

Policy Review

Governor(s) name	Comments & review date
Charlotte Chappell	Reviewed and amended 27/04/2023 – Sections highlighted in RED have been updated
Stephanie Crane	No amendments received by SBM
Sarah Jardine	Reviewed and amended 09/05/2024 Amendments made to: - Curriculum section, including the three year rolling programme in nursery. - Recording and evidencing children's work in reception - Working with parents/carers (new section added) - Safeguarding and welfare arrangements
Charlotte Chappell	Reviewed and amended 10.06.2026 Information added- Oral hygiene, safer eating and safer sleeping added to safeguarding and welfare arrangements. GLD information added SEND/ and behaviour added Key person information added Amendments made- Amendments made in italics. AI has been used to check the policy for compliancy and it is now fully compliant.

			

Governors Policy Review Record	
Policy title	EYFS Policy
Responsible Staff member(s)	EYFS Lead <i>Charlotte Chappell</i> <i>Jacqui Perrin</i>
Governors review by date	June 2026
For ratification at GB meeting date	13 th June 2024

Darnhall Primary School

Early Years Foundation Stage Policy

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1 Introduction

1. Introduction

Early childhood provides the foundation for lifelong learning. At Darnhall Primary School, we value the EYFS as a unique and important phase of development. ***We recognise early childhood as a distinct and meaningful stage of life, not solely preparation for Key Stage 1.***

Children join us with a wide range of experiences. Practitioners build on these through a holistic approach that values strong relationships with parents/carers and responsive, high-quality interactions.

The EYFS is based on four statutory principles:

- Every child is a unique learner.
- Children become strong and independent through positive relationships.
- Children learn well in enabling environments with skilled adult support.
- Children develop at different rates, including those with ***SEND, who must receive timely identification and appropriate support in line with the SEND Code of Practice.***

2 Aims

Our EYFS aims to:

- Provide a safe, stimulating and nurturing environment.
- Offer a broad, balanced and creative curriculum that promotes independence and curiosity.
- ***Use ongoing, meaningful assessment based on practitioner knowledge rather than numerical tracking systems.***
- Build strong partnerships with parents/carers.
- Ensure inclusion and equity for all children, including those with ***SEND or additional needs.***
- Support each child to reach their full potential socially, emotionally, physically and cognitively.

3 The Curriculum

Curriculum Intent:

Our curriculum is designed to provide all children with the knowledge, skills and experiences needed to achieve the ELGs and be ready for Key Stage 1.

Curriculum Implementation:

Learning is delivered through a balance of adult-led teaching and high-quality play. Practitioners respond to children's interests while ensuring progression across all areas of learning.

Curriculum Impact:

We evaluate impact through ongoing assessment, children's engagement, language development and progress from starting points, ensuring all children, including those with SEND, make good progress.

Our curriculum covers the seven areas of learning:

Prime areas:

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

Specific areas:

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

The children are supported through a carefully sequenced curriculum designed to ensure they are on track for the Early Learning Goals (ELGs) by the end of Reception.

Nursery follows a ***three-year rolling programme*** to ensure breadth without repetition. Reception follows a ***progressive, ambitious curriculum aligned with Development Matters (2021) and Birth to 5 Matters (2021).***

Play is central to learning. We balance child-initiated exploration with purposeful adult-led teaching. Planning remains flexible to respond to children's emerging interests.

3.1 Characteristics of effective learning

Weaving throughout the EYFS curriculum are three **Characteristics of Effective Learning**. Activities are planned with these in mind to highlight the importance of the child's attitude to learning, being an active learner and their ability to play, explore and think critically about the world around them.

- **Playing and exploring** - children investigate and experience things, and 'have a go'
- **Active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

These elements underpin how we reflect on each child's development and adjust our practice accordingly. Supporting children in their individual learning behaviour and observing the context of children's play is essential.

'What children learn is important, but how children learn is even more important if they are to become learners in today's society.' Helen Moylett, *How Children Learn*, Nancy Stewart (2011)

3.2 Planning and Observations

Teachers use the curriculum and the children's interests to plan exciting and challenging activities. The learning environment provides a key element of planning with enhancements being used to develop and extend the children's learning through play alongside the adult led activities. Planning is based on themes with some discrete teaching, for example in phonics.

Staff in the EYFS will observe and work alongside children, supporting and responding to their individual interests and needs to help build their learning over time. Through this close working with children, practitioners will gain a wealth of knowledge about a child. Observations of the children help to inform the teacher's planning and the children's next steps for learning. In line with the new revised EYFS framework, only observations of 'WOW' moments will be recorded individually for children online via 'Tapestry'. Parents/carers are invited to view their child's 'Tapestry' and to contribute observations from home. Other evidence, including adult led activities are recorded in subject specific work books, e.g. English and Maths, as well as floor books.

4 Assessment

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment is an integral part of the learning and development process and involves all adults working with the children in the foundation stage environment. When assessing whether an individual child is at the expected level of development, staff will draw on their knowledge of the child and their own expert professional judgement rather than physical evidence.

When a child enters our nursery aged 2, staff with the nursery review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' entry report highlights the areas in which a child is progressing well and the areas in which additional support is needed. ***In accordance with statutory requirements, practitioners must complete a progress check for children aged between 24–36 months. This check identifies strengths and any areas where development is less than expected and must be shared with parents/carers.***

An informal baseline assessment will be completed when a child joins our setting. In addition, children who enter into reception will complete the statutory Reception Baseline Assessment (RBA).

All assessments are recorded on our whole school tracking system 'Insight.' Assessments are made on a half termly basis to provide a summary of attainment for each child. Assessment in the EYFS does not involve numerical tracking, labelling or excessive evidence collection. Practitioners use their professional knowledge of each child, drawing on observations, interactions and ongoing experiences, to determine progress and next steps. Any internal systems used to support monitoring (e.g. Insight) do not replace professional judgement and are not used to generate formal attainment labels for children.

At the end of Reception, each child is assessed against the 17 Early Learning Goals (ELGs).

Children are assessed as either:

- ***Emerging (not yet meeting the expected level)***
- ***Expected (meeting the expected level)***

A Good Level of Development (GLD) is achieved when a child reaches the expected level in:

- ***All Prime Areas***
- ***Literacy***
- ***Mathematics***

(GLD is not based on all 17 areas)

The EYFS Profile:

- ***Is shared with parents/carers***
- ***Is submitted to the Local Authority***
- ***Supports transition into Year 1***

The main purpose of the EYFSP is to support a successful transition to Key Stage 1 by informing the professional dialogue between EYFS and year 1 teachers.

Practitioners are expected to use their professional judgement to make these assessments, based on their knowledge and understanding of what the child knows, understands, and can do.

This should inform year 1 teachers about each child's stage of development and learning needs and help them to plan the year 1 curriculum to meet the needs of all children. The EYFS profile is also used to inform parents/carers about their child's development.

The EYFSP must be completed for each child and submitted to the local authority no later than 30 June.

In previous years when a child had not spent a long time in a setting (for example due to illness or not starting at a setting until a substantial part of the year had gone by) teachers could decide to exempt the child from the EYFSP.

Following the 2021 reforms to the EYFS and changes to the administration and moderation of EYFS profile data, DfE has taken the decision that the EYFS profile must be completed in **all instances unless:**

- an **exemption has been granted** by the secretary of state for the setting or an individual child. In these cases only, an 'A' should be recorded for every ELG within the profile.
- the **child is continuing in EYFS provision** beyond the year in which they turn 5. In these exceptional cases, the EYFS profile should be completed once only, at the end of the year before the child moves into year 1.

DfE is aware that the EYFSP has previously been used by LAs, school leadership and MATs to compare individual schools or as a means for holding teachers or schools to account, for which it

was not designed. This change to exemptions and exceptions from the EYFSP is part of the DfE efforts to discourage the use of the EYFSP as an accountability measure.

The DfE recognise that in some cases practitioners may have a more limited knowledge and understanding of what a child knows, understands, and can do and it may be more difficult for an accurate EYFSP assessment to be made.

However, if practitioners have seen no evidence that a child has met an early learning goal, for whatever reason including absence, it is important that they report the child as emerging and then communicate to the year 1 teacher why the assessment has been made. This will ensure that all children are supported as much as possible in their transition to year 1.

5 Working with parents/carers

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

Every child is assigned a **key person** who builds a secure relationship with the child and family. The key person is assigned in line with EYFS statutory requirements.

The key person is responsible for:

- building secure relationships***
- supporting the child's learning and development***
- working closely with parents/carers***
- ensuring individual needs are met***

Parents/carers receive:

- the progress check at age 2
- nursery exit reports
- the EYFS Profile
- regular updates via Tapestry
- opportunities to attend parents' evenings
- The key person supports families in guiding learning at home and accessing specialist support where needed.

6 Transition

Transition to the Foundation Stage is carefully supported through a variety of systems.

- Close links across phases, including moderation
- Staff handover and discussion about individual children
- Class visits and stay and play sessions
- Shared theme days between ages and across phases

- Starting school story book sent home for parents/carers to share with their children before starting Reception
- School readiness sessions for Reception starter parents/carers and children delivered by the 'Starting Well' centre
- Parent/Carers' meetings to discuss the transition process
- FS2 teachers visit external nursery children in their existing setting where possible
- Open door policy for any parent/carer queries or concerns

We share all relevant information with receiving teachers, including assessment, safeguarding (where appropriate), SEND support and external agency involvement.

7 Safeguarding and welfare arrangements

We recognise that 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 safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

We make sure that the appropriate statutory staff:child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

- For children aged 2, we have at least 1 member of staff for every 5 children
- For children aged 3 and over, we have one person with Qualified Teacher Status and at least 1 member of staff for every 13 children

All staff working within Early Years have a current paediatric first aid (PFA) certificate. This PFA certificate is renewed every 3 years as required.

Safeguarding in EYFS also includes:

- All staff receive safeguarding training in line with Keeping Children Safe in Education (KCSIE).
- A named Designated Safeguarding Lead (DSL) is in place at all times.
- Daily risk assessments ensure environments are safe and suitable.
- Children are only released to authorised adults.
- Mobile phone and camera use is strictly controlled in line with school policy.
- Recruitment follows safer recruitment procedures, including enhanced DBS checks.

Welfare arrangements

We promote good oral health,

- discussing toothbrushing
- exploring the impact of sugary foods

- modelling healthy choices
- ensuring water is always available

We do not carry out supervised toothbrushing without parental consent.

Safer Eating

We follow safer-eating practices to reduce the risk of choking and ensure children's health and wellbeing. This includes:

- children are **seated and supervised** at all times while eating
- food is **cut appropriately** (e.g., grapes halved lengthways, no whole nuts)
- staff follow **allergy management procedures**, including individual health care plans
- drinking water is available at all times
- staff are trained to recognise choking risks and respond appropriately
- we promote healthy eating in line with statutory guidance

These expectations apply during snack times, lunchtime, cooking activities and any curriculum-linked food experiences.

Safer Sleeping

Where younger children within the setting require rest or sleep, safer sleeping practices are followed in line with national guidance to ensure children's safety during rest or sleep. This includes:

- children are **visually checked at regular intervals**
- sleep environments are **well-ventilated, quiet and supervised**
- children sleep on **flat, firm surfaces** with no loose bedding, pillows or soft toys
- babies and toddlers are placed on their **backs to sleep**
- sleep routines are agreed with parents/carers and recorded
- staff maintain clear records of sleep checks

These procedures apply to all children who sleep or rest during the school day.

Safeguarding procedures follow the school's Child Protection Policy and Safeguarding Policy.

SEND

We comply with the SEND Code of Practice (2015).

Early identification of additional needs is prioritised, and appropriate support is put in place quickly.

A graduated approach (assess, plan, do, review) is used.

The SENCo works closely with staff, parents and external agencies.

Behaviour and self- regulation

Children are supported to develop self-regulation through consistent routines, clear expectations and sensitive adult support.

We promote positive behaviour through modelling, praise and secure relationships.

8 Monitoring

Regular monitoring of planning, teaching and progress occurs through the whole school monitoring system. Leaders regularly review the quality of education, safeguarding, and outcomes for children to ensure continuous improvement and compliance with the EYFS framework.

8.1 Responsibilities

Headteacher and Governors

- Monitor implementation of the EYFS policy
- Work with the EYFS Lead to evaluate standards

EYFS Leader

- Monitor progression and data
- Support planning and resource use
- Lead professional development
- Liaise with external agencies
- Manage the EYFS team
- Produce and review the EYFS action plan

Teachers

- Deliver the EYFS curriculum
- Plan for differentiation, including ***SEND and higher-ability learners***
- Use observations to inform next steps
- Maintain a high-quality learning environment
- Report progress to parents

All Staff

- Use equipment safely
- Follow safeguarding procedures

- Contribute to assessments through professional knowledge and observations
- Use Tapestry App to share observations of the children

EYFS Early Learning Goal Descriptors (2021)

Communication and Language

ELG: Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development

ELG: Self-Regulation

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

- Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

ELG: Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.

- Show sensitivity to their own and to others' needs.

Physical Development

ELG: Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.

ELG: Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

ELG: Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate, where appropriate, key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play.

ELG: Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Mathematics

ELG: Number

- Have a deep understanding of number to 10, including the composition of each number.

- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

ELG: Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps.

ELG: The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

ELG: Creating with Materials

- Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function.

- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive

- Invent, adapt, and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems, and stories with others, and, when appropriate, try to move in time with music.