



Danson Primary School

EYFS Handbook



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1.1 Statement of Intent for the Early Years Department

The quality of the Early Years education at Danson is exceptional.

- The EYFS curriculum provides no limits or barriers to the children's achievements, regardless of their backgrounds, circumstances or needs. The high ambition it embodies is shared by all staff within the department.
- The impact of the curriculum on what children know, can remember and do is strong. Children demonstrate this through being deeply engaged and sustaining high levels of concentration. Children, including those from disadvantaged backgrounds, do well. Children with SEND achieve the best possible outcomes.
- Children are highly motivated and are eager to join in. They share and cooperate well, demonstrating high levels of self-control and respect for others.

1.2 2024/25 Early Years Priorities

- To continue to develop the outdoor learning area to enhance learning opportunities in Reception, prioritising Communication and Language skills through high quality, language-rich environments.
- To effectively support EAL pupils as they begin their learning journey in Reception.
- To continue to develop and strengthen executive function skills, enabling children to improve self-regulation, working memory, and cognitive flexibility.
- To continue to prioritise and develop children's emotional awareness, ability to self regulate and competence in the way they interact with peers to support their personal, social and emotional development.

The Early Years priorities can also be found in the School Improvement Plan along with the whole school priorities.

1.3 Key Features of Effective Practice

The following key features of effective practice are threaded throughout this guidance and must be demonstrated on a daily basis and are integral through the curriculum. These features will form a benchmark for all performance review activities.

The best for every child

All children within our Early Years Foundation Stage will have:

- An equal chance of success.
- High-quality early education which is fully inclusive and accessible for all.
- Any special educational needs and disabilities identified promptly and given the extra help they need so they can progress well in their learning.
- High-quality care
- The opportunity to gain independence through positive relationships.

All children within our Early Years Foundation Stage will:

- Have rich experiences which are always central to the thinking of every member of staff.
- Thrive in a caring and nurturing environment.

The curriculum

All children within our Early Years Foundation Stage will:

- Receive a curriculum which is a top-level plan of everything the early years team wants the children to learn in the most effective ways.
- Be helped to develop their language skills through every activity they undertake.
- Receive a curriculum that is ambitious and exciting where careful sequencing will help them build their learning over time.
- Be able to follow their interests in a flexible and stimulating environment.

Pedagogy

All children within our Early Years Foundation Stage will:

- Make progress in their learning.
- Experience a pedagogy that has a mix of different approaches.
- Learn through play with each other and through high quality interactions with adults in the classroom.

Assessment

All children within our Early Years Foundation Stage will:

- Have their progress accurately assessed to know what they can do and what they know.
- Be quickly identified if they have a special educational need and need extra help.
- Be assessed through adults actively engaging with them.

Self-regulation and executive function

All children within our Early Years Foundation Stage will:

- Be helped to hold information in mind and focus their attention on what they need to do next.
- Be provided with many opportunities to use language to guide their actions and plans.

Partnership with parents

All parents/carers within our Early Years Foundation Stage will:

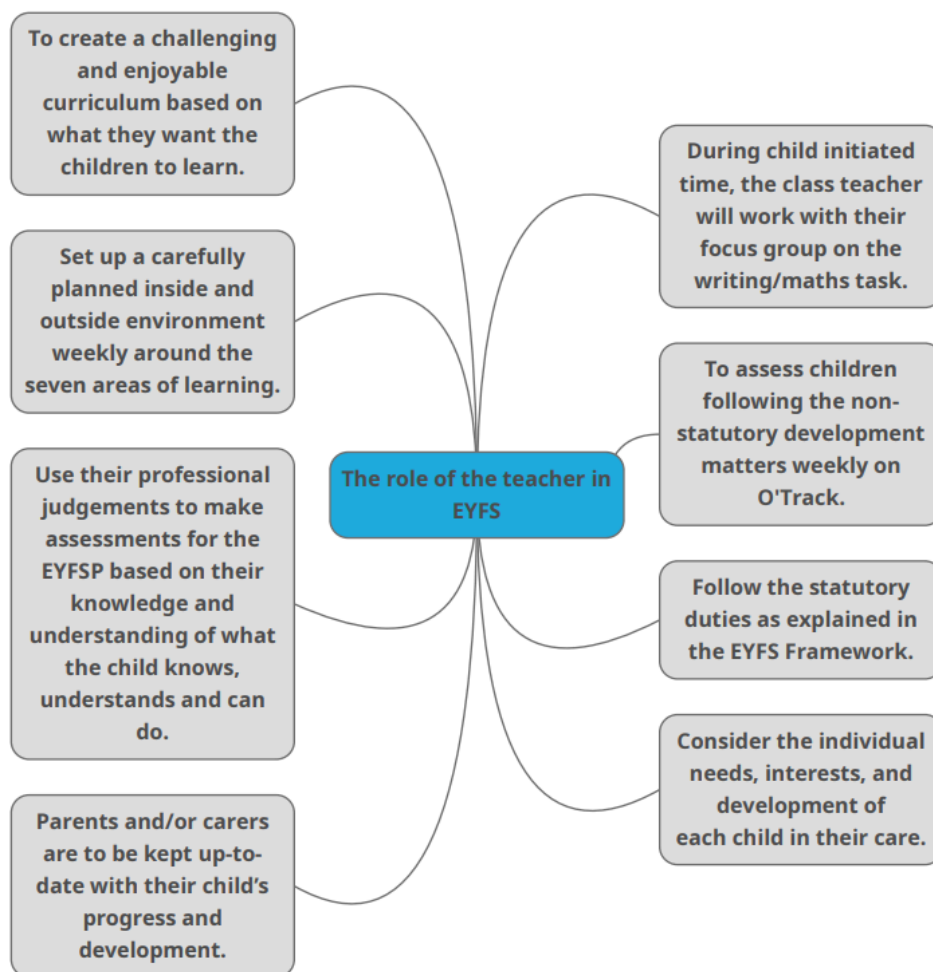
- Develop a strong and respectful partnership with EYFS staff and be able to become involved in the assessment of their children's learning.
- Be listened to regularly and given clear information about their children's progress.

It is a non-negotiable expectation that adults will support and engage with children for the duration of their time spent in class. Any administration tasks will be carried out before or after each session (with the exception of PPA). Observations of children will be carried out with them during daily routines and activities. Adults will involve the children in decision making to encourage them to think for themselves and view themselves as individuals with valid opinions. This includes consulting children on the activities they want and incorporating these ideas into curriculum planning. Regular circle time must be incorporated into the weekly planning for example to discuss the reasons for rules and boundaries and to encourage children to contribute their own solutions to issues.

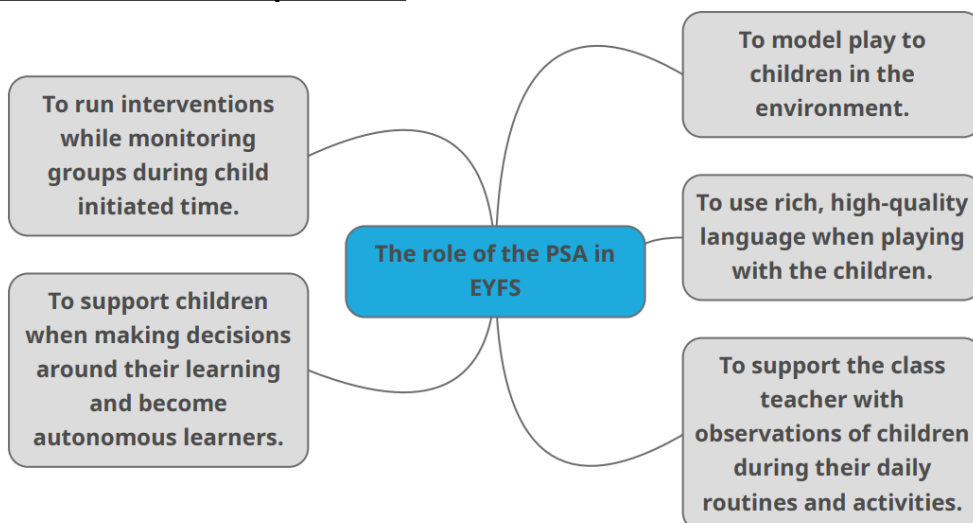
At all times adults will act as positive role models, they will demonstrate:

- A warm and kind approach that fosters a sense of belonging.
- A sensitive response to children's needs, feelings and interests.
- Praise and support of children's own efforts and independence.
- A consistency in setting clear achievable boundaries for children.
- A clear understanding of how to positively deal with negative or disruptive behaviour always with the individual child's needs in mind.
- Every effort to support the child's understanding of what is expected of them through modelling acceptable behaviour.
- Every opportunity throughout each session to develop and build on children's interests and what they already know.
- An understanding of the importance of developing a language rich environment and showing how they are extending children's language through the use of songs, nursery rhymes, stories and providing time for adult/child and peer to peer interaction and discussion.

1.4 The role of the teacher in the EY provision



The role of the PSA in the EY provision



1.5 Pedagogical Aims

There are the three main components of pedagogy in early childhood and these are; a) the content which is being taught (curriculum), b) the methodology or the way in which teaching is done and the development of cognition and c) effective skills required for successful functioning in society.

Therefore, the Early Years Foundation Stage team will ensure:

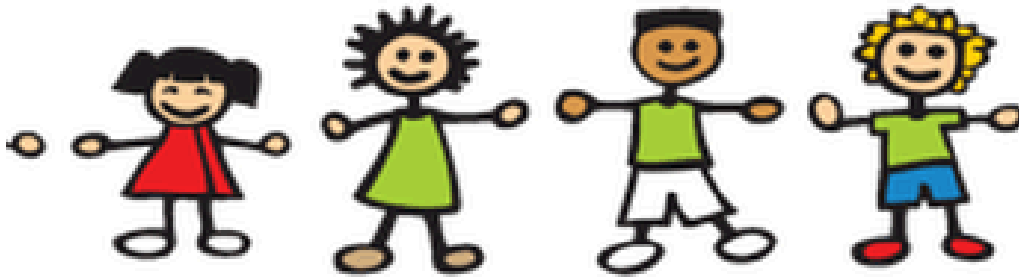
- A consistently high level of teaching so every child makes good progress and no child gets left behind.
- Each child settles well into EYFS department where the curriculum and routine is fully supporting and meeting their needs.
- A close working partnership between staff and parents and/or carers is established from the very beginning.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.
- That all children are fully prepared for their next stage of learning.
- The safeguarding and welfare of every child is given the highest priority.

1.6 Safeguarding

All EYFS staff have read and understood the Child Protection & Safeguarding Policy and are trained annually to identify signs of abuse and understand what they need to do. Anyone with a concern reports this promptly to the school's Designated Safeguarding Lead. In the case of a DSL absence, concerns must be reported to a member of the Senior Leadership Team who are Safeguarding Deputies.

Children trust the staff at Danson and know that they can speak to any adult if they have a concern. As a school, we have a clear 'Whistle Blowing Policy' to ensure that all concerns are reported and can be acted upon. The designated key worker for each child is their class teacher.

Reception



2.1 Transition into Reception

Transition into Reception must be carefully planned and additional support given to those children who find change in routine difficult to manage. It is essential that the receiving teachers are able to spend time observing children prior to transition and this can be carried out in the following ways:

- Transition will be an integral part of a long-term plan.
- Parents and carers in the Summer term will have an opportunity to visit reception classes with their children - Stay and Play.
- Transfer forms collected from previous provisions attended by the children and followed up with phone calls as appropriate.
- EYFS Lead & SENCO visit pupils in their nursery setting to explore any needs raised and ensure strategies are put in place to ease transition.
- SENCO attends Summer term TAC meetings.

2.2 Daily Timetable

Each day in Reception will follow a structured timetable. Continuous provision will be set up for the week inside and outside to ensure that all seven areas of learning are catered for across the provision. Ensuring that different areas of learning are occurring simultaneously means that children are able to make connections within their learning.

Activities set out for the week will also ensure that all children are able to learn and progress at their own pace and therefore enable the characteristics of effective teaching and learning. These activities will be adapted by class teachers if necessary to ensure that the child is at the heart of the learning and that if an activity is not moving the learning forward that it will be changed.

8.30-8.45	<i>'Drop and go' – Children come into school /Early Morning Work</i>
8.45-9.00	<i>Register/calendar</i>
9.00-9.45	<i>Read, Write, Inc.</i>
9.45-11.00	<i>Continuous Provision (CT task with a focus group and PSA modelling play and language with children)</i>
11.00-11.30	<i>Literacy input (communication and language focus)</i>
11.30-12.30	<i>Lunch</i>
12.30-1.00	<i>Maths Mastery Input</i>
1.00-2.20	<i>Continuous Provision (CT task with a focus group and PSA modelling play and language with children)</i>
2.20-2.45	<i>Science/EAD/UW/Music Input / Circle Time (Enhanced within the continuous provision to extend play)</i>
2.45-2.55	<i>Story time</i>
2.55-3.00	<i>Get ready for home</i>
3.00-3.05	<i>Hometime</i>

2.3

Environments

The indoor and outdoor classroom must truly reflect the teachers' vision for learning. Careful planning to ensure all children make good progress across all the areas of learning is imperative.

The emotional environment:

- If they feel safe in the emotional environment children can express their feelings safely, knowing that a trusted adult is nearby to help them if they feel overwhelmed by these.
- Teaching children ways to talk about and express their feelings needs to be an integral part of planning for example through regular engagement and discussion during planned circle time sessions, as well as, throughout the children's daily routines and activities.

The indoor environment:

- The environment indoors has an immediate effect on the quality of children's learning. The indoor classroom space needs careful planning as it needs to be flexible to accommodate children's changing interests and needs, as well as, a reflection of the topic/interest the EYFS are following.
- Resources should be of the highest quality and be of the natural and real materials wherever possible to engage and support children in their understanding of the world around them.

The outdoor environment:

- Being outdoors supports confidence and allows opportunities for larger scale learning, problem-solving and creativity in the company of other children.
- Physical activity is enhanced. Research shows children's use of language is five times greater than indoors.

All seven areas of learning will permeate the inside and outside set up in Reception

The could include but are not limited to:

Literacy Area

Maths Area

Sand/Water Area

Small World Play

Role-Play Corner

Forest school/mud kitchen

Creative Area

Construction Area

Music Area

Book Corner

Investigation Area

ICT Area

Sensory/Messy Area

PSED and Communication and Language will be woven into each of these areas and will be planned for within daily teacher inputs.

2.4 Curriculum Planning

Planning expectations:

Medium term plan

Weekly literacy and maths outlines

Weekly continuous provision plans

Early Years leaders and Class Teachers will set half termly goals for the children. These can be decided around the topic of learning that half term and will be set on the MTP.

These goals should be broad to link to curriculum objectives. These will then be broken down and thought about in regards to how children play and learn to build their skills and achieve these goals.

An example of a goal:

For children to be creative and expressive with different art forms.

To break this down, we would then look at how we can ensure our curriculum has a wide range of art forms for children to find out what they enjoy. We must give the children time to preserve and get better at these. This in turn will develop their creativity and communicative expression too. An idea here would be to link planning to dance/movement for the children to explore their own art forms and to build creative skills in dance. This would involve giving the children time to create and choreograph their own dance.

These goals can then be informed by the non-statutory Development Matters framework when planning. When planning, it is crucial that depth of an objective is prioritised over superficial coverage. At Danson we are committed to providing a broad and balanced curriculum by setting goals with careful consideration of what we want the children to learn.

When planning the curriculum, we ensure that different types of play have been catered for and provided for the children in all seven areas of learning.


These different types of play include:



We ensure that there is a balanced relationship between child-initiated and adult-led/initiated activities within our Early Years setting.

Planning for the continuous provision

The continuous provision will be planned weekly. This will be linked to the topic and the book the children are reading. Planning will be based around a book which is linked to the half termly topic. The continuous provision activities might be linked to this book and topic while including a rich environment for the children to learn through play and exploration. Plans will include links to the seven areas as well as ideas for depth/challenge. Communication and language is a focus for all activities. The plans include indoor and outdoor areas which will be set up for the week. Each area that has been set up in the provision should include a modelled example of what the children have been asked to do. Environments should include real life and purposeful experiences for the children.

Autumn 1 Week 4 Topic: Ourselves Book: Only One You		
Inside Provision		
Literacy Area Children to write a word to describe themselves on their own little 'rockfish'. This can then be used to create a large class fish made up with words from every child to be display our uniqueness Literacy	Maths Area Children to have large colourful numbered rocks up to the number 5. They then need to match the same amount of pebbles to the correct number practising their subitising skills. Maths	Small World Play Under the sea 
Communication and Language: Children to be encouraged to explain why they chose that specific word. Talking tins to be provided saying "Tell me why you are special!"	Communication and Language: Can children discuss the different sizes of the rocks and make comparisons. Maths	Communication and Language: Children begin to name the animals they can see. How are the animals different? Which is their favourite sea animal? Is this different to their friends? UW
Depth: Children can discuss their favourite colours and decorate the border of their word.	Depth: Children to have numbers to trace given to practise writing their numbers to 5 once they have made the amount.	Depth: Explore how each sea animal sounds tell give the children some new ideas to play and practise new knowledge.
Creative Area	Role Play Corner	ICT Area
Children to bring rocks into school to decorate creating their own unique design. Teachers to provide examples they have created. EAD	Home Corner	Pattern making programme available for children. Children to make their own individual patterns.



Continuous Provision



Communication and Language: Adults to engage children in conversation behind their colour choices and patterns. Key vocabulary ideas: bright, colourful, mixing, pattern, shape. Elicit comments from the children about the details they see in the "rockfish."	Communication and Language: Engage the children in conversation about how their home is similar/different to the one in school. Link back to the story about us being different and our homes being different. Adults to model a variety of language related to a house setting.	Communication and Language: Children to discuss their pattern and colour choices. Adults to encourage children to explain their choices and ask the children why. C&L
Depth: Children to take their pebble on our journey around their classroom. What have they learnt about their new classroom over the last few weeks that they can share with their pebble?	Depth: Children to be supported to develop their confidence when exploring and creating new scenarios and situations. PSED	Depth:

Recording of children's work

- Teacher directed work will be in squared maths books and half lined, half plain writing books. Each piece of work or photograph will be displayed with the lesson's learning objective. Work will be dated and scribed if needed. Class teachers will assess children against the LO following the school's marking policy.
- Children will each have a ring binder folder which has evidence of their child-initiated activities. These folders are separated into each of the seven areas and will showcase each child's learning journey and their independent skills. This should be pieces of quality of work and there is an expectation of at least 2 pieces a half term within each of the seven areas. Pieces of work should be dated and scribed by an adult when needed.

Planning is shared between all staff in the class and lessons are delivered by the Early Years Team. All staff hold the correct qualifications and the staff to pupil ratios exceed the legal requirements. Plans are evaluated daily, weekly, half termly and yearly and this impacts the future planning of the class teachers.

2.5 Assessment

Baseline Assessment

Children who join us in Reception are assessed using the government directed Reception Baseline Assessment(RBA). We also assess children on entry using our bespoke Danson Primary School baseline. The baseline data is recorded on O'Track to enable effective monitoring of progress throughout the school year and the children's journey at Danson.

Formative Assessment

Formative assessment against the non-statutory Development Matters objectives are to be completed fortnightly on O'Track. These have been mapped on a yearly overview to show progression of skills. These will then support the transition into Y1 and the conversations that professionals will have and the planning of the curriculum.

Children who are assessed as not meeting the objective (orange) will then be supported by the class teacher and the pupil support assistant the following week during the afternoon child initiated sessions.

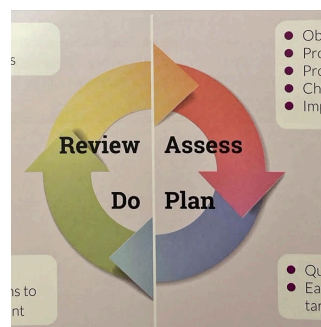
Reception	All Groups	Autumn Mid Term	☰	Personal, Social and Emotion...	POS 0
	<div><div></div><div>Suhrob Ahmadjon Reception . Ash</div></div>	<div><div></div><div>Medina Ahmed Reception . Ash</div></div>	<div><div></div><div>Bertie-Luke Aldridge Reception . Elm</div></div>	<div><div></div><div>Ava Allen Reception . Oak</div></div>	<div><div></div><div>Viyana Anbarasu Reception . Elm</div></div>
POS 0 [4+] See themselves as a valuable individual.	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>

Summative Assessment

Assess, Plan, Do and Review

Children who are not in line with the Danson expectation, based on the baseline assessments on entry, will be following the graduated approach. To begin and assess the children, class teachers will need to:

- Identifying patterns of behaviour.
- Having structured conversations with the child's parents.
- Identifying their gaps in knowledge.
- Discover the child's interests.
- Understand their routine.



The graduated approach is supported by the SENCO working alongside and supporting class teachers in the setting and is informed by EYFS materials and the Early Years Outcomes guidance.

Class teachers and Early Years Leaders use the 'Quality First Teaching and Special Educational Needs Support Toolkit for Early



Years Providers' to ensure a consistent approach when identifying children's barriers to learning and/or special educational needs.

Moderation

- Moderation will take place half termly in school as part of the Early Years Foundation Stage moderation cycle with the Reception Teachers and Early Years Leader.
- O'Track data will be updated on a two weekly basis using the developmental checkpoints from Development Matters 2021 for formative assessment and, at the end of each half term, for summative judgements.
- External moderation will be carried out with the Collaborative Group on a regular basis throughout the year focussing on different areas of learning (termly).
- Moderation may also be carried out from time to time with other local schools with Nurseries, or neighbouring boroughs, at the discretion of the Early Years Leader or Head Teacher.

2.6 Working in Partnership with Parents

Parents will be involved with their child's learning journey throughout Early Years by:

- Google Classroom updates sent out to parents.
- Wow Stars - children bring in a Wow Star from home to share an achievement with the whole class.
- Parents' Evenings.
- Open days.
- Stay and Play sessions before the children start school.
- Come and Play Sessions.
- Termly target setting.
- End of year reporting.

Home Learning

Topic Tasks

A section of topic tasks will be posted onto the Google Classroom half termly. These tasks do not need to be completed in any particular order, it is up to individual families which task they complete and when they complete it. These tasks should be brought into school and will be showcased within the classroom.

Book banded books (RWI)

- 6 books are brought in daily (depending on animal group) and changed only if the child has read at home.
- A RWI book is given out per child alongside a free choice book (book from the reading corner).
- CT reads with 6 children per day (based on animal groups) and writes a comment in the child's reading record. The child then receives a new book to take home and the book's title and the date it was given is written in the child's reading record.

HFW

- Children start with set 1 HFW stuck into books by PSA and move up through the sets.
- 6 children are tested on HFW per day depending on the animal group that they are in.

- Children need to get 3 or more of the HFW to have the next set stuck into books.
- HFW books are sent home the day they come into school

Online Learning

- RWI videos posted on Google Classroom
- Half-termly Topic Web Homework posted on Google Classroom