

The Early Years Foundation Stage at Dunmore Primary School aims to provide a strong start for every child aged 3 - 5. It aims to support holistic development through play-based learning, ensuring children have the right foundation for good future progress through school and life. We ensure that the EYFS framework prioritises the three prime areas of Communication and Language, Physical Development, and Personal, Social and Emotional Development, underpinning four specific areas of Literacy, Mathematics, Understanding the World, and Expressive Arts and Design. Our curriculum has been designed with the children's interest at the heart and it promotes individuality, recognising unique needs and talents. We strive for inclusivity across Nursery and Reception ensuring all, including disadvantaged learners, thrive.

Our EYFS **curriculum** is implemented through a play-based approach. Through play, our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. Through a balance of adult guided and independent exploration we ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning: Playing and exploring, Active learning and Creating and thinking critically. Maths and Phonics are taught daily using progressive schemes that transition seamlessly as they continue through the school.

At Dunmore we understand the importance of high-quality **interactions** between adults and children, helping to develop their language and vocabulary across all areas of learning and development. Staff help children articulate what they know and understand by scaffolding, modelling, extending and developing their ideas. Staff observe pupils to identify their level of achievement, interests and areas for development. These observations form a basis for planning enabling our skilled staff to tailor support and learning opportunities that best meet individual needs. Relevant and significant observations are recorded using Tapestry.

Our rich EYFS **environments**, both inside and outside, stimulate curiosity and love for learning. Adults encourage children to choose what they would like to do and model how to play with and look after our resources. We all work together to keep our environment clean and tidy; this is a key part of the respectful learning we promote. Resources are changed periodically to match children's interests and to ensure progression of skills across the year. Some of our resources are themed to help the children learn about our different topics. Our aim is to provide a caring and inclusive learning environment which is sensitive to the requirements of the individual child including those who have additional needs.

Early Years Foundation Stage Policy

**The children are at the centre of our provision.
We are here for their wellbeing, development and to help encourage and support a thirst for learning and life.**

To support our good practice in the EYFS curriculum, we follow:
"Early Years Foundation Stage Statutory Framework" 2025
"Development Matters" Guidance on Child Development
"Keeping Children Safe in education (published annually)
Oxfordshire County Council's EYFS advisory team support

Information about each child's achievements can be accessed via their online Tapestry Learning Journal; parents/carers will receive login details shortly after their child starts in Nursery or Reception.

Parents and carers can also help us to understand how each child is developing at home by adding things too. We welcome their feedback, likes and comments on what we celebrate.

It is also a useful tool to celebrate what a child has achieved in school with them.

We have two **parent/carer meetings** with a child's teacher/key person through the year. This is a chance to talk about their progress and will link to transitions into and out of this phase of a child's learning journey.