

DAWPOOL

Dawpool C.E. (Aided) Primary School

EYFS POLICY 2026-2027



*'The Fruit of the Spirit is Love, Joy, Peace, Patience,
Kindness, Generosity, Faithfulness, Gentleness
and Self-Control'*

(Galatians 5: 22-23).

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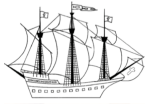
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Early Years Foundation Stage Policy and Procedure

1. Early Years Foundation Stage

1.1 The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. The EYFS is based upon four principles: the unique child, positive relationships, enabling environments and learning and development.

1.2 Our Early Year's curriculum is based on the 'Statutory Framework for the EYFS' (2021) and Development Matters Document (2021). We assess the children on entry and build on the progress made in the children's previous setting. The curriculum is broken down into seven areas of learning:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
- Literacy
- Mathematics
- Understanding the world
- Expressive art and design

1.3 There are three prime areas which are Personal Social Emotional Development, Communication and Language, and Physical Development. There are four specific areas of Literacy, Mathematics, Understanding the World, and Expressive Arts and Design.

2. Learning through play

2.1 At Dawpool we do not make the distinction between work and play and work on a model of Continuous Provision. We support children's learning through free and planned play activities in the indoor and outdoor environment. Adults support and facilitate the children's learning working alongside them through child initiated play and through planned focus activities.

Aims

2.2 We provide a broad and balanced curriculum which will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to his/her full potential. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates.

We aim to:

- Provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of the child, including children with additional needs.
- Provide a broad and balanced, relevant and creative curriculum that will set in place firm foundations for future learning and development in KS1 and beyond.
- Provide opportunities for children to learn through planned, purposeful play in all areas of learning and development.



- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Enable choice and decision-making, fostering independence and self-confidence.
- Work in partnership with parents/carers and value their contributions.
- Ensure that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, have the opportunity to experience a challenging and enjoyable programme of learning and development.
- Monitor the children's progress and taking action to provide support as necessary.

3. The learning environment

3.1 *'A rich and varied environment supports children's learning and development. It gives them the confidence to explore and learn in secure and safe, yet challenging, indoor and outdoor spaces.'* – Early Years Foundation Stage

3.2 We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first-hand experiences. We aim to make a place where children feel secure and confident, and are challenged to develop their independence.

3.3 Activities are planned for inside and outside; children have the freedom to move between the inside and outside classroom. The learning environment is divided into a variety of different learning areas. Children are encouraged to become independent learners and take some responsibility for their own lines of enquiry and investigation.

4 Admission and induction procedures

(See admissions Policies)

4.1 Prospective parents can visit the school before, or when registering their children.

4.2 Parents who accept a place in either Foundation 1 or Foundation 2 are invited to a welcome meeting when the Head Teacher and Foundation Stage Staff talk about the 'typical day' for a Dawpool child. During this meeting information packs are handed out. Parents and carers can visit their new classrooms and meet their children's teacher.

5 Liaison with first educators

(See Home-School Communications Policy)

5.1 Settling in sessions are organised for all children starting F1 and F2. This is an opportunity to meet the child and allow them to explore the setting and engage in some simple 'getting to know you' play activities. Parents are asked to provide information about the child's likes, dislikes, any concerns and their developmental milestones. This information is used to help plan the transition process and first few weeks in school.



- 5.2 We have close links with local nurseries. To support Foundation 2 children with the transition to school, Staff liaise with the child's Key Person from their previous setting and visit the child to get to know them.

6 Safeguarding and Child Protection

(See school Safeguarding, Complaints and Medicines policies)

- 6.1 It is the responsibility of the Governing Body and the Head Teacher to ensure that all employees are aware of their responsibility to report any allegation or possible concern of a child protection nature. Failure to report may (a) put a child at risk and (b) imply a breach of the employee's contractual duty. Staff must be aware of this procedure, understand their responsibilities and know where in the school a copy of the procedure is to be found. Allegations against staff A child who reports that they may have been abused by an employee of the school, must be carefully listened to in all circumstances. 'Listened to' means just that; on no account should suggestions be made to a child as to alternative explanations for their worries; neither should any member of staff attempt to question the child as part of any investigation, as this could lead to primary evidence for any future investigation being compromised.

- 6.2 EYFS staff have paediatric first aid qualifications and these are reviewed regularly.

- 6.3 Administering medicines School has a policy for administering medicines in school for managing health conditions. Staff within the Early Years are aware of, and follow this policy.

7 Equal Opportunities and Inclusion

(See school Equality and Diversity, Anti Bullying and SEND Policy)

- 7.1 We aim to provide a safe and supportive learning environment where the contribution of all children is valued and where racial, religious, disability and gender stereotypes are challenged. We use a wide range of teaching strategies, we differentiate the curriculum to meet children's individual needs and we carefully monitor children's progress.

8 Pupil Premium and Early Years Pupil Premium

(See school Pupil Premium policy)

- 8.1 The 'Pupil Premium' grant is funding provided to help schools support specific groups of children who may be in danger of making less progress than others. Its aim is to 'close the gap' between how well children from low income and other disadvantaged families do compared to their peers.

9 Assessment and record keeping

- 9.1 All observations and assessments are an integral part of teaching as they inform future planning for the child's needs.



- 9.2 All children are assessed during the first term of school to provide a baseline from which we track each child's learning. A Baseline judgement is made in the first half term of the children starting, this is based on observations of individuals and staff knowledge of the children.
- 9.3 The children's progress is assessed each half term. Evidence is through observations, pupil voice, staff discussions and formative assessments. Judgements are made against the seventeen aspects of the EYFS curriculum. Data is collected termly.
- 9.4 Teachers undertake 'in house' moderation to ensure judgements are accurate.
- 9.5 Additional evidence may be gathered on the online Learning Journey 'Tapestry'.

10 Monitoring and evaluation

- 10.1 Subject leaders monitor planning, classroom organisation and practice to ensure there is consistency across the year group and that policies are being implemented.
- 10.2 Planning is reviewed constantly to incorporate new ideas and thinking and to improve the quality of learning
- 10.3 . The Foundation Stage team have regular meetings, there are regular opportunities to moderate work and review progress across the year group.

11 Parental partnership

- 11.1 EYFS staff work hard to build up open and productive relationships with parents and carers.
- 11.2 Parents are acknowledged as the child's primary educator.
- 11.3 There are opportunities for parents to chat informally with practitioners' at the beginning and end of each day.
- 11.4 The school website provides information of activities and learning.
- 11.5 Tapestry is used to keep parents updated weekly of their child's learning.
- 11.6 There are more formal termly parents' evenings for staff to meet with parents and discuss children's learning and progress.
- 11.7 Written reports are provided at the end of the school year.

12 Governors

- 12.1 There is a designated Early Year's Governor whose responsibility is to liaise, support and monitor the early year's provision.
- 12.2 The current Early Years Governor is Ros Carter.

13 Complaints

See school Complaints Policy

- 13.1 We take all queries and complaints seriously and will follow the school Complaints Policy, available on the school website or in the school office. Please speak to your child's teacher first.



14 Staff development

- 14.1 EYFS staff have refresher training at the start of each school year to ensure they are up to date with changes to the EYFS Statutory framework. These updates are shared with all staff.
- 14.2 All EYFS staff attend INSET and courses to further their professional development. Training needs are identified through the school improvement plan and performance management.
- 14.3 Staff engage in team teaching, peer observations and live coaching as appropriate. Staff are supportive of each other and share ideas and resources.

15. Arrivals and Collection

- 15.1 Please let a member of staff know in advance if you intend to arrive at a different time from the contracted one. If you arrive unexpectedly early we may not be able to care for your child until the commencement of the formal session.
- 15.2 We will only release your child from our care to adults who have permission to collect him/her. We will therefore need you to provide us with a list of people authorised to collect your child.
- 15.3 If, in an emergency, you need to send someone else to collect your child from school, we ask that you provide a password. This is to ensure we safely hand over your child to an adult who may be unknown to us.
- 15.4 If you are delayed in collecting your child for whatever reason please contact us and let us know when you expect to arrive (we will be able to reassure your child and explain why you are going to be late).
- 15.5 If staff have not heard from you and you are very late, they will try to make contact with you or other adults on your emergency contact list. If staff are unable to contact anyone on that list they will contact social services and follow their advice.

16 Risk Assessments

- 16.1 The Early Years Foundation Stage requires childcare providers to conduct risk assessments and review them regularly.
- 16.2 We check our setting every morning before the children arrive to ensure that it is a safe environment that we take the children into. If we are planning to take the children into environments that are unknown to us we will always do a risk assessment in advance.

17 Food and Drink

- 17.1 Snack times are a very important part of the day. Eating represents a social time for children and adults and helps children learn about healthy eating.
- 17.2 Healthy eating is an essential part of the EYFS curriculum. During morning snack children will be offered wholemeal toast and milk for snack. During the afternoon the children will have access to the free fruit scheme. No snacks from home will be permitted.
- 17.3 When children first enter the setting parents will be asked to complete a dietary requirements form for their child. We recognise that there will be different cultures and religion, to which we will cater for if stated by parents. The children that have dietary



- needs will have their names placed on a clipboard so all staff members can see.
- 17.4 The school is committed to ensuring the safety and inclusion of children with allergies. In line with **Benedict's Law**, staff must follow the school's allergy procedures, be aware of children's individual healthcare plans, and ensure that food is handled and served safely to minimise the risk of allergic reactions. Children must not bring food products from home into school for snack. This helps us to minimise the risk of allergens and ensures that we can safely manage children with known or potential allergies.
- 17.5 Changes in EYFS guidance states all children must be seated whilst eating, in the presence of a pediatric qualified member of staff.
- 17.6 All milk will be stored in our fridge.
- 17.7 All parents will be asked to bring in a labelled drinks bottle with only water in for their child. This means that all children will have access to drinking water at anytime.
- 17.8 Parents will be asked to inform pre-school immediately of any changes to their child's dietary requirements/allergies.

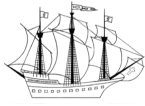
18 Intimate Care

(See intimate Care Policy)

- 18.1 Staff who work with young children or children/young people who have specific needs will realise that the issue of intimate care is a difficult one and will require staff to be respectful of children's needs.
- 18.2 Children's dignity will be preserved and a high level of privacy, choice and control will be provided to them. Staff who provide intimate care to children have a high awareness of child protection issues.
- 18.3 Dawpool School is committed to ensuring all staff responsible for the intimate care of children will undertake their duties in a professional manner at all times. Dawpool School recognises that there is a need to treat all children with respect when intimate care is given. NO child should be attended to in a way that causes distress or pain.

19 Safer Sleep

- 19.1 We follow the safer sleep requirements set out in the EYFS statutory framework (September 2026, paragraph 3.86).
- 19.2 Any child who sleeps or rests while in our care is placed down to sleep safely: on their back, in their own separate sleep space, on a firm, flat surface. In our setting this is the individual sleep mat provided by CDAT, which is firm, flat, waterproof and cleaned between uses.
- 19.3 If a child falls asleep elsewhere, for example on the carpet, in the reading corner or in an adult's arms, a member of staff will gently settle them onto the CDAT provided sleep mat in a safe sleeping position as soon as possible, rather than leaving them where they fell asleep.
- 19.4 Sleep spaces contain only the mat or mattress. We do not use pillows, cushions, soft toys, bumpers, wedges or straps in sleep spaces, we ensure children's heads remain uncovered.
- 19.5 We will monitor the temperature in the sleep area and ensure it stays between 16–20°C so children do not become too hot or too cold.
- 19.6 Sleeping children are always within sight and hearing of staff and are checked frequently, with checks recorded.



- 19.7 All staff who work with Early Years children have received safer sleep training informed by NHS and Lullaby Trust guidance.

20 Screen Time

- 20.1 At Dawpool we recognise the importance of limiting young children's screen use and ensuring that screens do not replace the rich opportunities for play, communication, social interaction, physical activity and exploration that are central to the EYFS.
- 20.2 In line with Department for Education guidance, screen use should be purposeful, brief and age-appropriate. For children aged 2–5 years, screen time should be limited to one hour per day, or less where possible
- 20.3 Screens will not be left playing in the background, as this can distract children from social interaction, active play and other learning opportunities.
- 20.4 Screens will not be used as a routine management tool, to calm children, occupy children or manage behaviour.
- 20.5 Screens will not routinely be used during transitions or periods of waiting to occupy children. Instead, staff will support children to develop their ability to wait, self-regulate and engage positively with others.
- 20.6 Where screens are used, educators will interact with children, talk about what they are seeing and make connections to their learning and experiences.
- 20.7 Where a screen is required for the Rocket Phonics scheme, this will be a static screen.

Review date September 2027