Early Years Foundation Stage Policy

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Type of Policy:	Statutory

All staff and volunteers working in our school share a responsibility for promoting and safeguarding the welfare of the children with whom they come into contact with.
Contents

Early Years Foundation Stage Policy

This policy is based on requirements set out in the current Early Years Foundation Stage Statutory Framework- effective from 1 September 2026.

The term Foundation Stage refers to children from birth to the end of the reception year. At The Dassett C of E Primary School, children are admitted to reception in the September following their fourth birthday. The children attend school full-time from the beginning of the term like the other year groups in the school. If parents and staff decide a child would be best attending part-time to begin with, there is an opportunity for this to happen. There is a private pre-school provision on-site, Abacus Pre-School, that runs separately from the school but that uses our facilities. Therefore, the terms 'early years' / 'foundation stage' in this policy refers to children in our reception class.

Our Vision

At The Dassett Church of England Primary School, our Early Years Foundation Stage (EYFS) is rooted in our deeply held Christian framework: **"**We care for ourselves, each other, our school and the world around us**".** In accordance with Colossians 3:12-14, we intentionally teach and model compassion, kindness, humility, gentleness, and patience from a child's very first day in school. We believe that every child is a unique creation, blessed by God with individual talents, and we are committed to helping them grow, flourish, and achieve their true potential.

As a small single-entry primary school serving several villages in South Warwickshire, we have a highly personalized, secure, and supportive transition into school life. We seek to build deep, trusted relationships with families. Children become part of a whole school community, our Year 6 Buddy system helps give our reception children a secure anchor during their first weeks during lunchtimes and playtimes. Our House Team events help children feel a sense of belonging, team spirit, and identity within the wider school community.

Our EYFS policy mirrors the four statutory guiding principles of the Early Years Statutory Framework and they are interwoven with our REACH values:

• A Unique Child (Respect & Equity): We recognise that every child is a competent learner who can be resilient, capable, confident, and self-assured. In line with our commitment to equity, we value each child's unique starting points and ensure they receive exactly what they need to succeed, celebrating their differences in a safe and nurturing environment.

• Positive Relationships (Care & Honesty): Children learn to be strong and independent through secure relationships. We foster a community built on the Christian values of love, forgiveness, and friendship. We work in transparent, honest partnership with parents and carers—recognising them as the primary educators of their children—to support the child's emotional and spiritual well-being.

• Enabling Environments (Care for our World): Children learn and develop well in environments that respond to their individual needs and spark curiosity. Our indoor and outdoor spaces are designed to encourage purposeful play, active exploration, and a deep care for the wider community and the world we live in.

• Learning and Development (Ambition): We hold high, positive ambitions for every child's progress. Through a balance of adult-led instruction and child-initiated exploration, we deliver a curriculum that prepares pupils for the next stage of their education as lifelong learners.

Aims

At The Dassett, our overarching intent is to ensure that every child receives the best start in life through an ambitious, sequentially planned, and highly inclusive early years' experience. We are committed to narrowing gaps from the outset by delivering a curriculum that prioritizes prime areas of development, securely equipping our youngest learners with the foundational knowledge, vocabulary, and behaviours required to thrive both now and in their future education.

To achieve this, our intent is:

• To deliver a rich, communication-centred curriculum in line with the statutory Educational Programmes.
• To prioritize early reading and literacy using our systematic synthetic phonics program, Twinkl Phonics, ensuring children develop robust blending, segmenting, and vocabulary skills from day one.
• To cultivate a strong foundation in mathematics by building a deep, secure understanding of early number concepts, embedding the principles of Mastering Number.
• To nurture spiritual development, explore our Christian distinctiveness through collective worship, prayer, reflection and through the Coventry & Warwickshire Religion and Worldviews Agreed Syllabus for Religious Education (SACRE) 2024 to 2029 and Understanding Christianity.

Implementation

At the Dassett C of E Primary School we offer a broad and balanced curriculum in line with the statutory Early Years Foundation Stage framework. This framework is planned to lead smoothly into the National Curriculum at KS1 in a way which is relevant and meaningful for all children. The foundation stage curriculum stresses the importance of the child's personal and social development, emphasises early literacy, numeracy and lays the foundation for the future learning of all children.

There are seven areas of learning and development that shape educational programmes in early years settings. All areas of learning and development are important and inter-connected. Three prime areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

Prime areas:

- Personal, social and emotional development
- Communication and language
- Physical development

There are four specific areas, through which the three prime areas are strengthened and applied.

Specific areas:

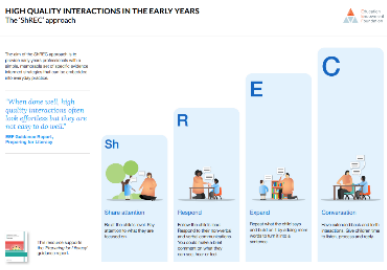
- Literacy
- Mathematics
- Understanding the world
- Expressive arts & design

Across all seven areas of learning, our curriculum is mapped out in a clear, term-by-term progression framework that defines the exact foundational knowledge, skills, and Tier 2/Tier 3 vocabulary children need to acquire by the end of Autumn, Spring, and Summer. This sequential planning ensures that learning builds logically from children's individual starting points, prevents repetition, and prepares pupils directly for the Year 1 National Curriculum.

Personal, Social and Emotional Development

We follow the whole school Jigsaw PSHE. It offers developmentally appropriate, mindful approaches that help children identify emotions, build resilience, and develop positive relationships from the very start of their school journey. Teacher-led sessions introduce new concepts, vocabulary, and skills. Continuous provision activities let children practice, test, and consolidate those taught concepts independently through play, embedding learning naturally.

Communication and Language



In line with our primary intent, communication and language are at the heart of our daily practice.

• High-Quality Interactions (The ShREC Approach)
To embed evidence-informed communication strategies into everyday practice, all EYFS staff utilise the Education Endowment Foundation's (EEF) ShREC approach during adult-child interactions:

• Share attention: Practitioners follow the child's lead, positioning themselves at the child's level and paying close attention to what the child is focused on.
• Respond: Staff follow the child's cues and respond promptly to both verbal and non-verbal communications, offering simple, encouraging comments on what the child can see, hear, or feel.
• Expand: Adults repeat what the child says and build upon it by adding new words or modelling slightly more complex sentence structures to enrich their vocabulary.
• Conversation: Staff foster extended back-and-forth interactions, deliberately giving children ample time to listen, process information, and formulate their replies.

• Vocabulary Acquisition: Staff deliberately model high-quality, sophisticated spoken language and directly teach tier-2 and tier-3 vocabulary linked to our cross-curricular themes.

• Oracy and Storytelling: Children are immersed in high-quality texts, rhymes, poetry, and storytelling. We ensure regular opportunities for children to articulate their ideas, retell stories, and engage in collaborative conversations, directly supporting their cognitive and emotional development.

Children's communication skills are assessed in their first half term using the Wellcomm Screening and Nuffield Early Language Intervention with children receiving targeted support where needed. Active listening skills are promoted using talking partners during teacher led learning.

Physical Development

Children receive one hour a week dedicated Physical Education with specialist sports providers to develop their skills in movement, games, gymnastics, dance, individual and team games.
In preparation for becoming writers children participate in Funky Fingers Activities which focus on both their gross and fine motor skills. Children are supported to develop dynamic tripod grip using the nip, pick and flick method as needed. Children have access to resources to support their developing co-ordination and strength in outdoor play during Independent Learning.

Subject Frameworks and Specific Programs

To ensure rigorous, sequential coverage of the specific areas of learning, we utilize proven, evidence-based frameworks:

- **Early Reading & Literacy (Twinkl Phonics)**
  Systematic synthetic phonics is prioritized from day one. We deliver daily Twinkl Phonics sessions. Reading books are precisely matched to each child's developing phonic knowledge. Rapid, targeted intervention is deployed immediately for any child at risk of falling behind to ensure no gaps emerge.

- **Mathematics (Mastering Number)**
  The NCETM Mastering Number Programme is a daily foundational math approach used in Reception classes to build strong number sense, cardinality, and calculation fluency building a deep, secure understanding of early number and spatial reasoning. Children develop strong subitising skills, mathematical fluency, and a robust mathematical vocabulary through practical, hands-on masterclasses and exploration. Children's understanding of shape space and measure is developed through the NCETM's new programme which runs alongside their Mastering Number Programme.

- **Cross-Curricular Themes (Cornerstones & Charanga)**
  To provide broad knowledge and inspire a sense of wonder about the world, we use the Cornerstones curriculum framework. This provides creatively mapped, sequentially planned projects that seamlessly weave together Understanding the World and Expressive Arts & Design, giving our children an exciting and meaningful context for their learning. We also use Charanga to build musical skills through listening, singing, playing, and moving.

Pedagogical Approach and Play

Our pedagogy reflects a deep understanding of how young children learn best. We deliver a curriculum that offers a careful balance of adult-led direct instruction and child-initiated planned, purposeful play.

• Play-Based Learning

Through continuous provision, children are encouraged to explore, take risks, and think critically. Play is carefully structured and resourced to allow children to apply and consolidate their learning independently. Provision is enhanced to reflect children's interests and current learning.

• Adult Guidance

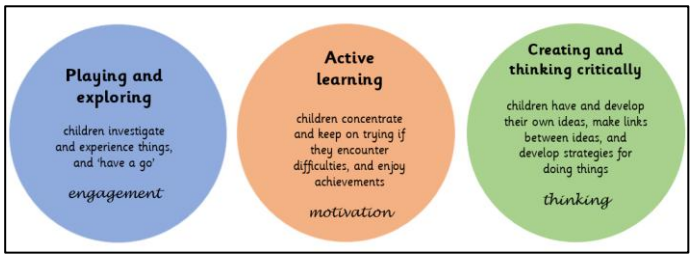
Staff scaffold learning dynamically in the moment, using the ShREC approach to communication. As the academic year progresses, the balance gradually shifts toward more structured, adult-led sessions to ensure all pupils are fully prepared for a smooth transition into Key Stage 1.

• Adult Deployment and Purposeful Provision

As a standalone, single-entry Reception class, adults are deployed strategically across our indoor and outdoor environments so that children benefit from both focused, small-group direct teaching and high-quality adult-led interactions during continuous provision. Staff deliberately step into children's play to model language, introduce new vocabulary, and address misconceptions in the moment, ensuring independent learning time remains purposeful and challenging rather than passive.

• Characteristics of Effective Learning

We intentionally foster the statutory characteristics—Playing and Exploring, Active Learning, and Creating and Thinking Critically—encouraging children to live out our value of Ambition by developing resilience and independent problem-solving skills. We also promote our school SLANT learning behaviours.





Assessment and Progress

Formative Assessment (Assessment for Learning)

Teachers and Teaching Assistants observe what children know and can do and use this to shape immediate teaching, reshaping provisions or scaffolding learning immediately. A regular assessment programme is in place for the teaching of Early Reading and Mathematics to ensure that children keep up.

Statutory Summative Assessments

• Reception Baseline Assessment (RBA). This is completed within the first six weeks of a child starting Reception. This is a statutory data submission used by the Department for Education (DfE) to measure school-level progress.

• Early Years Foundation Stage Profile (EYFSP). This is completed in the final term of the Reception year. Each child's level of development is assessed against the 17 Early Learning Goals (ELGs). For each ELG, staff determine whether a child is meeting the level of development expected (Meeting), or not yet reaching it (Emerging). Outcomes inform a structured professional dialogue between Reception and Year 1 teachers—detailing each child's developmental stage, learning needs, and characteristics of effective learning—so that the Year 1 curriculum builds coherently on early years foundations. Parents and carers receive a clear written summary of their child's attainment against the ELGs alongside a narrative on how their child learns. Profile data is submitted to the Local Authority within the stipulated timelines and informs wider school self-evaluation.

Speech and Language
Children are screened using WellComm and the Nuffield Early Language Intervention (NELI) within their first half-term. This acts as an internal progress checkpoint to rapidly deploy targeted intervention. Progress is reviewed every half term.

Phonics and Early Maths Tracking
Daily formative tracking during Twinkl Phonics and Mastering Number identifies children at risk of falling behind—particularly disadvantaged pupils, summer-born children, and those with SEND. Same-day or next-day 1:1 and small-group "keep-up" sessions are delivered by trained staff during continuous provision windows so that children never miss core whole-class teaching, physical development, or rich foundation experiences. A regular cycle of monitoring ensures pupil progress is accurately tracked and support is adjusted promptly to narrow attainment gaps.

Partnership with Parents & Carers (Care & Honesty)
We recognize parents as primary educators. We have a clearly structured Induction programme. Information is collected from parents and settings to build a picture of a child before they start in September. Ongoing dialogue allows parents to share milestones, starting points, and interests from home, which enrich our assessment picture. At the end of Autumn 1/ beginning of Autumn 2 a Parental Voice survey is conducted to collect feedback on the onboarding process for children and parents.

Transition from Pre-School and Nursery Settings
To ensure every child experiences a smooth, well-informed start to school life, our Reception class teacher contacts all feeder pre-schools and nurseries during the summer term, including our on-site partner, Abacus Pre-School. Prior to entry, Learning Information Profiles (LIPs) and transition records are shared and discussed with each child's key person or site manager. These professional discussions cover each child's Characteristics of Effective Learning, current levels of attainment, any safeguarding information, Special Educational Needs and Disabilities (SEND), and potential barriers to learning. Where a child has identified or emerging SEND, our Reception teacher—accompanied by the Special Educational Needs Coordinator (SENDCo) where appropriate—visits the child's nursery or pre-school setting during the summer term to observe them in a familiar environment and plan early, tailored adjustments. Because our pupils join us from a wide range of village settings across South Warwickshire, in-person visits to every nursery are not always possible; where a visit cannot take

place, the Reception teacher conducts a comprehensive telephone handover with the setting to ensure continuity of care and support from day one.

Progress Reporting

Parents receive clear, regular updates on their child's development. These include a parents evening in the Autumn and Spring Terms, including an end-of-year report detailing their profile against the ELGs and their Characteristics of Effective Learning. Parents receive regular updates on learning via our on-line digital platform Tapestry. The class teacher is available to speak to parents at the end of the day in person or via telephone as needed. We have a close relationship with our on-site wrap around care and information is shared at transition times.

Meeting All Needs: Equity, Inclusion, and Belonging

At The Dassett C of E Primary School, our approach to inclusion is rooted in our Christian ethos, our REACH values (Respect, Equity, Ambition, Care, and Honesty), and our school motto: "We care for ourselves, each other, our school and our world". We believe deeply in equity—providing what each child needs so that all may flourish. Inclusion is embedded into our everyday Reception classroom practice, outdoor provision, and adult interactions so that children with Special Educational Needs and Disabilities (SEND), socioeconomically disadvantaged pupils, and those with English as an Additional Language (EAL) experience genuine belonging and achieve well from their individual starting points.

• Inclusive Learning Environment and Reasonable Adjustments

Our indoor Reception classroom and dedicated outdoor area, spaces are thoughtfully organised to be calm, predictable, and accessible, minimising sensory overload while fostering independence. Visual timetables, clear visual prompts, and communication-friendly spaces help all children navigate daily routines with confidence. Where required, staff make swift reasonable adjustments—such as adapting physical resources, providing alternative seating, or offering quiet regulation spaces—so that every pupil can access the same ambitious curriculum alongside their peers.

• Adapting the Curriculum for Children with SEND

Practitioners identify emerging needs early through our summer term nursery transition handovers and visits, alongside baseline observations and collaboration with Warwickshire specialist services. Following a graduated approach (Assess, Plan, Do, Review), we reflect our core values of Ambition and Care by breaking learning down into small, manageable steps and scaffolding adult interactions rather than lowering expectations. Targeted, evidence-informed support—such as early speech and language interventions (WellComm and NELI) or fine-motor groups—is woven seamlessly into the daily routine so children never miss out on rich, playful learning.

• Supporting Socioeconomically Disadvantaged Pupils

In line with our school-wide Pupil Premium strategy, we proactively identify and remove barriers for disadvantaged and vulnerable learners regardless of formal eligibility. We place communication, language, and cultural capital at the heart of our EYFS curriculum through rich storytelling, deliberate vocabulary instruction, and high-quality back-and-forth adult-child conversations (using the ShREC approach).

• Supporting Pupils with English as an Additional Language (EAL)
Guided by our values of Respect and Equity, we celebrate children's home languages and cultural heritage as vital assets to our school community. For pupils learning English as an Additional Language, practitioners model clear, contextualised English paired with visual cues, gestures, and Makaton signs. We actively encourage families to maintain and develop their child's home language, recognising that strong first-language foundations accelerate English acquisition. Bilingual resources, dual-language stories, and representative play materials ensure EAL learners feel valued and reflected in our setting while building the strong communication skills needed for Key Stage 1.

Staff Expertise and Ongoing Professional Development
In line with our school value of Ambition, we invest in continuous, high-quality professional development so that every member of our Reception team has the expert knowledge needed to meet all children's needs.

• Curriculum and Early Reading Expertise
Staff engage in ongoing training in Twinkl Phonics, Mastering Number, and early communication strategies (such as WellComm, NELI, and the ShREC approach). This ensures consistent, evidence-informed teaching and high-quality adult-child interactions across the setting.

• Meeting Individual and Specific Needs
When children present with specific developmental, medical, or Special Educational Needs and Disabilities (SEND), staff undertake targeted training—often in collaboration with Warwickshire specialist services—to ensure timely, skilled adaptations are embedded into daily practice.

• Statutory Safeguarding and Welfare
Alongside pedagogical development, all EYFS practitioners complete dedicated annual safeguarding training—including child protection, Prevent duty, and paediatric first aid—to maintain a vigilant culture where every child is kept safe and able to flourish.

Key Stage 1 Transition
In line with our commitment to Ambition and Care, we ensure that moving from Reception into Year 1 is a smooth, reassuring, and well-sequenced process for every child.

• Curriculum Continuity: Our EYFS curriculum is deliberately mapped to feed into the Year 1 National Curriculum. In the summer term, Reception routines gradually incorporate more structured adult-led learning alongside continuous provision so children feel confident with Key Stage 1 expectations.

• Structured Handover: Reception and Year 1 teachers hold dedicated transition meetings to discuss each child's EYFS Profile outcomes, Characteristics of Effective Learning, SLANT learning behaviours, and any ongoing SEND, WellComm/NELI, PSED phonics or maths support needs.

• Familiarisation for Pupils and Families: During the summer term, Reception children visit their Year 1 classroom, spend time with their new teacher, and enjoy familiar stories in their new setting. The Year 1 teacher runs a once a week after school art class in the Year 1 classroom to which Reception children are encouraged to attend, particularly those children who may find transition difficult.

Parents are invited to a Year 1 meeting in the autumn term to understand the shift in routines and how they can continue supporting reading and maths at home. There are additional meetings with the Year 1 teacher and parents in the summer to support transition for children with additional needs.

Safeguarding and Welfare

At The Dassett C of E Primary School, the safety, health, and emotional well-being of every child are paramount and underpin everything we do. We strictly adhere to all statutory safeguarding and welfare requirements set out in Section 3 of the EYFS Statutory Framework alongside our whole-school Child Protection and Safeguarding Policy and Keeping Children Safe in Education (KCSIE).

• Child Protection and Vigilance

All EYFS staff receive regular safeguarding training and understand their duty to identify and report any concerns immediately to our Designated Safeguarding Lead (DSL) or Deputy DSLs.

• Safer Recruitment, Ratios, and Supervision

We maintain strict statutory adult-to-child ratios at all times, ensure all staff and volunteers undergo rigorous safer recruitment checks, and supervise children closely across both indoor and outdoor environments, including Forest School. Further information is set out in our whole-school Child Protection and Safeguarding Policy and Safer Recruitment procedures.

• Pupil Absences

Pupil absences are monitored in line with our school Attendance Policy.

• Premises, Environment, and Risk Assessments

In line with our Premises Management Policy and Health and Safety Policy, we take all reasonable steps to ensure that children, staff, and visitors are not exposed to risks. Practitioners carry out daily visual safety checks of the indoor Reception classroom and outdoor learning area prior to children accessing the spaces, removing or minimising any immediate hazards. Formal written risk assessments are maintained, reviewed regularly, and updated following any incident for both the physical environment and specific higher-risk activities (such as Forest School, cooking, woodworking, and water play). Our Reception indoor and outdoor boundaries are secure and supervised to ensure children cannot leave the premises unsupervised and unauthorised visitors cannot gain entry. In compliance with the September 2026 EYFS Statutory Framework, banned dog breeds are strictly prohibited from the school premises, and any visiting therapy or educational animals are subject to a strict, prior written risk assessment.

• Outings and Educational Visits

In organising visitors, visits or artefacts, staff will consider issues of health and safety and pupil safeguarding. As a maintained school in Warwickshire we operate to guidance, standards and approval requirements issued by their commissioned provider Juniper Education. Further information can be found on their website under Educational Visits. For all external visits a risk assessment and an OSA1 form are completed and signed by the Educational Visits Coordinator (EVC) using the online system Evolve. This assessment evaluates the venue, travel routes, transport arrangements, weather conditions, and any specific medical, allergy, or Special Educational Needs and Disabilities (SEND) requirements, establishing appropriate adult-to-child ratios (which frequently exceed statutory

classroom ratios). Parental consent is obtained prior to children taking part in outings. On every off-site visit, staff carry a school mobile phone, emergency parent/carer contact details, a fully stocked travel first aid kit, and all required individual emergency medications (including Adrenaline Auto-Injectors and asthma inhalers). Every outing is accompanied by at least one member of staff holding a full, current Paediatric First Aid (PFA) certificate, and any vehicles or coaches used comply fully with seat belt, child restraint, and insurance regulations.

• Health and Hygiene

We promote good health, correct handwashing and oral hygiene through our PSHE Jigsaw curriculum. Healthy snacks are provided daily by the School Fruit and Vegetable Scheme (SFVS). Free milk for children under five is funded by the Department of Health and Social Care and is provided by Cool Milk. There is a range of healthy nutritious lunches available every day cooked on site. Further information regarding lunch menu options can be found on our school website and our provider's, Educaterers', website. Children bring their own water bottles into school and have access to them throughout the school day in the classroom. Where water bottles are not brought into school, spare cups are provided and are accessible by the children.

• Intimate Care

In line with our Christian ethos, our REACH values of Respect, Equity, and Care, and the Equality Act 2010, no child is excluded from Reception or from participating in school activities because they are not yet fully toilet trained or require support with continence. All intimate care—including support with toileting, cleaning up after accidents, and changing wet or soiled clothes—is carried out in a way that preserves the child's dignity, privacy, and emotional well-being. Throughout any care routine, staff speak calmly and reassuringly to the child, explain what they are doing, and encourage the child to develop self-care skills and independence where appropriate.

To safeguard both children and staff, only employed members of school staff who hold an Enhanced DBS check (including a barred list check) and have completed safeguarding training are permitted to carry out intimate care; volunteers, students, and parent helpers never undertake these tasks. Staff always inform a colleague before taking a child to the designated changing area and balance the child's right to privacy with safe, transparent supervision. Written consent for routine intimate care is gathered from parents and carers during the summer term induction process, and an Individual Intimate Care Plan is agreed in partnership with families and health professionals for any child requiring regular or complex support. Strict hygiene and infection-control protocols—including wearing a fresh pair of disposable gloves and apron for every change, sanitising changing surfaces after use, double-bagging soiled items, and thorough handwashing—are followed at all times. Every intimate care intervention is recorded in a discreet log, parents or carers are informed discreetly on the same day, and any unexplained marks, soreness, or safeguarding concerns are reported immediately to the Designated Safeguarding Lead (DSL) in line with our Child Protection and Safeguarding Policy.

• Medicines, Allergies

Medicines and allergies are managed in line with individual healthcare plans, Administration of Medicines Policy, First Aid Policy, Asthma Policy, and Supporting Pupils with Medical Conditions Policy. In compliance with Benedict's Law (Section 34 of the Children's Wellbeing and Schools Act 2026) and the DfE statutory guidance Allergy Safety in Schools, we operate a proactive, whole-school approach to allergy management. Comprehensive information regarding allergies, intolerances, and dietary needs is gathered from parents and carers during the summer term prior to

children starting school and attending their settling-in sessions, enabling Individual Healthcare Plans (IHPs) and allergy action plans to be agreed before entry. Staff carry out thorough checks across all classroom resources—including inspecting all recycled packaging and junk modelling materials for traces or ingredients of known allergens before they are placed into continuous provision. At least one member of staff holding a full, current Paediatric First Aid (PFA) certificate is on the premises and available at all times, including during snack, mealtimes and on all outings. All new EYFS staff complete full PFA training within their first three months as part of our formal induction process. Staff will complete annual allergy awareness and anaphylaxis refresher training, including how to recognise symptoms and administer emergency Adrenaline Auto-Injectors (AAIs). Full details of our preventative measures, spare emergency AAI storage, and emergency protocols are set out in our Anaphylaxis and Allergy Policy. A class information book details information of children in the class who have allergies, medical conditions and medicines and this is shared with all members of staff and volunteers who are in the classroom. At mealtimes, a purple band system is operated to indicate children with food allergies, intolerances, or specific medical diets, which sits alongside the standard colour-coded meal choice bands used to indicate a child's lunch choice.

• Safer Eating and Mealtime Supervision

In line with EYFS safer eating requirements, children are closely supervised by staff at all times while eating and drinking. A member of staff holding a valid Paediatric First Aid (PFA) certificate is always physically present in the school dining hall during Reception lunchtimes, as well as in the classroom during whole-class snack times. Staff ensure children sit safely while eating, staying within clear sight and hearing, and never share food.

• Online Safety, Mobile Devices, and Appropriate Screen Use

In strict compliance with EYFS welfare requirements, personal mobile phones, cameras, and smartwatches with camera/recording functions are not permitted to be used in EYFS areas, and all photographs or digital records are taken solely on school-owned devices in line with GDPR and parental permissions. In line with Department for Education (DfE) guidance and EYFS welfare requirements, screen time is kept purposeful, balanced, and strictly age-appropriate. Interactive screens are used selectively by teachers to enhance direct instruction—such as during Twinkl Phonics, Mastering Number, or cross-curricular lessons—and children never access digital devices independently. Any use of technology within continuous provision is tied to a specific learning objective and is closely supervised by staff at all times.

• Safer Sleeping and Rest

We recognise that starting school is a big adjustment, particularly during the autumn term or for summer-born children. If a child becomes unusually tired or unwell and falls asleep during the school day, they are settled comfortably in a quiet, designated area of the classroom where staff carry out regular visual checks. We always telephone parents or carers promptly to inform them and agree on the best course of action together, whether that is allowing the child a short, supervised rest or arranging for them to be collected early.

Impact

By the end of Reception at The Dassett C of E Primary School, children leave the Early Years Foundation Stage as confident, curious, and compassionate learners who live out our school motto: "We care for ourselves, each other, our school and our world".

• Children make strong progress from their individual starting points across all seven areas of learning, leaving Reception well-prepared with the secure phonic knowledge, early number sense, and rich vocabulary needed to access the Year 1 curriculum.

• Disadvantaged pupils, children with SEND, and those with EAL are supported early and effectively so that gaps are narrowed and every child experiences genuine belonging and success.

• Pupils demonstrate strong emotional regulation, resilience, and positive learning behaviours (SLANT), enabling them to thrive both academically and spiritually as valued members of our school community.

Leadership Oversight and Quality Assurance

The EYFS Lead and Senior Leadership Team rigorously evaluate the impact of our curriculum through regular learning walks, pupil progress meetings, and internal and external moderation (including work with local cluster schools and RISE/trust partners). Staff maintain a sharp focus on interacting with children rather than excessive paperwork, using Tapestry selectively to celebrate significant milestones with parents while relying on robust half-termly phonics, language, and number checkpoints to verify that all cohorts—especially disadvantaged and SEND pupils—are on track to achieve a Good Level of Development (GLD).