





**DINGLE COMMUNITY PRIMARY SCHOOL**  
**EARLY YEARS FOUNDATION STAGE (EYFS) POLICY**

<b>Date adopted:</b>	<b>25th November 2025</b>
<b>Next review due:</b>	<b>Autumn 2027</b>
<b>Reviewed by:</b>	<b>Full Governing Board</b>
<b>Signed:</b>	<div> <b>(Headteacher)</b></div>
<b>Signed:</b>	<div> <b>(Chair of Governing Body)</b></div>
<b>Date:</b>	<b>25.11.2025</b>

This policy outlines the teaching, organisation, leadership and ethos of the Early Years Foundation Stage at Dingle Community Primary School. The implementation of this policy is the responsibility of all the teaching staff.

## **The Best Start in Life and the Importance of the Early Years**

At Dingle Community Primary School, we are committed to ensuring that every child receives the best possible start in life. The Early Years Foundation Stage (EYFS) is crucial in laying the foundations for future learning, wellbeing, and long-term success. Children's earliest experiences significantly influence the development of their brains, attitudes, and dispositions, making high-quality early education essential.

The early years provide a unique window of opportunity where secure relationships, high-quality interactions and a well-planned, purposeful curriculum have the greatest impact. Through our values of V.O.I.C.E—ensuring every child feels Valued, offered Opportunities, included through Inclusion, supported with Compassion, and Empowered to thrive—we create an environment where children can flourish.

High-quality EYFS provision enables children to:

- Develop strong attachments and trusting relationships that support emotional security, resilience, and independence.
- Build rich language and communication skills, which form the foundation for later learning across the curriculum.
- Engage in purposeful play and exploration that nurtures curiosity, imagination, problem-solving, and critical thinking.
- Strengthen physical development through active learning that promotes coordination, motor skills, and healthy habits.
- Grow in confidence and self-regulation, developing the social and emotional skills needed to collaborate, manage their feelings, and form positive relationships.
- Establish secure early reading and mathematics skills, supported through systematic teaching, high-quality modelling, and meaningful application in play.
- Experience a curriculum that celebrates diversity, builds cultural capital, and broadens children's horizons from the earliest stage.
- We are committed to identifying needs early and providing timely, effective support for all children, including those with SEND or vulnerabilities. Early intervention is critical in closing gaps, removing barriers, and ensuring all pupils have the opportunity to achieve well.
- Our EYFS practice is rooted in the principles of A Unique Child, Positive Relationships, Enabling Environments, and Learning and Development, ensuring that every child is nurtured, challenged, and inspired during their first steps in education.
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At Dingle Community Primary School, we believe that the Early Years Foundation Stage is an integral part of a child's development and education. It is where all learning begins and is the foundation that all learning builds upon. With this understanding at the core of our pedagogy, we aim to provide inspiring, exciting and purposeful learning experiences through our skills-based curriculum, to ensure all our children receive the very best start to their education, in order for them to grow, learn, succeed and enjoy life.

We understand that the transition from home, to preschool, to school is a challenge for all. We aim to make this transition as comfortable and as smooth as possible with positive and supportive partnerships with children and parents. We will endeavour to provide a calm and supportive environment in school, where all children and parents feel safe, valued and welcome. We firmly believe that it is our duty to help prepare all of our children for school life. Our curriculum is based on research and underlying pedagogy.

Our ultimate aim at Dingle, is to nurture our children to become independent, inquisitive and curious learners, who follow their own learning interests and challenge themselves to achieve. We believe we can support and encourage all children to be the very best they can be and aim to unlock potential in all. We want our children to develop a love for learning, surrounded by friends and caring adults. We believe that Dingle is a place 'where every child has a voice' and 'a child who feels heard is a child who dares to dream'. All children deserve to be confident and show pride in their achievements, but most importantly, they deserve to be happy at their school and be ready to begin the next stage of their lives.

*'Every child deserves the best possible start in life and also has the support they need to fulfill their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe*

*and happy childhood is important in its own right. Good parenting combined with high-quality early learning provides the foundations children need to make the most of their abilities and talents as they grow up.’ (‘The Statutory Framework for the Early Years Foundation Stage.’ DfE March 2014).*

### **Curriculum Implementation**

At Dingle Community Primary School, our EYFS curriculum is designed to give every child the best possible start to their learning journey. Our intent is to provide an ambitious, language-rich, inclusive curriculum that secures the essential foundations for future success, ensuring every child is valued, offered rich opportunities, included through high-quality inclusion, nurtured with compassion, and empowered to thrive.

At Dingle Community Primary School, our EYFS curriculum is delivered through high-quality teaching, purposeful play and a language-rich environment where every child feels safe, valued and ready to learn.

We implement our curriculum by:

- Using skilled adult interactions to model language, extend thinking, and promote curiosity.
- Planning a clear, progressive curriculum from Nursery to Reception, with a balance of child-led exploration and focused adult-directed learning.
- Teaching phonics and early reading with fidelity to Little Wandle, supported by daily reading, high-quality texts and vocabulary development.
- Providing purposeful continuous provision that is well-organised, engaging and regularly enhanced to meet children’s needs and interests.
- Focusing on the Characteristics of Effective Learning to develop independence, resilience and problem-solving.
- Ensuring inclusive practice, early identification of need and targeted support for children with SEND or vulnerabilities.
- Working closely with parents through workshops, communication and shared learning opportunities.
- Using ongoing assessment to inform teaching, shape next steps and ensure all children make strong progress.

Our indoor and outdoor environments are carefully designed to promote exploration, physical development, and a love of learning from the very start.

### **Early Years at Dingle**

Here at Dingle our early years setting consists of:

- a Preschool class (Dingle Ducks)
- a Reception class (Class D)

In Preschool, we offer morning or afternoon session places for children aged 2-4. We also offer some all day places to parents who are in receipt of 30 hours free childcare from the government (<https://www.gov.uk/30-hours-free-childcare>). All children are able to attend our Preschool from the term after they turn 2/3. Our Preschool class is led by qualified Learning Support Practitioners.

In Reception, we offer 30 full-time school places for children aged 4-5. Our Reception year consists of one class of 30 children, led by a qualified teacher.

We have two classrooms (one for Preschool, one for Reception) and a dedicated early years outdoor area which is shared by Preschool and Reception. Staff ensure each area of the setting is specific to the development of the children and to ensure there is clear progression from Preschool to Reception.

### **Staff**

Mrs Kitching- EYFS Lead and Reception teacher  
Miss Evans  
Mrs James  
Mrs Wilkinson  
Miss Bouleuth

### **EYFS Key Documentation**

#### **Statutory Documents used:**

- Statutory Framework for the early years foundation stage 2025- [Early years foundation stage \(EYFS\) statutory framework - GOV.UK](#)
- Early Years foundation stage profile 2025 handbook- [Early years foundation stage profile handbook - GOV.UK](#)

#### **Non-Statutory Documents used:**

- Development Matters 2023- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1180056/DfE\\_Development\\_Matters\\_Report\\_Sep2023.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1180056/DfE_Development_Matters_Report_Sep2023.pdf)
- Early Years Foundation stage Nutrition Guide- [Early Years Foundation Stage nutrition - GOV.UK](#)
- Lullaby Trust Early Years Setting Safer Sleeping Guidance (see Dingle Safer Sleeping Policy 2025)- [Safer sleep awareness for early years settings booklet | The Lullaby Trust](#)

At Dingle Community Primary School, we follow the statutory framework legal requirements, guidelines and expectations as set out in the 'Statutory Framework for the Early Years Foundation Stage' document across both Preschool and Reception. We also consider the above documentation for children in Year 1 who require more support and time in the early years curriculum.

#### **The EYFS is based upon four principles:**

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through positive relationships
- children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- children develop and learn in different ways and at different rates.

#### **To achieve our aims we will:**

- Provide a calm and purposeful learning landscape which inspires curiosity and encourages learning through play and exploration, using all the senses, both indoors and out.
- Create an inclusive and supportive environment to all which welcomes and celebrates our similarities and differences
- Provide high-quality teaching and facilitate high-quality learning through exciting, firsthand experiences through play
- Provide learning through our skills-based curriculum to equip all children with the necessary skills, which can be applied through all areas of learning
- Value and build on previous experiences
- Allow time for children to produce learning of depth and quality
- Acknowledge that how children learn (the Characteristics of Effective Teaching and Learning) is as important as the content taught
- Provide a foundation for positive attitudes and values
- Celebrate achievements
- Deliver the curriculum using a variety of teaching strategies and cater for a variety of learning styles and stages of development

### **Learning and Development**

## The EYFS Curriculum

We aim to provide a broad, balanced and holistic approach based on the four themes of the Early Years Foundation Stage (A Unique Child, Positive Relationships, Enabling Environments and Learning and Development). Our EYFS curriculum is uniquely flexible and carefully planned in accordance with the current cohort's needs, development stages and interests. This is reviewed and adapted each year to ensure we are effectively supporting, challenging and maximising progress and attainment of all children. There is a clear progression of knowledge and skills in all areas of development from Preschool to Reception. Both Preschool and Reception teachers work collaboratively as a team to plan and organise the curriculum and teaching and learning opportunities for inside and outside the classroom under themes of interest which the children have expressed. Teachers use the Non-Statutory Development Matters curriculum and skills progression documents as reference when planning effective teaching and learning activities for the children, this is to ensure the children build on previous knowledge and understanding and gain new skills which they can apply in all areas of the curriculum. This also enables all children to access all areas of the classroom and curriculum, following their own learning interests and challenging themselves. The curriculum is accessed through a combination of play, child-initiated and adult-directed activities.

## Areas of Learning

As stated in the Statutory Framework documentation, there are seven areas of learning in early years. Teachers plan specific activities based around all seven areas of learning when appropriate and will use their knowledge and understanding of child development to inform their responses to a child's learning during play to support each child in their next steps in their development.

The areas of learning are:

Three Prime Areas- which are crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive. These are the main focuses for learning in Preschool to ensure the children are school ready. However, all children will be exposed to all areas of learning in every stage of the EYFS, and staff will use their professional judgment when deciding to introduce more specific areas of learning when the children are ready.

**Personal, Social and Emotional Development**  
**Communication and Language**  
**Physical Development**

Four Specific Areas-

**Literacy**  
**Mathematics**  
**Understanding of the World**  
**Expressive Arts and Design**

## Key Themes and Texts

The following themes and key texts are planned across Early Years. These are used to support the wider activities available in the learning environment and the key texts are used to base Literacy learning around. These texts are:

Term		Autumn	Spring	Summer
Theme		Me and My World	Food Glorious Food	What a Wonderful World
1	Preschool	Goldilocks and the Three Bears	The Tiger Who Came to Tea	Dear Zoo
	Reception	The Enormous Turnip	The Little Red Hen	Whatever Next
2	Preschool	The Gingerbread Man	Handa's Surprise	The Very Hungry Caterpillar

	Reception	The Three Little Pigs	Jack and the Beanstalk	Billy's Bucket
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### **Learning through Play**

At Dingle we understand and value the importance of learning through play in the early years. We know that it is the best way young children learn and through play, children and young people of all ages develop problem-solving skills, imagination and creativity, language and observation skills, and memory and concentration. Children and young people use play to test their theories about the world and their place in it. Each area of learning and development must be implemented through planned, purposeful play and a mix of adult-led and child-initiated activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems and relate to others. Children learn by leading their own play and by taking part in play which is guided by adults. There is an ongoing judgment to be made by practitioners about the balance between activities led by children and activities led, or guided, by adults. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning they will experience in Year 1.

### **Reading**

All children in Preschool and Reception will receive a daily Phonics session using 'The Little Wandle' Phonics programme which is used throughout school. Children in Preschool who are 3-years-old and above will begin the 'Foundations' unit of Little Wandle Phonics, while our 2-year-old children will take part in Wellcomm activities to support communication and language development in small groups.

Children will be regularly assessed according to the Little Wandle programme to ensure progress is made. If a child is not meeting the expected standard in Phonics, additional support will be put in place in the form of catch up sessions.

In Reception, all children will be listened to read by an adult three times a week following the 'Little Wandle' reading programme. Each child will take home a decodable book appropriate to their ability and a library book which is for an adult to share with the child. Children are expected to practice reading with an adult at home at least three times per week.

In Preschool, all children will take home a library book which is for an adult to share with their child every week.

### **Writing**

Daily handwriting practice sessions will take place for all children in EYFS following the 'Kinetic Letters' handwriting scheme.

In Preschool, this will begin with practical activities to support children's gross and fine motor skills, focuses on 'making our bodies stronger' and getting ready for writing. Daily opportunities for mark making will be readily available for all children in the learning environment.

In Reception, children will initially begin with practical activities to get children ready for writing such as dough disco, squiggle while you wiggle, movement activities, and then will move onto daily Kinetic Letters sessions when they are ready to write. Daily Literacy whole class sessions will take place where children will take part in shared writing activities. Opportunities for writing will be available for all children throughout the learning environment. Children will also complete one writing focus activity in their Literacy book per week in a small group with the class teacher.

### **Maths**

Reception children will take part in daily practical maths activities in small groups with the class teacher following the 'Mastering Number' and 'Power Maths' programmes. Opportunities for maths learning will be available for children in the learning environment where children can practice their number, shape, space and measure skills.

Preschool children will take part in two whole class practical maths activities per week which are planned using the skills progression document and the non-statutory guidance document 'Development Matters'. Opportunities for maths learning will be available for children in the learning environment where children can practice their number, shape, space and measure skills.

## **The Wider Curriculum (CL, PSED, PD, UW, EAD)**

All areas of the curriculum are planned for using the EYFS skills progression document and the non-statutory guidance document 'Development Matters'. Practitioners plan learning invitations and provocations which include the wider curriculum areas on a weekly basis these activities could take place inside or outside and must meet the needs and interests of the children.

## **Forest School**

All children in EYFS will have the opportunity to take part in Forest School activities in our designated Forest School area on site. Forest School is a child-centred inspirational learning process that offers opportunities for holistic growth through regular sessions. It is a long-term program that supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting. Information regarding days and clothing for Forest School will be provided nearer the time of the activity beginning.

## **PE**

All children in Preschool and Reception will have the opportunity to take part in physical development activities daily both inside and outside the classroom in our learning landscape. In Autumn 2, Spring 2 and Summer 2 children in Reception will also have a weekly opportunity to take part in a physical education lesson. The session will be designed specifically for early years children and will help to develop their physical skills which can be applied to all areas of the curriculum and their development. Children are required to attend school in their PE kit on this day to take part in these sessions and further information will be shared with parents when the child starts school.

## **A Unique Child**

At Dingle Community Primary School, we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We know that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by their school and home environments and we begin to build links with the families. We observe how each child learns to gain an understanding of the characteristics they develop to become effective learners and apply our own understanding of child development to support and challenge each child at the appropriate level. We use questioning, praise and encouragement to develop a positive attitude to learning and high self-esteem. During their first year at school, the children are introduced to the learning habits. They are taught to be observant, investigative, curious, determined, imaginative, adventurous, co-operative and to use reasoning. Children begin to understand the concept of the growth mindset. They are taught that they can 'grow their brains' so that they understand that everyone can learn with practice and effort. The children are taught how to learn and how to become successful learners.

In the EYFS, we have realistic, but challenging, expectations and meet the needs of all our children through:

- planning opportunities that build upon and extend children's skills, knowledge, experience and interests
- developing their self-esteem and confidence through a creative curriculum and learning environment
- using a wide range of teaching strategies based upon children's learning needs
- providing a wide range of opportunities and environments to motivate and support children and to help them to learn effectively
- providing a safe and supportive learning environment in which each child's contribution is valued
- monitoring children's progress and taking action to provide support as necessary

It is vital that all children in the school are safe. Through our EYFS curriculum, we provide children with opportunities to help them develop the skills they need to keep themselves safe. Children should be allowed to take risks but need to be taught how to recognise and avoid hazards both in the real and virtual world.

## **Positive Relationships**

Here at Dingle, we recognise that children learn to be confident and independent through the development of secure relationships. We develop caring, respectful, professional relationships with the children and their families. Staff develop good relationships with

all children, interacting positively with them and taking time to listen to them. We support both parents and children with the transition to Preschool and Reception through home visits, stay and play meet the teacher sessions and workshops for parents. The EYFS team will meet to discuss the new intake of children so we can meet individual needs.

Here at Dingle, we offer termly parent engagement sessions where parents/carers can interact with their child in the learning environment. We also hold termly parents evenings where parents/carers can discuss their child's progress and attainment.

### **Enabling Environments**

We recognise that the learning landscape plays a key role in supporting and extending the children's development. The role of both the indoor and outdoor environment in learning/organisation is to provide awe and wonder for all children and provide opportunities for child-initiated activities reflecting the topic where they can develop gross motor skills, social skills etc. We provide stimulating resources, which are accessible and open-ended so they can be used, moved and combined in a variety of ways and inspire curiosity. We have an expectation that our learning landscape promotes a calm and purposeful atmosphere through the use of natural colours and objects to spark interest and creativity. This ensures children and staff feel relaxed, safe and prevents auditory overstimulation from too much noise and visual overstimulation from too many bright colours and busy/cluttered displays and learning spaces. We take pride in our learning landscapes and promote respect, concentration, engagement and interest by adapting/adding/changing the learning opportunities in the environment to give new experiences for our children, keep their attention, give them opportunities to practice their skills, develop their knowledge and understanding and developing a love for learning by having lots of fun!

It is also an expectation that we try to keep our resources as real as we possibly can so that children develop skills such as respect and care. Children are given opportunities to take reasonable risks in the learning landscape through the use of real items. Real items often include breakable items so that children not only learn from an early age to take care, be responsible and show respect to the world around them, but also to raise excitement and engagement to a new level. Children can relate to real items in the home area for instance far more than plastic items which do not feel, smell or look like the real thing they are supposed to be imagining in their play.

### **Assessment and Evidence collecting**

#### **Knowledge and Understanding of a child's stage in the development**

Informal, verbal assessments of the children take place continually amongst staff as progress or difficulties are noted or commented on. Staff respond to this kind of assessment by adapting their teaching style, expectations, level of support, language or activities to suit, usually instantaneously.

Assessment and evidence of learning is collected through practitioner observations which will add to the class teacher's knowledge and understanding of each child's stage of development and what their next steps are. Adults will observe and interact with children carrying out activities which they have initiated, interacting with peers and other adults. This may be in the form of anecdotal observations, photographs, scribed child's voice and contributions from parents or carers. As stated in the Early Year Statutory Framework 2025 guidance, physical evidence of children's learning should be kept to a minimum so staff can spend more quality time interacting with the children during play and also more effectively move learning on and develop skills. With this in mind, practitioners will keep a small amount of physical evidence of learning for each child, which will be displayed on each individual child's learning wall and on other displays around the classroom where appropriate. It is vital that evidence is only collected which shows a child's independent learning and the evidence should show new learning, not repeated learning examples. Each child will be presented with a paper 'learning journey' of their collected evidence at the end of the year to show parents progress and achievements. Children are encouraged to take some items of learning home to share with parents/carers.

Adults will observe children playing and learning across both the prime and specific areas of the curriculum. For example, they will observe the children interacting with others, listening and responding, mark making or writing, using and applying their phonic and mathematic skills etc. This will be through a play-based activity that the child has either chosen or shown interest in. Adults will use this to add to their understanding and knowledge of the individual child, their interests, progress and attainment. As stated above, there is no expectation to collect physical evidence for each individual child, but key pieces of learning should be displayed to showcase our learning journey and the skills we have been focusing on.



This proves to be a valuable aid to our planning and helps us to make informed decisions about the appropriateness of our curriculum and to make monitoring and reporting of the children's development more accurate and accountable. Parents/carers are informed via the end of term and end of year reports and via parent/carers consultations.

### **Formal Assessment**

#### **Pre-school visit:**

This is one of our first personal contacts with the children entering our provision and whilst it is primarily an opportunity to meet and talk with the child and his/her parents or carers, it is also a time for staff to begin gathering information regarding the child.

#### **Home Visit:**

This is a valuable time to find out about the children in their own environment. We carry out a very informal assessment of the child during play activities, which is part of the initial baseline and aid to planning when the child enters the setting.

#### **Baseline Assessment:**

On entry to EYFS, all children are assessed to determine their starting points in their development. These results enable the teachers to plan for the next steps of all children. It also provides the school with the evidence to monitor the school's performance in later years as the children progress through the school. This will take place within the first 6 weeks of the Autumn term for Reception children and within the first 6 weeks of starting Preschool. Baseline assessments consist of:

#### **Preschool children**

- Observations by practitioners using our own EYFS skills progression document and the Non-Statutory guidance 'Development Matters'.
- Staff will spend time in the first few weeks getting to know the children through play activities and also speaking to parents and the child's previous setting to gain a clear picture of the child's stage in their development
- Wellcomm assessment (Communication and Language assessment)

#### **Reception children**

- UK Government Reception Baseline Assessment  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1153546/2023\\_Reception\\_baseline\\_assessment\\_assessment\\_and\\_reporting\\_arrangements.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1153546/2023_Reception_baseline_assessment_assessment_and_reporting_arrangements.pdf) Information regarding a child's baseline assessment will be reported to parents.
- Observations by practitioners using our own EYFS skills progression document and the Non-Statutory guidance 'Development Matters'.
- Staff will spend time in the first few weeks getting to know the children through play activities and also speaking to parents and the child's previous setting to gain a clear picture of the child's stage in their development
- Wellcomm assessment (Communication and Language assessment). This will be for the children who were working below age related expectations in Communication and Language at the end of Preschool.

All Preschool pupils are assessed on their language and communication skills using the WELLCOMM tool. The WELLCOMM tool scores children based on their use and understanding of language based on their age in months.

- If a child achieves a Green score, it means that they are using and understanding language at an age appropriate level.
- If a child scores Amber, it is an indication that a child is working below age appropriate level and will require some extra support.
- If a child scores Red, it is an indication that a child is working significantly below an age appropriate level and may require some more specialist involvement with other agencies or Inclusion Support.
- Children that scored Amber or Red are screened again later in the Autumn term to see if they are now working at an age appropriate level in their use and understanding of language. If not, they are identified for a further layer of support in Reception and will be screened accordingly.

Pupils who are new to the school and join Dingle later in the Reception year will also be screened using the WELLCOMM tool if the class teacher has a concern regarding their speech and language development to ensure that staff are able to assess their use and understanding of language and can identify any support needs early on.

#### Assessment points

Assessment and stages of development will be collected and reported by each class teacher for Preschool and Reception at the following points during the academic year:

- Baseline (September-within the first 6 weeks)
- Mid point (February half term)
- End point (June)

For Reception children, the class teacher will use their professional judgment to assess each child against the 'Early Learning Goals' set out in the EYFS Profile handbook. This assessment will indicate whether a child is at a 'good level of development' or has 'not met the expected standard' for their age. This assessment is reported to parents and to the local authority as a statutory assessment.

[Early years foundation stage profile handbook - GOV.UK](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612722/early-years-foundation-stage-profile-handbook.pdf)

#### Assessment for Learning:

As part of the learning process, children will discuss with their peers, and/or with relevant adults, the outcomes of their learning, it's merits and the ways in which it can still be improved. This will be done on a regular basis and will involve:

- Children's conversations to help determine whether success criteria have been met
- Conversations with teaching staff to help determine whether success criteria have been met
- Use of AfL strategies

All of the above will support and augment school's formal assessment procedures.

#### **Planning**

Planning will be completed by the EYFS for both Preschool and Reception. Preschool staff will contribute their knowledge of the children's abilities, interests and next steps. Preschool practitioners are to add notes and ideas to the basic weekly plan with suitable activities. Practitioners plan learning using our skills-based curriculum to ensure that all areas of learning are covered equally throughout the week, term and year.

In EYFS, we plan the curriculum and learning opportunities in the following ways:

- medium term plans- these consist of learning intentions and opportunities taken from 'Development Matters' and our skills progression documents which are mapped out week by week across a term
- short term weekly plans- these give more detail in regards to the learning objectives, success criteria, child initiated, adult-led focus tasks, play-partner activities, learning landscape activities and resources to enhance the provision to ensure the children are given opportunities to practice skills and develop their understanding through the environment, evaluations and next steps for the seven areas of learning

Planning is monitored termly by the Early Years Foundation Stage Lead to ensure consistency, quality teaching and learning and a broad and balanced coverage of the curriculum. Teachers take into account the children's interests and incorporate this into weekly planning where possible through their knowledge of the children.

#### **Special Educational Needs and Disabilities (SEND)**

We consider every teacher to be a teacher of every child, including those with special educational needs and disabilities (SEND) and those who are more able, gifted and talented (MAG&T). We have the highest aspirations and expectations for all pupils to be the very best they can be.

We aim to provide all children, including those with SEND or MAG&T, with a broad, balanced academic and social curriculum, which is accessible and ensures they are fully included in all aspects of school life and feel equally valued and fully part of the school community. Teachers will involve all pupils through carefully planned and differentiated activities.

We aim to identify as soon as possible children who have Special Educational Needs and Disabilities (SEND). Together with the help of parents/carers and the school's Inclusion Manager we plan for individual needs through provision mapping across the Foundation Stage. If a child is in need of support in multiple areas, we can plan an Individual Provision Map (IPM) to support them and personalise their learning experience further, enabling them to make progress in their areas of need. This approach is in line with the Special Educational Needs Code of Practice.

For children under 5-years-old with additional needs, links will be made with the Integrated Early Years Service team (IEYS). Children aged 5-years-old and upwards will be supported through Dudley Inclusion Support where school can seek advice and strategies from Educational Psychologists, Special Educational Needs Advisory Teachers, sensory support etc.

We aim to identify any children with speech, language and communication needs (SLCN) as early as possible and give parents the information to refer their children for SALT. Once the children have been assessed, we work closely with the child, parents and SALT to develop the child's speech and language skills through their individualised programme.

### **Social, Emotional and Mental Health**

#### **Well-Being Responders**

Designated Well-Being Responders are available throughout the day to support any children with social, emotional and mental health needs. Staff are contactable via the school radio and will respond to support children in and around school. Well-Being Responders can also support children on a more regular basis if necessary depending on the needs of the children.

#### **Nurture**

Reception pupils in need of extra support in managing their feelings and behaviour, turn taking and social skills can access extra support for this through our Nurture provision. Children may be identified by staff or parents and carers and will then be assessed using the Boxall Profile tool to decide whether attending the Nurture group would be beneficial to them. This provision will be set up for Early Years children when the need arises.

#### **What is a Nurture Group?**

Nurture groups offer an opportunity to benefit from the early nurturing experiences that some children lack, giving them the skills to do well at school, make friends and deal more calmly with the trials and tribulations of life, for life.

Our Nurture group is a class of up to 10 children, run by two members of staff, overseen and supported by the school's Inclusion Manager.

Nurture groups assess learning and social and emotional needs and aim to give whatever help is needed to remove barriers to learning. Children are supported by role modelling, demonstration and gestures. The relationship between the two staff, always nurturing and supportive provides a role model that children observe and begin to copy. For more information, please visit the following link:

<https://www.nurturegroups.org/>

#### **Sensory Hub**

If a child attends Sensory Hub full time, they will engage in their learning and development through differentiated activities, based on their year group's curriculum, that are designed to meet the individual ability level and needs of each learner.

In the Sensory Hub, the Development Matters guidance and skills progression document is used, in conjunction with the Preskills Curriculum developed by the Complex Communication and Autism Team from Sandwell Inclusion Support.

### **Admissions and Transition**

#### Principles:

Transition should be a smooth and seamless journey for all children, which takes account of the differences and particular needs of children. This relies on close, respectful relationships between families and schools.

- If children have attended a previous Early Years setting, we will liaise with the previous setting, parents or carers to gather any relevant information.
- For children who may have difficulty settling into school or children with Special Educational Needs and/or Disabilities (SEND), we will work closely with parents and carers to plan an individual transition plan with personalised arrangements. This may include: extra transition visits for children, home visits by staff, visiting the child in their current setting and liaising with outside agencies who are involved with the child.
- We have 3 intakes for Preschool (Autumn 1, Spring 1, Summer 1). Children will be offered a place starting the term after they turn 2/3 if places are available. Any children who do not get offered a place due to capacity will be placed on a waiting list. Parents/carers will be contacted when a place becomes available.
- Parents/carers can apply for Preschool places via the online form on the school website. Parents/carers of 3-year-old children can choose either 5 morning sessions, 5 afternoon sessions or full time in order to develop consistency for the children and prepare them for starting school. Parents/carers of 2-year-old children can choose different options for sessions (see the Admissions Policy 2025)
- We have one intake in September for Reception children. Admissions for this are managed by the local authority.

#### Transition from home to Preschool:

- We provide a pre-visits for all children entering the setting for the child to attend with their parent/carer.
- We offer a home visit for Preschool children and an information booklet regarding the organisation and expectations of Dingle EYFS.
- We have a staggered intake when children enter the beginning of the Preschool thereby getting to know the children and his/her parents/carers that much more quickly.
- Individual arrangements can also be made for pupils who are struggling with the transition process.

#### Transition into Reception:

Children entering Reception can find the transition process daunting whether they have attended a previous early years setting or not. We aim to make this transition as comfortable as possible for children and their families.

- We provide a pre-visit for all children entering the setting for the child to attend with their parent/carer.
- Parents are invited to a Reception parents intake meeting in the Summer term of the academic year before their child is due to start in Reception.
- We have a staggered intake when children enter the beginning of Reception thereby getting to know the children and his/her parents/carers that much more quickly and also by giving children the time, space and support to get to know the staff, the environment and routines in a controlled and gradual way so that children feel safe and comfortable in the setting.
- Individual arrangements can also be made for pupils who are struggling with the transition process.

#### Links between the Reception and Year 1:

- Reception and Year 1 teachers meet in the summer term to discuss the children's learning styles, age and stage of development and plan for a smooth transition into Key Stage One.
- Reception children meet their Year 1 teachers in the summer term and spend time in their new classes. Again, for pupils that may struggle with transition, individual arrangements can be made.

The EYFS principles and experiences underpin and dovetail into the National Curriculum at Year 1. These two curriculums merge to form a continuum of learning.

### **Partnership with Parents/Carers**

Parents and carers are regarded as partners in their child's learning. They are encouraged to add to the evidence used to compile a rounded picture of their child's progress by sharing key learning and events with the EYFS staff.

There are both formal and informal opportunities for parents/carers to be involved in their child's learning and education. Parents are encouraged to join in any of our activities whenever they are able.

We hold half termly parent engagement sessions for both Preschool and Reception pupils and their parents. These begin after the children have successfully transitioned into the setting in the Autumn term (and after the January intake for Preschool) and provide an opportunity for parents to become immersed in the learning environment and experience a learning session from entry to the setting to the end of session. Parents are also welcomed into school to take part in sports days and special assemblies as and when they arise.

We encourage parents/carers of the children to come into school on an informal basis to look at the children's learning and to talk to the EYFS staff. We also encourage parents/carers to request a more formal appointment to discuss their child's progress in school at any point in the school year, should they feel that this is necessary.

Throughout the year, parents will be invited to a variety of workshops and learning celebrations where they can celebrate their child's achievements and support their child's development.

Parents will receive a formal end of year report which summarises pupils progress towards achieving the Early Learning Goals and also the Characteristics of Effective Teaching and Learning. There is also a more formal opportunity for parents to attend a parent's evening each term. Parents will be informed of the date in the Autumn term.

*\*The Characteristics of effective teaching and learning take into account children's learning styles. Children learn using a variety of learning styles, which are unique to them. The Characteristics of effective learning help focus on **how** children learn rather than **what** children are learning.*

### **Times of the Day**

#### **Preschool**

#### **Full time Preschool Provision**

Dingle offers places for the 30 hours entitlement. We also offer 30 hour (full time) places for parents willing to pay. For full details on the 30 hours offer at Dingle, please see our Preschool Admissions Policy 2025.

#### **The pattern of attendance that we offer for a full time (30 hour) place at Dingle Hawthorn is:**

Monday:	8.40am-11.40am 12.30pm-3.30pm
Tuesday:	8.40am-11.40am 12.30pm-3.30pm
Wednesday:	8.40am-11.40am 12.30pm-3.30pm
Thursday:	8.40am-11.40am 12.30pm-3.30pm
Friday:	8.40am-11.40am 12.30pm-3.30pm

**A charge will be made for the cost of supervision and a meal during the 50 minute dinnertime period.**

Children will be greeted and collected from their Preschool classroom by their dinnertime supervisor at **11.45am**. Their dinnertime supervisor will take them to the dinner hall to support and supervise them throughout this period. They will be supported in:

- Developing independence in health and self-care skills e.g. washing and drying hands before lunch.
- Helping to further develop skills such as using cutlery, cutting food up effectively etc.

- Reinforcing table manners and social skills around the dinner table.

They will also spend time on the Sensory Hub playground area supported by their dinnertime supervisor, giving them a chance to continue to develop their play and social skills with others, before being taken back to the Preschool setting to begin the afternoon session at **12.30pm**.

### **Reception times of the Day**

8:40 School begins and classroom door opens

8:50 Door closes. If children are brought to school after this time, then they will have to enter via the office and will be marked as late.

12:05 Lunch time

1:05 End of Lunchtime

3:10 Home time

Further details regarding the structure and times of the day will be shared at parent meetings. Before school and after school provision is available for all children (see school website for details).

### **Equal Opportunities**

All the children in Dingle EYFS are treated with the same respect, concern and professional expectations regardless of ability, religion, culture, lifestyle, social background, race, gender, ethnicity, age or language. We are committed to ensuring that displays, books and equipment reflect the diversity of backgrounds from which our children come. All children are given access to all areas of Early Years learning and adults sensitively intervene to ensure this, if necessary.

### **Health and Safety**

How do we maintain a healthy and safe environment?

By ensuring staff and/or children are aware of and carry out:

- Personal hygiene
- Safety procedures, locking doors and gates
- Maintenance of clean environment
- Maintenance of clear exits and pathways
- Emergency fire drill/evacuation procedures
- Trained first aid staff available.
- Trained staff to deal with spills and bodily fluids.

### **Curriculum Impact**

Children have the best start to their life and are ready for the next stage of education. They are enthusiastic, exploratory and inquisitive learners who show excellent learning behaviours. Children are happy, content and comfortable in school due to their secure and positive relationships with adults and other children. Children are competent communicators, have solid personal, social and emotional skills and show good physical development skills, which they can transfer into a wide variety of learning areas. They have an excellent understanding of the world around them and can draw on their personal experiences in and out of school to increase their knowledge and understanding further. Children continue to excel and make outstanding progress long after they have left Reception, but always remember their Early Years education and how it has made them the learner they are today. Further impact is as follows:

- Smooth transitions between home and school, Preschool and Reception, Reception and Year 1.
- Children love coming to school and have positive relationships with staff and other children around them
- Children feel included, appreciated, understood by staff and proud of who they are
- Happy, confident, independent and inquisitive children who display a love for learning
- Children are school ready and have the required knowledge and skills to continue their learning journey

- Children are creative problem solvers who challenge themselves to be the very best they can be
- Parental satisfaction, measured through verbal and written feedback to the teachers and Head Teacher and via parental consultations and comments.
- Children to achieve a 'Good Level of Development' by the end of Reception
- Evidence of high quality teaching and learning; measured by planning, assessments, annotated learning samples and observations of individual children at work and play.

#### **Summary Statement**

In the Dingle Early Years Foundation Stage, it is our aim to provide the best early years experience we can for the children using our provision. We are dedicated professionals who are passionate about making learning fun, exciting, appropriate and effective to give young children the kind of start to school to which they are entitled to, deserve and in a style they need.