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
KFudge	July 2021	July 2022
KFudge	July 2022	July 2023
KFudge	July 2023	July 2024
L Brambani	July 2024	July 2025
L Brambani	July 2025	July 2026
L Brambani	July 2026	July 2027

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.

The EYFS is led by the Deputy Headteacher and EYFS Lead, Miss Brambani. Nursery and Reception work collaboratively as one EYFS unit, with Mrs Mason leading Reception teaching and Samantha Mullen providing Nursery teaching and care. Roles and staffing are reviewed as arrangements change.

Our EYFS Intent

Dean Field follows the statutory Early Years Foundation Stage (EYFS) Framework for group and school-based providers, effective 1 September 2026. We use the non-statutory Development Matters guidance to inform curriculum design, teaching and professional judgement; it is not a tick-list or statutory assessment framework. Our curriculum is planned across all seven areas of learning, supported by purposeful play, direct teaching, ongoing assessment and responsive interactions. Staff use Seesaw to share selected learning with families and Sonar to support school tracking, without creating unnecessary assessment paperwork. Current statutory guidance: https://www.gov.uk/government/publications/early-years-foundation-stage-framework

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**

The seven areas of learning are interconnected. Staff plan an ambitious, sequenced curriculum, building from children's starting points, with a strong emphasis on the three prime areas and progression in the four specific areas. The Early Learning Goals are end-of-Reception assessment expectations, not a curriculum or checklist for everyday teaching.

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

EYFS long-term and half-termly overviews identify the knowledge, skills, experiences and vocabulary to be taught and revisited in Nursery and Reception. Planning connects to whole-school curriculum progression towards Year 1 while remaining appropriate to children's age and development. Staff balance planned teaching with opportunities to respond to children's interests.

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:

- Read Write Inc. supports a systematic approach to early phonics and reading, with teaching and groupings adapted to children’s current knowledge and readiness. Nursery builds phonological awareness, listening, oral language and early phonics; Reception develops systematic phonics, blending, reading fluency and early writing. Staff identify children needing additional practice and provide timely support.
- Children receive reading materials matched to their current phonics knowledge, alongside opportunities to enjoy a broad range of books for pleasure. Families receive guidance on supporting reading at home. The timing and frequency of book changes follow current school reading arrangements and individual needs.
- 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.
- Staff regularly hear children read and assess their developing reading knowledge through teaching and interactions. Additional practice is provided for children who need it; reading records and communication with parents are used proportionately.

- **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 and Mastering Number approaches support the development of secure mathematical understanding through practical experiences, stories, rhymes, mathematical talk and carefully sequenced teaching. Ten Town provides additional opportunities to explore number and supports home learning where appropriate. Staff revisit and deepen number, pattern, shape, space and measure, adapting learning to children's needs.

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:

- Outdoor learning is an integral part of daily EYFS provision. Nursery and Reception share the outdoor environment, but teaching, vocabulary, resources and expectations are differentiated to support progression. In Nursery, children develop exploration, sensory awareness, physical confidence, language and early mathematical understanding. In Reception, children increasingly apply their knowledge independently through collaborative challenges, investigation, outdoor literacy and mathematics. Staff model language, extend play and assess learning through meaningful interaction. The provision is subject to the school's EYFS health and safety procedures and Nursery and Reception risk assessments. See: https://deanfieldschool.co.uk/site/outdoor-learning/

- 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.

Partnership with families

Families are partners in children's learning. Staff share curriculum information and selected observations through Seesaw, meetings, workshops and stay-and-play opportunities. Families are encouraged to share children's interests, achievements and needs. Information is handled in accordance with school safeguarding and data protection policies.

Communication, language and early literacy

Communication and language are woven through every area of provision through high-quality conversations, storytelling, singing, rhymes, vocabulary teaching and play. Nursery and Reception use appropriate speech, language and communication approaches and targeted support where needed, alongside daily story experiences and Read Write Inc. teaching.

Inclusion, SEND and equality

All children are entitled to an ambitious and inclusive EYFS curriculum. Practitioners identify emerging needs early, work with parents and the SENCO, make reasonable adjustments, and use targeted interventions where appropriate. Staff access SEND professional development through whole-school CPD and Local Authority training. Children with EAL are supported through rich interaction, visuals, modelling and respect for home languages.

Assessment in Reception

Children in Reception undertake the statutory Reception Baseline Assessment (RBA) in accordance with current DfE requirements. This is distinct from the school's ongoing formative assessment and the statutory Early Years Foundation Stage Profile (EYFSP) completed at the end of Reception.
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 and in their Read, Write, Inc. books. 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.

Practitioners use day-to-day observation, discussion, interactions and children's work to understand what children know and can do, identify barriers and adapt teaching. Assessment is proportionate and does not require extensive evidence collection or tracking every Development Matters statement. Sonar may be used for periodic internal reviews and to inform support and curriculum planning; professional judgement remains central. At the end of Reception, teachers complete the statutory

EYFSP against the 17 Early Learning Goals and share required information with parents, Year 1 and the local authority.

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.

Staff review learning and development through professional discussion, ongoing assessment and relevant school tracking information, identifying gaps and planning appropriate support. Where needed, assessment informs SEND support plans and discussions with the SENCO, parents and external professionals. Children learning English as an additional language are supported to develop English while their home language and wider development are valued. Where progress raises concerns, staff discuss them promptly with parents and the SENCO and consider appropriate support or referral.

Transition and Links with Y1-Y6

To support continuity into Year 1, EYFS staff share relevant assessment, curriculum and pastoral information with Year 1 colleagues, including the statutory EYFSP and effective teaching strategies. Subject leaders and EYFS practitioners work together to ensure that the curriculum builds progressively from Nursery to Reception and beyond.

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:

Families can consult the current DfE parent guidance, What to expect in the Early Years Foundation Stage, alongside the statutory EYFS framework and Development Matters guidance. Current publications are available through https://www.gov.uk/government/publications/early-years-foundation-stage-framework and https://www.gov.uk/government/publications/development-matters--2

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.

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

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Enriching Opportunities and Experiences in EYFS

At Dean Field, enriching experiences are intentionally planned to develop vocabulary, confidence, cultural understanding and a sense of belonging. Children learn through real-world experiences, visits, visitors, seasonal activities, community links, shared events and opportunities to explore nature. The school website describes visits within the Trust and local community, including garden centres, woodland and farm experiences, and intergenerational links with a local care home. Opportunities are adapted to ensure access for children with SEND and other individual needs. Examples below are illustrative and depend on annual planning. See: https://deanfieldschool.co.uk/site/enriching-opportunities/

- 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 school initatives.
- Creating our own Easter bonnets to showcase at our parade.
- Hosted a Christmas Perormance 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 operates as part of the school's EYFS provision and welcomes children into a nurturing, stimulating and inclusive environment. The school website

currently states opening hours of 8:40am–2:50pm, Monday to Friday; session arrangements are confirmed directly with families. Samantha Mullen and Faye Baker support children's learning and development. The curriculum prioritises communication and language, independence, resilience, physical development, early reading and mathematics, through carefully sequenced experiences, responsive interaction and play. Practitioners work with parents and the SENCO to adapt provision and provide appropriate support. Children become familiar with school routines and shared experiences, supporting a positive transition to Reception. See: https://deanfieldschool.co.uk/site/nursery/

Reception (Mexico Class)

Reception, led by Mrs Mason, builds on Nursery learning within the statutory EYFS framework. Children access a balance of direct teaching, guided learning, purposeful play and continuous provision, with carefully sequenced opportunities to develop communication, early reading, writing, mathematics and personal development. Staff use ongoing assessment to identify strengths, barriers and next steps, provide appropriate challenge and support, and prepare children for the transition to Year 1. The statutory EYFSP is completed at the end of Reception. See: https://deanfieldschool.co.uk/site/reception/