



EYFS POLICY 2024-2025

Daisyfield Primary School Early Years Foundation Stage Policy

Introduction

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. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

At Daisyfield Primary School, we follow the EYFS statutory framework, which sets the standard that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning and gives children the broad range of knowledge and skills that provide the right foundation for good future progress.

The EYFS seeks to provide:

- quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind
- a secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- partnership working between practitioners and with parents and/or carers
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported

The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare. The learning and development requirements cover:

- the areas of learning and development which must shape activities and experiences (educational programmes) for children in all early years settings
- the early learning goals that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five)
- assessment arrangements for measuring progress (and requirements for reporting to parents and/or carers)

The safeguarding and welfare requirements cover the steps that providers must take to keep children safe and promote their welfare.

Four guiding principles shape the practice in our early years setting. These are:

- **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, including children with special educational needs and disabilities. The **characteristics of effective teaching and learning** are central to our practice.

Learning and Development

Curriculum Content

In EYFS we follow the Early Years Foundation Stage Framework, which we teach through the use of the Daisyfield Curriculum approach.

The EYFS learning and development requirements comprise:

- The seven areas of learning and development and the educational programmes (described below)
- The early learning goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the Reception year
- The assessment requirements (when and how practitioners must assess children's achievements, and when and how they should discuss children's progress with parents and/or carers)

There are seven areas of learning and development that shape educational programmes at Daisyfield Primary School's EYFS Unit. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas, the **prime areas**, are:

- Communication and language
- Physical development
- Personal, social and emotional development

The four **specific areas**, through which the three prime areas are strengthened and applied are:

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

See Statutory EYFS Framework (2021) for more information regarding the 7 areas of learning, including the Early Learning Goals.

Three **characteristics of effective teaching and learning** are:

- 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

Organisation and Implementation

Planning

The EYFS curriculum must:

- Be shaped by the educational programmes, as set out under each of the areas of learning.
- Be well planned, designed and implemented
- Be the product of clear consideration of the sequence of knowledge necessary for **all** children to make progress
- Consider what the children should know and remember in preparation for the next stage and later learning
- Ensure that all children are ready for the challenges that await them
- Meet the needs of all children, particularly any children with SEND
- Consider and identify the start and end points of learning
- Be broken down into smaller steps that lead to these end points
- Be based on proactive thinking
- Ensure that all children feel safe, secure, stimulated and happy
- Plan for a language-rich environment, where high quality interactions take place

Long Term Plans:

There is a long term plan in place which indicates key teaching and learning over each half term.

Medium Term Plan:

EYFS teachers meet before the following half term and complete the Curriculum Development overview/medium term plan. The EYFS document is to be used to guide the planning and objectives, however professional judgement should also be used. In Reception, teachers are to use EYFS Maths Lancashire Planning, ELS phonics and Questful RE schemes. Essential learning experiences are to be mapped out, in order for children's cultural capital to be enhanced and to give children the best possible start to their education.

Weekly Plan:

All EYFS staff to meet weekly to share and discuss the planning for the following week. Staff to share the progress of their activity, interventions and group work. Staff must plan to enhance the areas of provision, linking to the children's needs, interests and areas of development. Staff must also plan for the outdoor area.

This time must also be used for staff to discuss any concerns regarding children (Supervision.)

Staff are to follow the planning format saved on Teams, which outlines inputs, focused activities, development matters objectives and next steps.

When planning, practitioners must consider the individual needs, interests, start and end points and stage of development of each child. Practitioners must use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development. Key texts, vocabulary and language must be planned for.

Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. Practitioners must respond to each child's emerging needs and interests, guiding their development through warm,

positive, high quality interaction. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.

Adult Led Activities:

Nursery – 2 adult led focused activities for the week, so that adults are available to focus on high quality interactions and play in the environment, and to develop relationships and train the children on how to use the equipment and resources especially in Autumn Term.

Reception – Autumn 1 – Teacher to carry out Reception Baseline assessment and formal baseline activities, TA to carry out informal baseline activities. Develop relationships, settle in and train the children in the routines of the setting.

Autumn 2 – Summer 2 – 2 adult led focused activities for the week, so that adults are available to focus on high quality interactions and play in the environment. Adults also to complete 'Focus Child', phonic booklets and guided reading.

There must always be an adult who is teaching through taking part in enhanced provision. This role must prioritise:

- back-and-forth high quality interactions
- conversations
- new vocabulary
- frequent exposure to books and extensive occasions to use and embed new words
- opportunities for children to become comfortable using a rich range of vocabulary and language structures.

Focus Child

Each week, each class is to identify 2 focus children, which is one from each Key Worker group. Entries should include the initial observation (& assessment), the teaching and the outcome, as well as evidence of interactions with parents/carers and next steps in learning. Observations are to be recorded on Target Tracker.

Timetable:

Reception:

8:40-8:45am – Welcome.

8.45-8.55am - Register, calendar, feelings, visual timetable, wake and shake.

8:55-9:15am - Phonics – Should start from Autumn 1, Week 2. 20 minutes each morning.

9:15am – 11:00am - Focused activities, enhanced provision and outdoor play. Staff to provide a balance between carrying out focused activities, observing children and working on next steps.

11:05am – Tidy up.

11:10 – 11:40am - Key worker time or Input time. UW/CL/Literacy

11.40 – 12.40 – Lunch.

12.40 – 1pm – Input - Maths

1pm – 2.45pm - Focused activities, enhanced provision and outdoor play. Staff to provide a balance between carrying out focused activities, observing children and working on next steps.

2:45-3:00pm – Reflection time and Key Worker time

3:00-3:10pm – End of day read followed by home time.

Nursery:

8:40-8:45am – Welcome and register

8.45-9.15am – Self chosen play

9.15am – 9.30am – Key worker time followed by phonics.

Focused activities, enhanced provision and outdoor play. Staff to provide a balance between carrying out focused activities, observing children and working on next steps.

11:15am – Key worker time and Reflection time. End of morning read.

(Literacy – Circle times should be planned in, at least twice a week for Literacy, for example sharing a story and discussing the characters. Maths – Carpet inputs should be planned in, at least two times a week.)

11.40am – Home time / Lunch

12:10pm – Afternoon session begins. Welcome and register.

12:40pm – Full day children join the session. Key worker time followed by phonics.

Focused activities, enhanced provision and outdoor play. Staff to provide a balance between carrying out focused activities, observing children and working on next steps.

2:45pm - Key worker time and Reflection time. End of afternoon read.

3:10pm – Home time.

Snack time:

In the first half term, children should be trained how to use the self-selection snack area.

Rising Three's:

We will enrol children into our Nursery the week following their 3rd Birthday. Teaching should be based on the child's developmental stage.

Interventions:

All children to be assessed using WELLCOMM assessment on entry. Children are then reassessed at key points through out the year, as identified by Blackburn with Darwen.

Following this, the children will be grouped and weekly interventions will be carried out, based on their next steps.

Interventions will also take place based on children's individual next steps and identified needs, for example phonics, fine motor or maths.

Staff Roles and Responsibilities:

Teachers and TA's are to each carry out a Literacy and Maths focused activity, based on the needs and development of the children.

Staff to carry out home reading and interventions in the afternoons in Reception.

There is an outdoor play rota, with each member of staff timetabled to provide outdoor learning experiences. The person who is outside first should set this up, following the outdoor provision plan, and the person who is outside last should tidy away. **The risk assessment sheet must be signed before opening the doors to the children.**

Staff training

It is each individual member of staff's own responsibility to keep up to date with training and professional development. Staff can check Blackburn with Darwen Council's Me Learning, Lancashire County Council's professional development and Early Impact to see what they would like to attend. Teachers must attend the EYFS moderation meetings each term, and the Lancashire EYFS Update meetings each term.

Provision:

A high quality learning environment is essential in order for children to learn, develop and flourish. **Staff must maintain a high standard of provision.** This includes: display, continuous provision and enhanced provision.

Areas of provision include: writing, maths, role play, permanent home corner, sand, water, small world, construction, reading, fine motor, creative, painting, table top (jigsaws etc)

Staff to ensure that the provision matches the children's needs, for example if children are working on their fine motor skills, there should be lots of opportunities in the environment.

See EYFS Quality Enhanced Provision display and guidance on Teams. A neutral and natural environment should be maintained, with bright colours used for children's work, to make it stand out, not as backgrounds. Hessian and natural wall papers can be used. Displays to be of a high standard, backed, with a title and explanation of the work carried out, photographs and children's work included. All backed and put up with blu tac in 4 corners of the paper. See EYFS display checklist.

Phonics and Reading

At Daisyfield Primary School, we believe that phonics teaching is vital in order for children to become competent readers and writers. Reading is the key that unlocks the whole curriculum so the ability to efficiently decode is essential. We teach Essential Letters and Sounds (ELS) phonics and children learn the 44 common sounds in the English language and how to blend them to read and spell. ELS phonics programme matches the expectations of the national curriculum and the early learning goals. Children at risk of falling behind are identified within the first half term of their starting in their Reception year.

Assessment expectations:

Year group	Term	Aut 1	Aut 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery In weekly planning		Aspect 1 – environmental sounds Aspect 2 – instrumental sounds	Aspect 2 – instrumental sounds Aspect 3 – body percussion	Aspect 4 – rhythm and rhyme Aspect 5 – Alliteration	Aspect 5 – Alliteration Aspect 6 – voice sounds	Aspect 6 – voice sounds Aspect 7 – Oral Blending and segmenting	Aspect 7 – Oral Blending and segmenting And re cap of Aspect 4 and 5 to consolidate
Reception ELS		Phase 2 /s/ /a/ /t/ /p/ /j/ /n/ /m/ /d/ /g/ /o/ /c/ /k/ /e/ /u/ /r/ /s/ Assess and review week R:1 /h/ /b/ /f/ /l/ l, the, no put, of, is to, go, into pull as, his	Phase 3 /j/ /u/ /w/ /ks/ /y/ /z/ /kw/ /ch/ /sh/ /th/ (voiced and unvoiced) /ng/ /pk/ /ai/ /se/ /igh/ /ga/ – es (where there is no change to the root word) Assess and review week R:2 Review week R:3 he, she, buses we, me, be push was, her my, you	Phase 3-4 Review week R:4 /oo/ (book) /ar/ /ur/ /oo/ (food) /or/ /ow/ /oi/ /ear/ /air/ /ure/ /er/ /ga/ Assess and review week R:5 Review week R:6 they, all, are ball, tall when, what	Phase 3-4 Review week R:7 Review week R:8 Review week R:9 Review week R:10 Assess and review week R:11 Review week R:12 said, so, have were, out, like some, come, there little, one, do children, love	Phase 4 Phase 4:1 CVCC –ed /ed/ Phase 4:2 CCVC –ed /t/ Phase 4:3 CCVCC –ed /d/ Phase 4:4 CCCVC Assess and review week R:13 Phase 4:5 CCCVCC –gr –est	Phase 5 introduction /ai/ /ow/ /igh/ /se/ – le /oi/ /ug/ /y/ /oo/ /or/ /w/ /f/ /y/ /oo/ /ga/ /or/ /se/ /ai/ /se/ Assess and review week R:14 /igh/ /ga/ /y/ /oo/ /s/ oh, their people, Mr, Mrs your, ask, should would, could, asked house, mouse, water want, very

Children who are ready are to be begin Phase 2 letter sounds in the Summer Term. These children should have extra daily phonics practice with a well-trained adult, which could include extra reading (bottom 20%).

See phonics and reading policies for more information.

According to the revised Reading Guidance from the DFE:

To improve vocabulary in EYFS, back and forth interactions involve the adult in:

- thinking out loud, modelling new language for children
- paying close attention to what the children say
- rephrasing and extending what the children say
- validating the children's attempts at using new vocabulary and grammar by rephrasing what children say if necessary
- asking closed and open questions
- answering the children's questions
- explaining why things happen
- deliberately connecting current and past events ('Do you remember when...?')
- providing models of accurate grammar
- extending children's vocabulary and explaining new words
- connecting one idea or action to another
- helping children to articulate ideas in well-formed sentences.

Parents as Partners

Parents are a child's first teacher. In EYFS we build effective partnerships with parents through a thorough transition process, and continue that relationship with daily conversations, the use of Class Dojo to communicate and to explain learning, through homework, Stay and Play sessions and parents meetings, as well as events such as the Winter Fair.

We hold a Reading and Phonics Meeting for parents in order to inform them of our phonics programme: what is taught; how they could provide extra practice to develop accuracy and fluency; how to blend and segment and how the school will support children to keep up from the start through extra practice.

Assessment and Record Keeping

Nursery

Nursery children have a learning journal for guided work. Target Tracker is also used to record focused activities and observations in provision.

The School Readiness data is used to monitor progress in Nursery, which is to be sent to the Local Authority each term.

Target Tracker statements, from Development Matters are used for planning and for observations.

Reception

In Reception, the children have a learning journal, literacy and maths book. Their learning journal evidences independent work that the children have produced in continuous provision. Guided work, completed with teacher or teaching assistant should be recorded in the maths or literacy book. This can be photographs, worksheets or written work when the children are physically able to record. Adult led, practical activities can be recorded on Target Tracker.

Any work in literacy or maths book should have the date and learning objective as detailed above.

Target Tracker is used to assess children's learning and development in Reception. A baseline of each child is inputted on entry to Reception, then track their progress in Autumn 2, Spring 2 and Summer 2.

Nursery and Reception

Parents have access to Target Tracker observations through Target Tracker Link.

Safeguarding and Welfare

Child Protection

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 set out and follow safeguarding and welfare requirements to create a high-quality setting which is welcoming, safe and stimulating, and where children are able to enjoy learning and grow in confidence. We take all necessary steps to keep children safe and well; safeguard children; ensure the suitability of adults who have contact with children; promote good health; manage behaviour; and maintain records, policies and procedures. Please see the safeguarding section of Daisyfield Primary School's Policy and Procedures for more details.

Staff

We have effective systems and policies in place to ensure that people looking after children are suitable to fulfil the requirements of their roles. Please see Daisyfield Primary School's safeguarding policies for further details.

Ratios –

For children aged three and over in maintained nursery schools and nursery classes in maintained schools:

- there must be at least one member of staff for every 13 children
- at least one member of staff must be a school teacher as defined by section 122 of the Education Act 2002
- at least one other member of staff must hold an approved level 3 qualification

Reception classes in maintained schools and academies are subject to infant class size legislation. The School Admissions (Infant Class Size) Regulations 2012 limit the size of infant classes to 30 pupils per school teacher (subject to permitted exceptions) while an ordinary teaching session is conducted. 'School teachers' do not include teaching assistants, higher level teaching assistants or other support staff. Consequently, in an ordinary teaching session, a school must employ sufficient school teachers to enable it to teach its infant classes in groups of no more than 30 per school teacher.

Transition

We have a thorough transition process in place, which involves a welcome meeting, 1:1 parents meetings, stay and play sessions and a staggered intake. This enables us to foster excellent partnerships with parents and carers, and enables children to feel safe and secure when starting our setting.

Key Person

Each child must be assigned a key person. Teachers must inform parents and/or carers of the name of the key person, and explain their role, when a child starts attending a setting. The key person must help ensure that every child's learning and care is tailored to meet their individual needs. The key person must seek to engage and support parents and/or carers in guiding their child's development at home. They should also help families engage with more specialist support if appropriate.

Health and Safety

See Health and Safety policies.

Managing Behaviour

Daisyfield Primary School has high expectations of its pupils and create an atmosphere which enables children to manage, and self-regulate their own behaviour. Please see the behaviour policy for more details.

Special Educational Needs and Inclusive Practice

Throughout the early years, if a child's progress in any prime area gives cause for concern, practitioners must discuss this with the child's parents and/or carers and agree how to support the child. Practitioners must consider whether a child may have a special educational need or disability which requires specialist support. They should link with, and help families to access, relevant services from other agencies as appropriate, following Daisyfield Primary School's procedures around referring children.

We aim to give all children, irrespective of age, gender or ethnic origin equal opportunity to make maximum progress. It is expected that all children will be given the opportunity to learn in a creative and encouraging learning environment which encompasses a range of learning and teaching styles. All children are entitled to this. It is hoped that this approach will motivate and support children's learning at all levels including the Gifted, Talented and Able, EAL and children identified with a Special Educational Need or Disabilities (SEND).

EAL

For children whose home language is not English, staff must take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. Providers must also ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS: ensuring children are ready to benefit from the opportunities available to them when they begin Year 1. When assessing communication, language and literacy skills, practitioners must assess children's skills in English. If a child does not have a strong grasp of English language, practitioners must explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.

Date policy was written: September 2024

Date of policy to be reviewed: September 2025