Drayton Green Primary School

EYFS Policy

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Philosophy and Rationale

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS framework), effective from 1 September 2026, and the latest version of the Department for Education's statutory guidance Keeping Children Safe in Education.

Our mission in EYFS is to expand our children's horizons. At Drayton Green Primary School, our core principle is that all children will learn without limits, and this starts in Early Years. We believe that children have the right to an exciting, enjoyable Early Years curriculum which is rigorous in pushing every child to fulfil his or her potential.

Our Early Years curriculum is knowledge rich, coherently sequenced and progressive, building on knowledge and skills through the year. It is well constructed and well taught. There is a clear specific plan of what is to be taught and what pupils need to know - this progressively builds pupils' knowledge.

The Early Years Curriculum is in line with the revised statutory EYFS Framework and Educational Programmes and covers the 7 Areas of Learning. The long term and medium-term plans are based on the Primary Knowledge Curriculum (PKC) scheme of work for Nursery and Reception. We follow the Read Write Inc. phonics scheme for teaching early reading and writing. We follow Whiterose for teaching Maths.

We have adopted The Primary Knowledge Curriculum in Early Years, which places 'Powerful Knowledge', knowledge that takes pupils beyond their own experiences, at the heart of the Early Years curriculum. The knowledge in the Early Years curriculum is carefully chosen, sequenced in a meaningful way that enables children to progress incrementally and is highly specialised. The curriculum is organised into half termly topics which focus on Understanding of the World. The topics are chosen specifically because they are themes which will interest and engage the children. Further to this, they are chosen because they teach children the key information, they will need in order to help them learn about and make sense of the world around them. Other areas of learning are linked to the Understanding of the World themes where links can reasonably be made – for example, in the Transport Past and Present topic, key texts in Literacy include stories about transport. Where links cannot be made to the topic, subjects are taught discretely to ensure curriculum coverage.

Our approach to teaching in EYFS is clear – young children require direct teaching and adult led focus activities in order to enable them to learn all that they need to achieve the expected national standards by the end of the Foundation Stage and to prepare them for KS1.

We recognise also that young children benefit from learning through play. They require an active learning environment which offers a wide range of motivating activities and play opportunities. To this end, alongside the direct teaching and adult focus activities, we offer children a motivating, balanced provision which provides engaging play-based activities and learning opportunities.

This policy is intended to promote consistency and high standards. At Drayton Green Primary School, we aim to provide a caring, supportive and stimulating environment with high quality teaching. Teaching and learning permeates all that we do in school. This policy will help ensure that we can deliver our aims for the teaching and learning in Early Years.

Aims

It is the aim of the school to provide a broad, well-balanced Early Years' curriculum which enables children to become enthusiastic self-motivated learners.

Teaching in EYFS aims to:

- Ensure children learn and develop well and are kept healthy and safe
- Provide young children with the skills and knowledge required to achieve the Early Learning Goals in each area of learning by the end of reception year.
- Provide young children with the skills and knowledge required to achieve a good level of development (GLD) by the end of reception year.
- Provide young children with the opportunities needed to develop towards their full potential; academically, emotionally and socially.
- Ensure children learn to read, write and become numerate.
- Provide the highest standard of education to enable young children to acquire the skills, knowledge and concepts relevant to their future.
- Enable children to know more and remember more.
- Promote an ethos of care, mutual respect and support, where effort is valued and success celebrated.
- Enable young children to become active, responsible and caring members of the school and wider community.

The school works towards these aims by:

- Promoting high quality learning and attainment
- Providing a high quality learning environment
- Valuing each other and ourselves
- Working in partnership with parents and the community

Intent	Implementation	Intended Impact
In the Early Years at Drayton Green Primary School our core principle is that all children will learn without limits, and we think this is key to our teaching in Early Years. We believe that every child has the potential to achieve the GLD, and that each child will find excitement and enjoyment through the Early Years' Curriculum taught at our school.	To ensure a high standard of education in the Early Years: • Lessons are purposeful. • The children receive outstanding modelling from the teacher and rich discussion with quality questioning, which encourages children to question and investigate. • Long term plans ensure that learning is progressive and systematic. Coverage of the Statutory EYFS Framework is broad and in depth as a result.	Intended Impact: • Children's attainment will be in line with their peers locally and nationally. All children will make expected+ progress. • Children will fully meet the national curriculum requirements for Early Years. • Children will achieve GLD. • Children will have the key skills and be prepared for the next stage of their education. • Children will receive sufficient challenge/support.

We believe that the Early Years curriculum is well constructed and well taught, that there is a clear specific plan of what is to be taught and what pupils need to know – this progressively builds pupils knowledge. We have adopted The Primary Knowledge Curriculum which places 'Powerful Knowledge', knowledge that takes pupils beyond their own experiences, at the heart of the primary curriculum. The knowledge in our Early Years curriculum is carefully chosen, is sequenced in a meaningful way that enables children to progress incrementally and is highly specialised. There are quizzes for each of the half termly Understanding of the World topics. This ensures that the knowledge learnt moves into the long-term memory. Knowledge and skills progress sequentially, and planned repetition is designed for deep, memorable learning.	• Children practise key knowledge through regular quizzing to move learning into long term memory. • Children improve understanding of key vocabulary through regular use in lessons, quizzes and on displays. • In EYFS children will be taught the key skills which they will need in order to be successful in school and in life. • They will learn to read, write and be numerate. • They will know more and remember more through their topic work, in particular facts related to the Understanding of the World and EAD topics. • Half termly topics focus on Understanding of the World and other areas of learning are linked to the themes where links can reasonably be made. Where links cannot be made to the topic, subjects are taught discretely to ensure curriculum coverage. • Educational trips which relate to the curriculum are organised through the year. • Monitoring of children's work and teachers' planning is regular. • Monitoring of pupil voice is regular. • Displays are engaging, contain helpful information related to the topic and are up to date. They celebrate children's work. • CPD in EYFS is carried out through Inset and demonstrative lessons.	• All children will receive an exceptional quality of education in Early Years. • All children will build on previous learning, will know more and will remember more. • Children will be able to apply newly learnt knowledge and skills. • Standards will improve. • Children's cultural capital will improve. • Children will succeed in life.

Effective Teaching and Learning

The National Curriculum 2014 encouraged schools to place more emphasis on teaching knowledge. Respected researchers such as E.D Hirsch, Barak Rosenshine, Daniel Willingham, Dylan Wiliam and David Didau have influenced how knowledge is considered in the curriculum. With this in mind we have considered carefully what content should be taught, in what order, and also reflected upon what children remember and how they remember it. Importantly, findings from cognitive science are influencing practice in our classrooms.

Teaching and Learning at Drayton Green focuses on ensuring children are knowing more and remembering more. The knowledge content in Early Years is carefully chosen and organised in a coherent way, ensuring it builds from year to year. Our approach ensures that children are challenged to deeply process taught knowledge in order for them to form good long-term memory of the material. Didau and Rose (2016) say: "…it is important to allow a certain amount of forgetting to occur before testing recall, otherwise there's very little mental effort involved and the benefits are lost… as soon as basic recall starts to become reliable, we should begin to vary the conditions of practice." In this way, the knowledge in the curriculum is cumulative, constructing firm foundations from which children can build conceptual understanding and skills over time.

For us, a knowledge-rich curriculum is an entitlement for every child, regardless of background. Curriculum coherence ensures that teaching does not jump from topic to topic but enables children to develop knowledge and a love of learning. Subject content and prior knowledge is crucial to this approach - the content builds children's schemata and allows them to develop a deep understanding and passion for learning. Didau and Rose (2016) say: "Prior knowledge is probably the most powerful influence on future learning... where these ideas are inaccurate, the new information may be distorted... unless the new, correct, schemas are frequently used, students will likely revert to familiar ways of thinking."

An essential element of a knowledge rich curriculum is the development of a broad and rich vocabulary, and the ambitious and explicit teaching of this. The vocabulary content of our curriculum has been planned with the purpose of addressing the 'word gap' for children who enter school with a limited vocabulary whilst building on and further expanding the vocabulary for those with an already rich diet.

Planning in Early Years is systematic, microscopic and includes prior knowledge recap. This approach reduces cognitive overload and ensures that key information is moved into long term memory and retained. Key concepts are interleaved throughout the curriculum to reduce the forgetting curve. Carefully planned regular staff CPD ensures teachers and support staff are well equipped in our pedagogical approach.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn. Instilling this is a life-long discipline.

Our approach to teaching and learning in Early Years is that children need high quality direct teaching which provides them with the knowledge and skills that they need to master in Early Years in order to be successful as they go up through the school. This is done through skilful modelling and guided practice. Adult led activities enable children to practise and develop the skills taught and demonstrate their learning.

We recognise also that young children benefit from learning through play, activity and first-hand experience. Play is an essential and rich part of their learning process, supporting them in all areas of development. To this end, teachers plan an engaging provision which provides play-based activities that support the learning encountered in the direct teaching sessions.

Outdoor provision is an important part of young children's development and learning. Outside they are given the space and freedom to explore, to build, to cycle and to develop their large motor skills. Nursery and Reception have their own outdoor space that is well equipped with extensive climbing and tunneling equipment, large toys, wheeled vehicles and sand and water.

Curriculum Design

The Early Years curriculum has been designed to be:

- in line with the revised EYFS statutory Framework requirements
- in line with the characteristics of effective learning
- knowledge-rich
- coherently sequenced
- progressive
- provide opportunities for children to make links and build their schemata

The Early Years curriculum covers the 7 Areas of Learning:

The prime areas-

- Communication and Language – children have opportunities to speak and listen in a range of situations and experience a rich language environment.
- Physical Development – children have opportunities to be active and develop coordination and gross motor and fine motor skills.
- Personal, Social and Emotional Development - children develop confidence and self-esteem, learn how to manage feelings and respect others.

The specific areas -

- Literacy – children learn phonics, reading and writing and develop a love of stories.
- Mathematics – children have opportunities to develop counting and calculation skills, to use numbers in everyday activities, to reason and to problem solve.
- Understanding of the World – children have opportunities to find out about past and present, people, culture and communities and the natural world.
- Expressive Arts and Design – children create with materials, and have opportunities to be imaginative and expressive.

Each area of learning contains an Educational Programme, which informs the planning, teaching and learning for that area.

Further, learning in the Early Years is underpinned by four overarching principles:

- Every child is a unique child
- Children learn to be strong and independent through positive relationships
- Children learn and develop well in enabling environments with teaching and support from adults
- Learning and development - children develop and learn at different rates - see characteristics of effective teaching and learning:

Characteristics of effective teaching and learning:

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 their own ways for doing things.

We want children in Early years to know more and remember more.

Knowledge, in the realm of Early Years, means:

- knowledge of letters and phonemes and how they support children’s ability to read and write.
- knowledge of numbers and calculation and how they support children’s ability to be numerate.
- substantive progression of knowledge and skills, in particular linked to the Understanding of the World and EAD topics.
- substantive progression of knowledge and skills across the 7 Areas of Learning.
- substantive knowledge and understanding of critical thinking in order to make connections across the Areas of Learning.
- improving understanding of key vocabulary.
- key knowledge and skills which they will need in order to be successful in school and in life.

The Early Years curriculum is carefully designed to allow children to:

- develop a secure knowledge and understanding of reading and writing.
- develop a secure knowledge and understanding of number and calculation.
- develop a secure knowledge and understanding of the 7 Areas of Learning.

- develop knowledge of substantive concepts and disciplinary concepts which have been interleaved across the curriculum, allowing children to encounter and apply these in different contexts across Early Years.
- make connections and build upon prior substantive and disciplinary knowledge.
- make progress and build on prior knowledge.
- express themselves and be creative.

Planning

Teachers' planning is clear and detailed. The planning is monitored by the Leadership Team and SLT Leaders and shows clear progression and appropriate challenge. Planning incorporates a number of elements such as:

- The revised Early Years Foundation Stage Framework
- The 7 Areas of Learning
- The 7 Educational Programmes
- The Primary Knowledge Curriculum for Early Years
- Read, Write Inc.
- Whiterose Maths

Long Term Planning

Long term plans for Early Years plot the content coverage for Nursery and Reception, and set out the topics to be covered over the year. They are based on the Primary Knowledge Curriculum and are in line with the revised EYFS Framework and the Educational Programmes.

Medium Term Planning

Medium term plans in Early Years set objectives for each half termly topic and ensure that all Early Learning Goals, and the steps towards them, are covered during the Early Years Foundation stage. Plans are based on the Primary Knowledge Curriculum content and guidance within the EYFS Framework and the Educational Programmes. Curriculum leaflets are produced half termly. Knowledge organisers summarise the key learning from the medium-term plans. Curriculum leaflets and knowledge organisers are sent to parents to inform them of what the key learning will be that term and how they can support at home.

Short Term Planning

Short term planning is in the form of high-quality flipcharts created using Active Primary. They are made using the medium-term planning, the Primary Knowledge Curriculum and Whiterose Maths. They are detailed and show progression throughout the week. They have clear learning intentions and include regular, planned opportunities for assessment. Planning is monitored and quality assured by the SLT and the EYFS leader on a regular basis.

Assessment for Learning

Assessment exists to help the teacher, help the child. It ensures more effective teaching, enabling teachers to identify future planning and teaching strategies. It also helps staff to recognise and move on from success. It assists the children by providing them with an indication of what stage they have reached in the learning process.

Assessment is:

- Part of effective planning
- Focused to allow children to learn and progress
- Informative so that children know how to improve
- Used to indicate where support and challenge is needed
- Used to promote self esteem

Our aim is to ensure that the children's retrieval strength is high and that it is easy for them to recall information. We believe that "harnessing the power of forgetting might be the best way to increase the amount we learn" (Didau and Rose). We assess the children's ability to recall and apply knowledge through:

- Prior Learning to recall previous information
- Explicit teaching and assessing of key vocabulary
- Quizzing at the end of Understanding of the World topics
- Observations of children across the 7 Areas of Learning.
- Teacher Assessment
- Children's learning within lessons
- In Reception, evidence of learning and progress in Literacy, Maths, UTW and RWI books
- In Nursery, evidence of learning and progress in learning books
- Pupil voice
- Live feedback and marking

Formative Assessment - Children in EYFS are assessed through ongoing observations in different teaching and learning contexts, including both adult focused activities and child-initiated play. Observations are linked to the Areas of Learning and support staff in tracking children's progress towards the Early Learning Goals.

Summative Assessment - Teachers make judgments on children's attainment through the year. Baseline assessments are completed on entry to Nursery and Reception. Reception baseline assessment is statutory. Assessments then take place to track progress towards the Early Learning Goals at various points during the year. Summative data is kept on SIMS and is used to track the progress of each child over the year.
At the end of Reception year, teacher assessments inform whether children have achieved the Early Learning Goals or not. This data compiles the Early Years Foundation Stage Profile.

The role of the coordinator

The 'Teacher Standard Framework' Ref:

DfES:/0647/2001 sets out the expectations of the role of a subject leader. The specifics of the role depend very much on the leadership level of the individual Subject Leader and how she/he fits into the management structure within the school. The role will be directly influenced by the priorities of the School Improvement Plan.

'Subject Leaders provide professional leadership and management for a subject to secure high-quality teaching, effective use of resources and improved standards of learning and achievement for all pupils.' *From DfES 'Teachers' Standards Framework*

- Lead staff CPD in EYFS
- Remain up to date with changes in legislation in EYFS
- Monitor planning and children's books
- Raise the profile of Early Years within the school
- Ensure all staff are kept informed about practice in Early Years
- Ensure all staff are kept informed about updates in EYFS

Staffing ratios

We make sure that the appropriate statutory staff:child ratios are maintained in our setting to meet the needs of all children and ensure their safety.. We will inform parents and/or carers about how staff are organised, and, when relevant and practical, aim to involve them in these decisions.

- For children aged under 2, we have at least 1 member of staff for every 3 children
- For children aged 2, we have at least 1 member of staff for every 5 children
- For children aged 3 and over:
    - Where a person with qualified teacher status, early years professional status, or early years teacher status is working directly with the children, we have at least 1 member of staff for every 13 children.

At least 1 other member of staff holds an approved level 3 qualification, or has received approval to be included in the ratios at level 3 after attaining experience-based route status

- Where a person with the above qualifications is not working directly with the children, we have at least 1 member of staff for every 8 children. At least 1 other member of staff holds an approved level 3 qualification, or has received approval to be included in the ratios at level 3 after attaining experience-based route status. At least half of all other staff hold an approved level 2 qualification

As we have a mixed class:

- We determine ratios guided by all relevant ratio requirements and by the needs of the children within the group while complying with the statutory requirements relating to the education of children of compulsory school age and infant class sizes

These staff:child ratios apply to the total number of staff working directly with children across our whole provision, not just within each room.

Paediatric first aid (PFA)

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. The PFA certificate is for a full course consistent with the criteria set out in Annex A of the EYFS framework. This PFA certificate is renewed every 3 years as required.

Accountability

We at Drayton Green believe that all staff are entitled to high quality professional development in order to fulfil the requirements of their posts. We are committed to developing and supporting our staff so that they become knowledgeable, skillful leaders who can emulate, refine and improve best practice to excel within their roles and responsibilities.

Regular monitoring procedures that are in line with our Teaching and Learning Policy ensure staff embrace their responsibilities and are held to account for the work they undertake.

Teaching Strategies / Supporting SEND and those with gaps in their knowledge

Successful inclusive provision at Drayton Green Primary School is seen as the responsibility of the class teacher, with support from the wider whole school community, permeating all aspects of school life and applicable to all our children.

In accordance with the school's Equal Opportunities Policy, all children will be given full access to the Early Years Curriculum, unless their EHC plan specifies otherwise. Children who receive additional or extra support, including those with an EHCP, have learning plans specifically tailored to their needs. Staff will actively support all children to reach their potential regardless of academic ability, race, creed, gender, sexual orientation, religion or age. Inclusive practice across the curriculum should enable all children to achieve their best possible standard; whatever their ability and irrespective of cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

We believe that the cumulative effect of lower expectations on children with additional needs will dramatically inhibit children's learning in the long term. We have a choice whether to allow our pupils with additional needs to spend time doing things they can already do easily or we can spend time developing subject skills they desperately need to master if they are going to stand a chance of being successful in life and in the future. We believe that for all children learning is and should be difficult, and if pupils are to prosper, they should not be sheltered from this.

We do not abrogate our moral and professional duties to our pupils by reducing their curriculum content. Instead, we believe that all children need to master the skills required for their next stage of learning. If you are behind in a race, you need to run faster to catch up – the same applies to our children and their learning. We do not adapt to the curriculum, so they stay behind; we drive them to catch up by using a variety of strategies.

The Early Years Framework covers the education and care of all children in Early Years provision, including children with special educational needs and disabilities.

All children are supported and challenged as they are provided with:

- Teachers who are equipped with the knowledge and skill set to provide exceptional lessons
- A carefully mapped curriculum that ensures that learning is progressive
- A schemata of knowledge that builds on prior learning
- The opportunity to make links within learning to aid in building greater schemata
- Daily verbal quizzes to ensure key information is moving into long term memory
- Regular opportunities to recall information
- End of topic assessments
- Support from Senior leaders who reinforce and deepen learning
- Mixed ability talk partners to rehearse, refine and develop understanding
- Lesson structures that incorporate a progressive acquisition of knowledge (identify, explore, apply)
- A focus on vocabulary to increase knowledge and access to concepts
- Regular recapping of prior learning during each lesson to aide and strengthen Long Term Memory
- Microscopic step progression to prevent cognitive overload
- Teachers who regularly check for understanding and swiftly intervene so that children are not left behind
- Planned misconceptions to clarify and solidify understanding and schema
- Preventing cognitive overload to allow working memory to access learning

Children with significant additional needs are driven to keep up in the following ways:

- Inclusion in high quality universal teaching and learning
- Adaptation of lessons to support children (scaffolding, resourcing, small group work)
- Pre / post teaching of vocabulary and key concepts
- Support from the class teacher for task completion
- Systematic checking for understanding through lessons
- Structure of lessons – ensuring opportunities to overlearn knowledge and practice key skills
- Explicit teaching of key vocabulary
- Strategies for retaining and recalling key knowledge
- EHCP targets
- SALT provision
- Support and pre-teaching from support staff
- Interventions (intensive interaction, bucket time, following children's lead through play, phonics keep up groups/1:1 tuition)
- Extra practice in OT/handwriting
- Pupils have regular movement breaks outdoors and access the school's sensory and occupational therapy rooms to help regulate themselves and refocus in their learning
- Pupil progress meetings
- High focus on Communication and Language in EYFS

EYFS places

Nursery
In Nursery we offer part-time places to children aged 3-4 years

Reception
In Reception we offer full-time places to children aged 4-5 years.

Our Nursery and Reception children are taught alongside each other, but also as separate classes when the needs of the children and the structure of curriculum require it. All aspects of the nursery and reception curriculum are planned for and delivered.

Our Early Years facility is carefully attuned to the needs of younger children. We wish all our children to have the benefit of spending at least three terms in our Nursery before attending statutory school. There are three points of entry into Nursery – in September and, if the Nursery is not full, also in January and April.

30 hours childcare and wraparound provision

The school offers parents who are eligible the option of 30 hours' free childcare. We have breakfast and after school club on site run by Clubs 4 Kids.

Parents as partners

At Drayton Green Primary School, we recognise the importance of establishing positive relationships with parents. The setting has a friendly, open-doors ethos and teachers are available to talk to parents at the beginning and end of the day. Parents are involved in their child's learning through parent meetings and consultations, home visits and events throughout the year.

Safeguarding

In accordance with the Safeguarding Policy, the safety of the children in Early Years is of paramount importance. The full Safeguarding Policy is available on the school website.

Photography images and Mobile Technology (cameras, phones, tablets and iPads)
To protect pupils, we will:

- seek parental consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- use only the pupil's first name with an image
- ensure that parents and carers are asked to switch off mobile phones if they are coming into the Early Years setting and leave the setting if they need to use their mobile
- ensure that parents are prohibited from taking any photographs of children in the early years setting. The only exception would be in the event of a class assembly or concert
- ensure that only school equipment is used for the purpose of taking photographs
- ensure that staff use mobile phones during lunch breaks in the staff room and not whilst children are present unless in an emergency situation

Health and Safety

All Nursery Nurses hold a current pediatric first aid (PFA) certificate. A well-stocked First Aid kit and accident book and intimate care book is in each classroom.

We keep a written record of accident or injuries and any first aid treatment.

We will inform parents or carers the same day as, or as soon as reasonably practicable after, of any:

- Accident or injury sustained by the child
- First aid treatment given

We will notify the relevant authority of any serious accident, illness, or injury to, or death of any child while in our care and inform them of the action taken, as soon as reasonably practicable, but in any event, within 14 days of the incident occurring.

Safer eating

While children are eating, there will always be at least 1 member of staff in the room with a valid PFS certificate (from a course consistent with the criteria set out in Annex A of the latest EYFS framework). All children will be

within sight and hearing of a member of staff while eating, and seated safely in an appropriate chair or highchair and, where possible, in a designated eating space.

Before a child joins our setting, we will get information on their:

- Dietary requirements and preferences
- Food allergies and intolerances
- Health requirements

We will share this information with all staff involved in food preparation and handling. At each mealtime and snack time it will be clear which staff member is responsible for checking that the food and drink meets all the requirements for each child.

We will make sure that all staff are aware of the symptoms and treatments for allergies and anaphylaxis; the differences between allergies and intolerances; and that children can develop allergies at any time, especially during the introduction of solid foods.

We will consult with parents/carers to:

- Create allergy action plans for their child – with the help of health professionals, where appropriate
    - We will also keep this information up to date and share it with all staff
- Discuss their child's progress with solid foods and the textures the child is familiar with and work with them to move on to the next stage at a pace that's right for their child

We will prepare food in a way that:

- Prevents choking
- Meets each child's individual developmental needs
- Is in line with the DfE's Early Years Foundation Stage nutrition guidance. All meals, snacks and drinks we provide are healthy, balanced and nutritious. Fresh drinking water is always available and accessible to children

In the event of a choking incident that requires intervention, we will record details of the incident and make the child's parents/carers aware. We will periodically review the records to identify whether we can change anything in our practice to make eating safer, and then take action as appropriate.

We will notify Ofsted of any food poisoning affecting 2 or more children as soon as is reasonably practicable, but, in any event, within 14 days of the incident.

Toileting and privacy

We make sure that there are:

- Enough toilets and hand basins available for the children
- An adequate supply of necessary items such as clean bedding, towels, spare clothes and any other necessary items
- Separate toilet facilities for adults

During toileting, we will balance children's privacy with their safeguarding and support needs.

Screen use

We have regard to the DfE's help for early years providers: screen use guidance when making decisions about how and when children use screens in our setting.

Organising premises for confidentiality and safeguarding

We make sure that:

- There is an area where staff may talk to parents and/or carers confidentially

- There is an area for staff to take breaks away from areas being used by children
- Children are only released into the care of individuals of whom the parent and/or carer has explicitly notified us
- Children do not leave our premises unsupervised

We take all reasonable steps to prevent unauthorised persons entering our premises and have an agreed procedure for checking the identity of visitors.

Absence

We're required to promptly follow up on absences.

If a child is absent for a prolonged time or if their parents/carers haven't told us about the absence, we will attempt to contact the parents/carers and alternative emergency contacts.

We will consider patterns and trends in a child's absences and their personal circumstances and use our professional judgement when deciding if the child's absence should be considered as prolonged.

Any concerns will be referred to local children's social care services and/or a police welfare check requested.

See our attendance policy for more on this, including our expectations of parents/carers to report child absences.

Equal Opportunities

All practitioners at Drayton Green Primary School have a responsibility to maintain positive attitudes to diversity and difference, ensuring that inclusive practice is delivered in the EYFS setting.

All children, irrespective of gender, ability, ethnicity, culture or religion and social circumstances have the opportunity to experience a challenging and enjoyable programme of learning and development within the EYFS setting at Drayton Green Primary School.

CPD / Staff training

- The teaching and planning in EYFS features regularly in staff CPD sessions
- Regular EYFS supervision meetings for all staff based in the EYFS setting
- Monitoring activities will provide opportunity for CPD
- External training actively sought and utilised
- Partnerships are created with other schools/providers

Use of other adults

Each child in EYFS is assigned a key person. This person helps to ensure the child settles well and is the first contact with the family. Their continuing role through the year is to make sure that individual needs are met and to build a good relationship with the child and parents. In Nursery, the key person is the Nursery teacher. In Reception, the key person is the Reception teacher.

Support staff play a central and specialised role in our learning processes. Key elements of their role are:

- To support the teaching; either through direct delivery or by enabling access for identified children
- Supporting a small group within the classroom
- Delivering intervention groups under the guidance of the teacher
- Carrying out assessments under the guidance of the teacher
- Preparing resources
- Teaching Assistants are highly skilled to support in: delivering high quality education, informing planning, carrying out assessment and conducting teaching

SLT support strategies

Senior Leaders equip the EYFS leader to undertake the role by:

- Providing leadership training
- Supporting in the monitoring of: planning, work scrutiny, pupil interviews, learning walks and lesson observations for CPD
- Identifying strategies to reduce teacher workload: planning is provided, feedback and monitoring requirements.

Teacher Workload

The strategies for supporting teacher workload and well-being are thoroughly documented in our staff well-being document. Some of these strategies include:

- High quality effective lesson plans provided by PKC – long term plans and detailed weekly plans for Understanding of the World
- High quality effective lesson plans provided by RWI
- High quality ideas for planning and resources provided by White Rose
- Background information provided
- Removal of excessive, repetitive paper planning (i.e. weekly planning)
- High quality flipcharts created which can be reused/adapted each year
- Support for colleagues built within CPD programs
- Extra PPA time within INSET days and evening sessions

APPENDIX

Rationale for EYFS

Children come into our Reception classes each year with a consistently low baseline. This is exacerbated by high levels of EAL and SEND - in particular, high numbers of children with SLCN and complex learning needs.

Consequently, the GLD for Reception was historically low. In January 2025, with our partnership and collaboration with St John's Primary School as a soft federation, the EYFS team put in place significant measures to improve attainment in Early Years, the main one being our approach to teaching and learning in Reception. Since April 2026 and September 2026, this development as continued.

Our reception children need to make accelerated progress in order to reach national standards. We do this by providing a balance between formal, direct teaching and engaging, educational provision.

Direct teaching

Young children must be taught the skills and knowledge that they need in order to read, write and become numerate. They must be taught the alphabetic code and how to read and write sentences. They must be taught numeracy skills and how to calculate and problem solve. These basic fundamental skills can only come from high quality, direct, adult led teaching. They cannot be "picked up" through play and cannot be left to chance.

Therefore, our children benefit from regular direct teaching in:

- Phonics - using the RWI scheme, children are taught in streamed groups to recognise phonemes, blend and segment words and read and write words and sentences.
- Literacy – children are taught in whole class Literacy lessons about different texts and how to hold and write sentences. Teachers adopt the "identify, explore, apply" model used in the rest of the school.
- Maths – using the White Rose scheme, children are taught in whole class Maths lessons to subitise, recognise numerals, count, and calculate. Teachers adopt the "fluency, reasoning and problem solving" model used in the rest of the school.
- Handwriting/dictation in which children practice letter formation.

In addition, children have weekly Understanding of the World, Music and Art lessons in which they are taught the knowledge and skills they need in each of the areas. Teachers use the PKC scheme, which is a knowledge rich curriculum that matches the Educational Programmes set out in the EYFS Statutory Guidance.

Our curriculum is planned in order to provide the children with the knowledge and skills that will enable them to achieve each of the 17 Early Learning Goals. Teaching is progressive and sequential, so that step by step children make progress towards the ELGs which plots termly objectives and end of term milestones – there are termly expectations to ensure that children are on track at each stage of their Reception year.

Children who are falling behind at any point are quickly identified and supported through interventions, keep up groups and extra tuition.

Provision

We recognise that young children also learn through exploratory, active play. This is where they show that they can apply the skills they have been taught. Therefore, alongside, and supporting our adult led teaching, the children benefit from an engaging, attractive and educational provision which enables them to further explore and apply what they have been taught. This includes:

- An attractive, engaging home corner in which children develop role play and imaginative play as well as important communication skills. The home corner is always linked to the class topic.
- An attractive, engaging reading area – this is a quiet area where children can read, look at and share books, or just be quiet and reflective.
- A stimulating and play based construction area.
- An engaging writing area in which children are enabled to apply skills taught in Literacy and phonics lessons.
- A play dough area where children can be creative and develop motor skills.
- An area for Understanding the World, where topics about people, environment, community, and science are explored.
- An engaging, stimulating creative area where children can build, make, paint and express themselves.
- An engaging Maths area with play-based numeracy activities, encouraging children to develop skills learned in their Maths lessons.
- A large outdoor play area which has:
    - Exciting climbing frame and balancing equipment, tunnels and a slide for children to develop their physical skills.
    - Mud Kitchen, where children can mix mud, water, and natural resources for sensory and imaginative play.
    - A role play area, where children can wear costumes, relax on a tent, and do puppet shows
    - Music area where children can play musical instruments and sing their favourite songs
    - A garden in which children plant and grow flowers and vegetables.
    - A reading area for quiet times.
    - Maths, writing and construction areas – set up with activities to engage children.
    - Bikes and scooters.
    - Sand and water play.

Communication and Language

The revised EYFS curriculum rightly places greater emphasis on developing children's communication and language than previously. Given the challenges many of our young children have with communication, Drayton Green continues to prioritise language development. We adopt the following strategies to support our children to communicate effectively:

- Talk tasks (and talk partners) are incorporated in each lesson to support children's communication and language. In these tasks, talking frames / sentence stems are used to help children to use full sentences and improve language.
- Good talk partner rules modelled and practiced (i.e. look at partner, take turns in conversation).

- Use of Makaton and gesture
- Explicit modelling of language and full sentences.
- Recasting and extending sentences for children.
- Children explicitly taught to say and hold a sentence – in all writing sessions.
- “Star words” explicitly taught in each lesson to develop vocabulary.
- Word walls displayed and used.
- My Turn, Your Turn – in all lessons.
- High quality adult/ child interactions – in adult led and free flow activities.
- Box clever will be used in Nursery, once the children are settled and have been assessed, to develop children’s language and communication skills.
- Daily short interventions (e.g. Bucket time intervention, Colourful Semantics, intensive interaction) are delivered by the TAs in EYFS to support children to keep up with their peers and to support their learning needs.