



Early Years Foundation Stage (EYFS) Policy

School Name: Dishforth Airfield Primary School

Date of Adoption: September 2026

Review Frequency: Annual

Next Review Date: September 2027

Statutory Framework Reference: DfE EYFS Statutory Framework

1. Aims and Purpose

This policy ensures our maintained primary school delivers a high-quality, safe, and ambitious early education. We follow the four overarching principles of the EYFS:

- **A Unique Child:** Every child is a competent learner from birth who can be resilient, capable, confident, and self-assured.
- **Positive Relationships:** Children learn to be strong and independent through secure relationships with adults and peers.
- **Enabling Environments:** The indoor and outdoor spaces respond to individual needs, fostering deep engagement and exploration.
- **Learning and Development:** Children develop and learn in different ways and at different rates.

2. Structure of the EYFS Provision

Our EYFS setting caters for children aged 3-4 in Nursery and 4-5 in Reception in a mixed aged class. The daily routine balances adult-led focused sessions with high-quality, purposeful, child-initiated play.

3. Curriculum: Areas of Learning and Development

We teach the curriculum through the 7 interconnected areas of learning outlined in the EYFS statutory framework.

- **The Prime Areas:**
 - Communication and Language
 - Physical Development
 - Personal, Social and Emotional Development (PSED)
- **The Specific Areas** (which strengthen the prime areas):
 - Literacy
 - Mathematics
 - Understanding the World
 - Expressive Arts and Design

Planning maps out learning experiences around the **Characteristics of Effective Teaching and Learning**: playing and exploring, active learning, and creating and thinking critically.

4. Assessment and Reporting

Assessment plays an essential part in helping us understand children's progress.

- **Ongoing Observation:** Practitioners observe children to identify their interests, stage of development, and learning styles.
- **Reception Baseline Assessment (RBA):** Administered to all pupils within the first 6 weeks of entering the Reception class.
- **EYFS Profile:** Completed in the final term of the Reception year, assessing children against the 17 Early Learning Goals (ELGs) to determine whether they have reached the expected levels of development. Results are shared with parents and submitted to the local authority.

5. Safeguarding and Welfare Requirements

We maintain rigorous health, safety, and safeguarding procedures in line with *Keeping Children Safe in Education (KCSiE)* and statutory EYFS mandates:

- **Staff-to-Child Ratios and Qualifications:** We maintain legal staff-to-child ratios. At least one staff member with a valid **Paediatric First Aid (PFA)** certificate is on the premises at all times and accompanies children on outings.
- **Safe Eating & Nutrition:** Staff implement strict allergy awareness, active mealtime supervision, and choking risk mitigation strategies.
- **Intimate Care and Toileting:** Individualised and respectful protocols protect each child's dignity, privacy, and safety during nappy changing or toileting.
- **Vetting and Suitability:** All staff undergo enhanced Disclosure and Barring Service (DBS) checks and safer recruitment vetting.

6. Working with Parents and Carers

We maintain an open-door policy and value parents as partners in their child's learning journey. We share ongoing progress via consultation evenings, and provide an end-of-year written report.