

EYFS POLICY 2024-2025

Purpose

The purpose of this policy is to ensure that:

✓ **Children access a broad and balanced curriculum**

One that provides the knowledge, skills, and experiences they need to make good progress—both in school and in life.

✓ **There is quality and consistency in teaching and learning**

So that every child makes strong progress, and no child is left behind, regardless of their starting point.

✓ **Strong partnerships are built with parents, carers, and practitioners**

Promoting collaborative relationships that support each child's development in both home and school environments.

✓ **All children are included and supported**

Through a commitment to equality of opportunity, and by embedding anti-discriminatory practice across all areas of learning and care.

Statutory Framework for the Early Years Foundation Stage

This policy is based on requirements set out in the Statutory Framework for the Early Years Foundation Stage (EYFS).

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right.

The Early Years Foundation Stage (EYFS) applies to children from birth to five years old or reception years. At DePS, children join us from the age of four to five in Reception when they transition into Year 1. The EYFS is an important starting point for all children in our school and is a crucial phase of their learning and development. We recognise that children's early experiences have a significant impact on their learning later in life. Therefore we aim to provide high-quality teaching and learning for all children in our school, so that they receive the best education.

The EYFS is based upon four overarching principles that shape early years practice and also our school ethos:

- ***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***

We have created a highly effective induction programme for all new pupils. It begins with an orientation by the leader and the class teacher to parents, both online and on-site.

Parents are invited to attend a range of induction events with their children including induction meetings, stay and play sessions, and story sessions. These are good opportunities for children to begin to develop relationships with staff and also to become familiar with the school environment. We encourage all pupils to attend our 'Move Through Days', where they will spend the whole morning in their new class with their new teacher.

A Unique Child

At DePS, we recognise that every child is unique and different. We understand that children develop in individual ways and at varying rates. Therefore we use a range of different approaches to teaching and learning that are appropriate for the child. We always encourage a positive attitude to learning and praise challenge and effort.

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at DePS are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school. In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning. In EYFS we set realistic and challenging expectations that support our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence
- Using a wide range of teaching strategies based on children's learning needs, readiness and interest.

- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively
- Providing a safe and supportive learning environment in which the contribution of all children is valued
- Using resources which reflect diversity and encourage independence & creativity
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills
- Monitoring children's progress and taking action to provide support as necessary

Positive Relationships

The children are supported by a qualified teacher and a teaching assistant.

At DePS, we recognise that children's independence is formed from secure relationships with adults and children. We aim to develop caring, respectful, professional relationships with all children and families. All staff aim to develop good relationships with children, interacting with them in a positive manner and taking time to listen to them and support them. We recognise that every opportunity is a learning opportunity and so developing these relationships form a crucial part of our practice.

We also note that parents are children's first and most enduring educators and we highly value the contribution that parents make. We recognise the role that parents have played, and their future role, in educating the children.

We aim to develop a partnership with parents through:

- Arranging visits for new parents to see the classrooms during a school tour
- Running meetings to support parents with understanding the EYFS curriculum and the importance of working in partnership with parents.
- Offering parents regular opportunities to talk about their child's progress and allowing free access to their children's books and folders
- Encouraging parents to talk to their child's teacher about any concerns they might have
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents
- Inviting parents to three formal parents evenings per year to discuss their child's progress and development with their teacher
- Running stay and play sessions for parents to come to work in class with their child
- Running workshops for parents
- Sending home reading books and homework each week
- Providing parents opportunities to share 'WOW Moments' for their child which can be celebrated in class

- Inviting parents the opportunities to share their expertise in class through special sessions like mystery or guest readers, talk about professions, do special classes like art/cooking/craft/dance/exercise etc.

Enabling Environments

At DePS we recognise that the environment plays a key role in supporting and extending the children's development. We aim to create a challenging, stimulating environment with multiple opportunities for learning. This begins by observing the children and assessing their interests, development and learning before planning challenging but achievable activities and experiences to extend their learning.

FS2 classes have an open plan environment. This allows the children to interact with all their peers and all the adults in the room. Each class is organised to allow children to explore and learn securely and safely. The environment is set up in learning areas, where children are able to find and locate equipment and resources independently. Activities are set up each day that are designed to develop their independent learning and thinking. We incorporate the principles of the Reggio Emilio Approach in our teaching and learning. Further plans are to incorporate the Curiosity Approach in teaching-learning.

- Children must have control over the direction of their learning
- Children must be able to learn through the experiences of touching, moving, listening and observing
- Children have relationships with other children and with material items in the world that they must be allowed to explore
- Children must have endless ways and opportunities to express themselves

Children in FS2 experience a more structured learning approach that offers them opportunities to develop their language, vocabulary and skills. The classroom environment changes regularly depending on the topic for the half term. It is designed to promote children's curiosity and wonder yet challenge their thinking also. The FS2 class is split into distinct areas of learning where the children can freely visit each week to discover more about their topic.

Both FS1 and FS2 classes have open access to a shared outdoor learning environment. Outdoor learning is a significant aspect of children's early years experience. Being outdoors offers opportunities for exploration in different ways and on different scales than when indoors. It offers the children the opportunity to explore, use their senses and be physically active and exuberant. Children are provided with a range of resources outdoors that support them to develop in all seven areas of the curriculum.

Children are given opportunities outdoors to play with a range of natural and open-ended resources. This allows the children to use their imagination and problem solving skills to create different things to support their play. Adults follow the

children's interests outdoor and pose appropriate higher-order questions to develop their learning and thinking. Adults play an important role in observing and interacting with children in their play to enhance and extend their learning at an appropriate level. The children become involved in activities of their choice. The adults observe the children carefully, join them when appropriate, and engage in quality interactions to move the learning on.

We also offer opportunities for 'risky play' within the outdoor learning environment. We believe that children should be given opportunities to take risks in a safe environment and learn how to manage risks. Children are encouraged to challenge themselves, test their limits, explore boundaries and experience trial and error. Children are learning important life skills during risky play and adults facilitate this carefully.

Learning and Development

The planning within the EYFS is based around the children's needs and interests. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. On-going assessment in EYFS follows the cycle of observation, assessment, and planning and involves the teacher and other adults as appropriate. These observations are recorded in the child's individual 'Learning Journey'. All children in EYFS are tracked through the ages and stages for all areas of development Tracking is monitored by the EYFS leader, throughout the year to monitor the progress of the children and to highlight any areas for development.

We use the Jolly phonics scheme to support children's reading. They have a daily Jolly phonics lesson in which children are grouped by ability. Language development is also an important aspect of our curriculum and we ensure that children are given opportunities to talk every day. We also have a focus on developing children's oracy skills in early years. Everyday children have a short oracy lesson to develop their physical, linguistic, cognitive, social and emotional skills. Staff are trained to use a range of oracy strategies daily to develop all children's speech and language.

Planning our EYFS curriculum defines the features of effective teaching and learning in our school. Features that relate to the EYFS are:

- The partnership between staff and parents so that our children feel secure at school and develop a sense of well-being and achievement
- The understanding that staff have of how children develop and learn, and how this affects their teaching;
- The range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- The carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS;

- The provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities.
- The encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- The support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- The identification of the progress and future learning needs of children through observations, which are shared with parents.

There are three characteristics of effective teaching and learning which teachers use to support planning and guiding children's activities. These are:

- Playing and exploring – Within EYFS, children are taught through a balance of child- initiated play and adult focus activities. Through play our children explore learning experiences that help them make sense of the world. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. Similarly, adult focus activities are planned to support children's individual needs. Children work in small groups with an adult to improve and develop a certain skill.
- Active learning – Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. Each day they are encouraged to work independently, with their peers and with an adult. As children develop their confidence they learn to make decisions. As children take ownership of their learning, they are provided with a sense of satisfaction.
- Creating and thinking critically – Children should be given the opportunity to be creative through all areas of learning, not just through the arts. Adults support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open-ended questions. Children can access resources freely and are allowed to move them around the setting to extend their learning.

Teachers may also plan and prepare online work for pupils. This is done using a range of different online platforms. Online homework will be set weekly for pupils to complete using one of these platforms. Parents will be given an email address to contact teachers should they have any issues accessing work online.

Curriculum

We follow the revised EYFS framework and assessing attainment based on the updated Early Learning Goals.

The EYFS is made up of seven areas of learning:

The prime areas are fundamental, work together, and move through to support development in all other areas. They are:

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

The specific areas include essential skills and knowledge for children to participate successfully in society. They are:

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

In each area there are Early Learning Goals that define the expectations for most children to reach by the end of the EYFS. Children are expected to:

Communication and Language:

Listening and attention: 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.

Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things 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.

Physical development:

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.

Fine motor skills: 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, paintbrushes and cutlery. Begin to show accuracy and care when drawing.

Personal, social and emotional development:

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.

Managing self: Be confident to try 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.

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.

Literacy:

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.

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.

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:

Number: Have a deep understanding of numbers 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 to 5 (including subtraction facts) and some number bonds to 10, including double facts.

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:

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.

People, culture and communities: 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.

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:

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 narrative and stories.

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.

9. Assessment Processes

At DePS, ongoing assessment is an integral part of the learning and development processes. It helps parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Assessment involves observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. In our interactions with children, we aim to respond to our own day-to-day observations about children's progress, and observations that parents and carers share.

All pupils will also take part in the Baseline Assessment at the start of the academic year. The purpose of the Baseline Assessment is to provide an on-entry assessment of pupil attainment to be used as a starting point. The assessment is designed to be taken by pupils during their first half term in FS. All pupils should be assessed within

the first couple of weeks of joining Fs, regardless of when they join the class, unless they have been assessed previously.

The **Reception Baseline Assessment** is an age-appropriate assessment of mathematics and literacy, communication and language, that is delivered in English. It is clearly linked to the learning and development requirements of the Early Years Foundation Stage (EYFS). The assessment consists of practical tasks, using physical resources. Pupils work one on one with a teacher or teaching assistant to complete the assessment, and then respond either orally, by pointing or by ordering or moving objects. RBA is conducted within the first 6 weeks of the child starting reception or FS2.

In the final term of the year in which the child reaches age five, staff complete the EYFS Profile for each child. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The profile must reflect: on-going observation, all relevant records held by the FS setting, discussions with parents and any other adults whom the teacher, parent can offer a useful contribution. Each child's level of development must be assessed against the early learning goals. Practitioners must indicate whether children are meeting expected levels of development, or if they are above expected levels, or not yet reaching expected levels ('emerging').

Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. These inform a dialogue between FS2 and Year 1 teachers about each child's stage of development and learning needs and assist with the planning of activities in Year 1. The Profile is also shared with parents at the end of FS2 and parents are invited to come into school to discuss the Profile with the class teacher and arrangements for transition to Year 1.

10. Transition to Year 1

The primary purpose of the EYFS profile is to provide Year 1 staff with reliable and accurate information about each child's level of development at the end of the Foundation Stage. This will enable them to plan an effective responsive and appropriate curriculum that will meet their needs.

To prepare for the transition to Year 1 we ensure that:

- Children visit their new class during the summer term and become familiar with the learning environment
- Children meet their new class teacher during the final term
- The Fs2 and Year 1 staff map out progression over the Autumn term and discuss planning for the first few weeks of term
- Staff share or suggest useful key resources
- Tracking sheets are passed on, evidencing children's progress across the full year, (not just the last term), and that teachers are clear about how to use the tracker to support day-to-day and periodic assessments

- We have addressed those children working well within a phase although not secure, and plan carefully to ensure progress for these children
- We identify any children who have made insufficient progress and ensure differentiated support is given in lessons
- We identify any children who have special educational needs, disabilities or language needs and write support plans for these individual children
- We share assessments and any additional information on children's reading and writing
- Parents are fully involved in transition and given key information on the process
- We provide an opportunity early in the autumn term for parents/carers to visit their child's new class and meet the Year 1 staff to discuss progress

11. Safeguarding and Wellbeing Requirements

It is important to us that all children in the school are safe. We aim to educate children on boundaries, rules and limits to help them understand why they exist. We provide children with choices to help them develop this important life skill. We aim to protect the physical and psychological well being of all children. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards (see our Safeguarding Policy).

At DePS we ensure that:

- The wellbeing of the children is promoted.
 - We promote good health, preventing the spread of infection and taking appropriate action when children are ill.
 - Behaviour is managed effectively in a manner appropriate for the children's stage of development and individual needs.
 - All adults who look after the children are suitable to do so.
 - The premises, furniture and equipment is safe and suitable for purpose.
 - Every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
 - We maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.
- The required number of staff are first aid trained.

12. Monitoring Arrangements

This policy will be reviewed by Ms. Marjorie Marca, EYFS Leader, and approved by Ms. Ashmee Lamba, Head of Curriculum, every year. At every review, the policy will be shared with the governing board.

Document	EYFS Curriculum Policy	Reviewed by: Ms. Lisa Such Ms. Marjorie Marca Ms. Anne Morris
Date written	August 2020	
Last reviewed	August 12, 2025	
Next Review	August 2026	
Version	Working Document	