

# Dean Field Community Primary School



## EYFS: Teaching and Learning Policy

Name of Policy Writer/Amendments	Date Written/Amended	Next Review Date
KFudge	July 2020	July 2021
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## Our EYFS Intent

Our curriculum is devised to develop all children into confident, resilient and happy individuals who are prepared and ready for the next stage of learning when they reach Year 1. In EYFS, we cater for 3-5 year olds. Within all rooms, children will have their skills built upon and progression made in a variety of curriculum areas, with a great focus on supporting their Prime areas of learning, confidence, independence, well-being and exposing them to a wide variety of engaging experiences. This enables them to acquire the foundation skills for a range of National Curriculum subjects such as Geography and History when they enter Year 1, further information on these can all be found in our Curriculum tab on our website. Therefore, the role of EYFS is imperative as it underpins all learning and lays the foundations to children's skills and development in order for them to progress and achieve to their maximum potential.

Miss Brambani (Deputy Headteacher/Y1 Teacher) leads our EYFS unit and line manages its staff. Our EYFS unit is a solid team, however, it runs as two rooms with Miss Fitzpatrick leading nursery and Mrs Mason leading Reception.

## The EYFS Framework

The EYFS Framework was reformed and statutory from September 2025. We have chosen to use the reformed Developmental Matters to support our teaching and learning in EYFS. explains how and what our children need to learn to support their healthy development from birth to 5 years. The full document can be found at [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/988004/Development\\_Matters.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/988004/Development_Matters.pdf) We use this to support our planning, alongside Seesaw and books to record and evidence the children's hard work. From there, we are able to plot data onto Sonar to clearly see what next steps we need to plan in and cater for to support each child in progressing further.

Activities and stimulating continuous provision challenges and the EYFS environment support children to learn new skills, acquire new knowledge and demonstrate their understanding through the **7 educational programmes**.

Children should mostly develop the **3 prime areas** first:

- **Communication and Language:**
  - Listening, Attention and Understanding
  - Speaking
- **Personal, Social and Emotional Development:**
  - Self-Regulation
  - Managing Self
  - Building Relationships
- **Physical Development:**
  - Gross Motor Skills

- **Fine Motor Skills**

As children grow, the prime areas will help them to develop skills in **4 specific areas**:

- **Literacy:**
  - Comprehension
  - Word Reading
  - Writing
- **Mathematics:**
  - Number
  - Numerical Patterns
- **Understanding the World:**
  - Past and Present
  - People, Culture and Communities
  - The Natural World
- **Expressive Arts and Design:**
  - Creating with Materials
  - Being Imaginative and Expressive

These **7 educational programmes** are used to plan the children's learning and activities, which are suited to each child's unique needs.

Children in the EYFS learn by **playing and exploring, being active**, and through **creative and critical thinking** which takes place both inside and outside. These are known as the 3 characteristics of effective learning. When planning and setting up the learning environment these are taken into account to ensure they are embedded for children to develop.

As a school, we contribute to the thematic approach to learning using a whole-school topic overview by selecting topics for each half-term for Nursery and Reception that we feel would encourage and excite children, these are reviewed but also not set in stone – meaning if children's interests defer then we support this and change plans in order to maximize the most learning potential.

## **Teaching and Learning in the EYFS**

Each subject (National Curriculum) has devised a long term plan for Nursery – Y6 to follow. This allows for the sequence of learning for knowledge and skills to be followed and strategically planned out to support retention and build upon prior learning.

The teaching and learning in the EYFS happens via:

- adult-led activities
- small focus group work/group intervention
- whole class activities
- parent/child workshops
- one-to-one support/intervention

- whole-school projects e.g. D&T week, 'Bake-Off' competition
- promoting independent play through the use of child-initiated play and challenges set by staff and children (in the moment planning).

All of the activities created in each way of teaching is stimulated by the children's individual next steps, topics we are enjoying, current events in the community or by the children's interests. All of the above applies to teaching and learning taking place inside and outside of the classroom.

The staff have a great understanding of what skills the children need to have developed by the end of Reception and the EYFS lead regularly meets with subject leaders to ensure the planning in EYFS is supporting the foundations of learning for each subject, giving the children the best start to their education at Dean Field.

At Dean Field we strive to achieve more for every child and provide a wide variety of support for all children. Every day includes:

### **Read, Write, Inc. (RWI) phonic group session/reading support:**

- Children will be in a phonics group according to their ability to ensure they get the most beneficial support for their early reading skills (mixed ability groups N-Y2, considerations are made to confidence, independence but do not focus solely on chronological age). This daily phonics group teaches them a new sound, recaps all previous sounds and contains reading and writing activities through adult-led, pair work and independent work.
- Children will receive a phonetically appropriate home reading book (colour coded with a support bookmark to prompt questions for comprehension and explain which sounds they will be confident with and what their next steps are), books are changed twice a week. They will also receive a RWI story book which they will be reading in class too during our phonics/literacy time (this is changed weekly). Please visit our Early Reading/Phonics page found under the Curriculum tab on our website for further information.
- We also have our special 'borrow a bedtime book' box in our cloakroom for parents and children use to share reading and storytelling at home, with a great emphasis on reading for pleasure. These books can be changed as regular as needed. Children are encouraged and praised for this.
- As some words cannot be read phonetically we have devised those words into categories for children to practice reading by sight. This is a fun way of teaching the words – they can be identified in RWI books as the 'red words'. This scheme continues into Year 1 to help the children read and write the 'common exception words'. These are celebrated in class.
- Children will also be read with 1-1 by an adult **every week** and this is recorded in their reading record with next steps. This is encouraged and celebrated at home too.
- **Toast and a Book** – the children take part in this whole-school scheme every morning, more information can be found on our website.
- **Daily Singing and Daily Story time** – we share stories through role-play, videos, imagination and adult's reading our favourite books out loud. Adults often choose the stories to ensure the children are being exposed to a variety of different text types and genres, however, we also choose stories based on the children's interests. We use Ruth Miskin Talk through Stories which are

designed to extend and deepen children's vocabulary so that they can understand the books they will soon be able to read for themselves.

### **Toothbrushing session:**

- The children have their own toothbrush provided in Reception and Nursery and participate in every day/session they are in. Supporting and promoting oral health in the EYFS is a statutory requirement from September 2021.

### **Maths:**

#### **White Rose Maths and Ten Town:**

White Rose Maths for EYFS provides free, mastery-based schemes of learning that align with the EYFS framework, focusing on deep understanding of number, shape, measure, and spatial thinking through hands-on, playful, and creative activities. It emphasises connecting concepts, using consistent mathematical language, revisiting topics, and linking learning to key books and rhymes, fostering a positive and fun attitude towards maths to build a strong foundation for future learning. Alongside white Rose maths, we use Tentown to focus on number. We focus on one number for every two weeks. This is to ensure the children are delving deeper into the number system and are being regularly exposed to a variety of math's skills including simple multiplication and division so when they progress further up school they have the foundations in place in order to progress further. Every child is also given a home login to use the resource at home too. Logging in can be accessed via the website: [www.tentown.co.uk](http://www.tentown.co.uk)

### **Fruit and milk:**

- Snack time takes place as a circle time to encourage social interaction and develop the children's listening, attention and understanding skills.

### **Free Choice Continuous Provision:**

- Outdoors: This is a great area for children to develop a range of gross motor skills (large movements), independence and confidence. Somewhere they are safe to shout and move as greatly and creatively as they need to! This often lends itself more to 'in the moment' planning or explorative play. Many children prefer to be outdoors and often are more confident and willing to try different activities as they experience the freedom of learning outside of four walls. It is a great starting point in setting the foundations in to support other subjects such as P.E, Geography and History as they progress through the school. The team have zoned the outdoor area to ensure all opportunities support each of the areas of the EYFS Framework. The outdoor area follows the same principles on teaching and learning and the assessment procedures as explained in that section of this document. Similarly, to inside activities, when staff are working outside you will find them; scaffolding and facilitating play; playing alongside children to model play, learning, vocabulary and other social skills; leading intervention (targeting individual next steps) or conducting assessments through observations. However, some planned

activities, which are adult-led, focus on developing children's Prime areas including social games as we have noticed a trend where children require support with these skills.

- Indoor: each area is zoned into the EYFS areas of learning so children have daily opportunities to access a variety of activities to support all areas of their development. Continuous provision challenges are set up (more so in Reception) to encourage a sense of achievement and confidence alongside encouraging children to engage in specific tasks to support their development. That said, children still have many opportunities to develop their own thinking and play in creative ways in order to develop a variety of skills.

## Assessment in Reception

On entry to Reception, all children undergo a baseline assessment, provided by the government. Further information can be found here:

<https://www.gov.uk/guidance/reception-baseline-assessment-information-for-parents>

Throughout the rest of the year the way we assess children's learning in Reception is through observations of their play and work they may produce in activity time, in their Read, Write, Inc. books or in their assessment folders. Observations are recorded online on our Seesaw app and Parents can view them with their login details. They can also comment on these from home and upload observations/celebrations of learning and play at home to share with us as we appreciate parent voice to gain a greater understanding of children and their development.

When children have been observed, the staff will link it to the statements found in the EYFS Framework. This helps to highlight what children have already achieved and what their next steps are. At each half-term the EYFS staff will use your child's learning journey and work done in books in school to assess where the child is working at against the EYFS framework to support them in the next half-term with their learning. This data is stored on Sonar, the rest of the school also use this to track the children's development which means as children move through Dean Field, their current teacher always has an up-to-date record of the children's progression in all subjects, what their strengths are and what support they need in order to progress.

Parents can also contribute to their child's learning and development by informing us of what they've been doing at home too, via our communication app –Seesaw – or by sending in evidence or communicating with us via face-to-face or a telephone call. This is regularly encouraged via workshops and 'stay and play sessions', by organising theme days or homework linking to our topics or current events in the local community. Often, children are most confident in their home environment and it is important for us to know and understand them holistically.

Data is collected from the observations and writing books then entered onto Sonar when necessary with an expectation of updating the progress made each half-term. From this, a Gap Strength Analysis Report is created to highlight the gaps for individuals, groups and the class as a whole. This is then fed into the planning for the next half-term to inform activities, continuous provision, intervention and children's

individual next steps. This is also fed into children's EHCP/IEP's and communicated with key persons, staff, SENDCo, parents and if appropriate, the children themselves.

## **Transition and Links with Y1-Y6**

To further prepare the children in EYFS to start the National Curriculum Framework in Years 1-6 the staff share the EYFS children's Target Tracker information with subject leaders and the Year 1 teacher. The EYFS children also take part in whole-school activities such as D&T week and contributing to the RE floor books.

In the Summer term the Reception children join KS1 during outside lunch play and they take part in lots of fun transition activities so they feel confident, secure, safe and happy to start in Year 1. Every National Curriculum subject is sequenced in terms of knowledge and skills from Nursery – Y6 through the use of long term plans which cover the whole academic year and account for sequential progression in the specific subjects where possible. The subject leads and EYFS team have worked together collaboratively to carefully map these out and they are reviewed at the end of each academic year in order to prepare for the following academic year.

### **Parent Information on the EYFS Framework:**

There is a great guide, called the '**What to expect in the Early Years Foundation Stage: a guide for parents**', this is aimed at parents in helping you gain an insight into children's development and what they are working towards by the end of Reception, ready for starting Year 1. Children all develop at different rates and we value and support every individual child's progress. The guide can be found below and includes the ongoing updates of the new EYFS framework 2025 here: <https://foundationyears.org.uk/files/2021/09/What-to-expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf>

Parents of both Nursery and Reception are also provided with half-termly parent information which are similar to the school's 'Must Knows' for their topics. Here, outlines what we will focus on developing in regards to the EYFS curriculum in that half-term.

## **Cultural Capital in EYFS**

At Dean Field we look to use the curriculum to enhance children's experiences and learning at an early age by utilising different opportunities in school and within our wider community. Within each topic of Playgroup, Nursery and Reception we provide children with experiences which support them to develop skills when socialising or 'being' in the real world. We also take advantage of any opportunities to visit our local community to take part in what is happening around us. Alongside this, we model appropriate play, vocabulary, learning and behaviour in different weather contexts and environments. In nursery we focus on Concept words and in Reception

we have a tier 2 word wall to encourage children to extend their vocabulary. Some examples of what we do to support our Cultural Capital focus includes:

- Visiting different EYFS settings to join them for lunch and watch their shows.
- Writing our own Christmas cards and delivered them to the local post-box to send home.
- Taking part in lots of different baking and food tasting.
- Exploring the snow in safe ways, taking risks where appropriate.
- Taking part in World Book Day in school. We then visit WHSmith in Halifax to spend our book voucher.
- Creating our own Easter bonnets to showcase at our parade.
- Hosted a Nativity to family, friends and other local EYFS settings.
- Stay and Read session throughout the year
- Parent and Carer's Half Term where parents and Carers are invited into school to learn beside their child.

## **Nursery (Antarctica/Arctic Class)**

Dean Field Nursery is open 8:40am – 3:00pm, Monday – Friday and the day is split into two nursery sessions (morning and afternoon). The aim is to meet every child's unique potential and develop confident children so they are ready to tackle any challenges when they embark on their school journey. Miss Fitzpatrick/Mrs Mullen, Mrs. Robertshaw and Mrs Baker make learning exciting by providing a variety of motivating activities to support all children's development according to the Early Years Foundation Stage (EYFS). They focus on developing a vast amount of skills within the different areas of learning according to what a 'typical' child of the Nursery age should be doing. However, we take into account that every child is individual and even though we work towards developing the skills outlined in the EYFS Framework our staff ensure personalised next steps and challenges are in place. This is to develop them into confident, resilient and happy children who are ready for the next stage of learning in Reception. In Nursery, we have a great focus on supporting children's independence, resilience and communication and vocabulary skills as this provides the foundations of learning to be embedded in order for different subject knowledge and skills to be taught further up school in greater depth.

## **Reception (Mexico Class)**

Reception is the first year of school and follows the same curriculum used in Nursery – the Early Years Foundation Stage (EYFS) Framework – to meet every child's unique potential and develop confident children so they are ready to tackle any challenges when they embark on the National Curriculum in Year 1-6. Mrs Mason, Mrs Mullen, Mrs King and Miss Kenny make learning exciting for all children by providing stimulating activities and a safe and warm environment for all children to flourish. In Reception we build upon the fantastic work and development which has taken place in Nursery. We continue to use Seesaw and Sonar to highlight any gaps children may have in their learning and put in place support to help children accomplish their next steps. This helps us to see the progress children have made from the age of 3 years up until they leave to enter Year 1. We also support each child in working towards achieving the Early Learning Goals (ELGs) at the end of Reception and help develop their independence, confidence and school readiness

for different subjects they will be taught further up school in greater depth. The Reception team plan a variety of motivating activities to support all children's development according to the Early Years Foundation Stage (EYFS). They focus on developing a vast amount of skills within the different areas of learning according to what a 'typical' child of the Reception age should be doing. However, we take into account that every child is individual and even though we work towards developing the skills outlined in the EYFS Framework our staff ensure personalised next steps and challenges are in place.