk, 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.

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 and Birth to Five matters guidance) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

Assessments are a part of daily practice. Knowledge of each individual child, and the curriculum, will allow for the practitioner to assess learning in the child-initiated environment, and to offer 'next step advice' to move learning on. This ongoing assessment will not be recorded, but will be used in discussions to support planning and 'concern children'.

The use of Tapestry will be used to support 'concern children' ensuring that they are making the required progress. These will be used to identify gaps in their physical, personal, social, and emotional wellbeing, as well as the cognitive aspects of their learning.

Half-termly assessments in phonics will be submitted and moderated internally to identify gaps for the class as a whole, and for individual children. This data will support our planning choices and in some cases highlight the need for a tailored intervention.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

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 supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

The use of Class Dojo will support the link between home and school. Weekly updates will be shared with parents to provide an overview of learning and, if appropriate, home activity ideas will be shared. Parents may use the private message function to communicate directly with a member of staff. Messages will be checked at least twice weekly.

The school website will be updated half termly, to share the half term overview as well as photos (with permission) to show a range of activities. Parents will find other useful documents and links on the website, like calendar dates and home learning sessions if child is isolating.

Parent consultation evenings are held twice a year to discuss each child's progress. A written report is provided at the end of the year. This shows each child's achievements in the Early Learning Goals, and provides next steps. It also details each child's approach to learning (through the Characteristics of Effective Learning) as well as providing a general overview of the child's interests and achievements.

7. Safeguarding and welfare procedures

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
- The importance of being active
- The importance of a balanced diet

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by Rachael Jurkiw, EYFS lead, every 2 years.

At every review, the policy will be shared with the governing board.

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
Procedure for responding to illness	See health and safety 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
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy