



At [Upper Nidderdale Primary Federation](#), we will all approach everything we do in the CHAMPS way, helping every child flourish into a caring, confident and resilient young person who has a **love of learning** and upholds our CHAMPS Values:

**Community** - Treat others as we would want to be treated ourselves

**Hope** – Giving confidence in what we can contribute and achieve together

**Aspiration** - Believe that we can be the best version of ourselves in all that we do

**Mission** – Living with purpose and commitment to making a positive difference

**Perseverance** – Not everything comes easily – keep trying to reach your goals and dreams

**Shine** – Let your light shine on yourself and others

This intent has been developed through the lens of a school vision:

**Believe, Achieve, Inspire**

As Rights Respecting schools, our intents are based around the following articles;

**Article 23**

**You have the right to special education if you have a disability.**

**Article 28**

**All children have the right to a good quality education.**

**Article 29**

**All children have the right to an education that helps to develop their talents and abilities.**

**INTENT**

We believe that the Early Years Foundation Stage, from Nursery to Reception, lays the foundation on which all future learning is built.

We recognise every child is unique, and starting points vary. We strive to ensure every child succeeds through nurturing professional relationships, purposeful observations and strong home links. This, in partnership with an ambitious, diverse and exciting curriculum ensures every child acquires the sequential knowledge and skills needed to be a happy and confident Year One pupil.

Our aim is for each child to be curious, resilient, inspired and independent. It is important our children have ownership of their learning with their own interests carefully weaved into the ambitious curriculum to spark a true love of learning, both indoors and out. As a result of this careful balance, we believe our children will enter Key Stage One confident and independent.

We are aware that play, happiness and well-being is key to creating capable and enthusiastic learners. We offer both indoor and outdoor provision that encompasses dedicated zones for a wide range of learning focuses and subject strands. Children are encouraged to act independently, problem-solve and always have a go! Our broad and balanced provision offers something for everyone, allowing children to channel their interests, alongside the opportunity of something new.

We believe in offering a balance of child-led and adult-led activities centred on the seven areas of learning; *Communication and Language, PSED (Personal, Social, Emotional, Development), Physical Development, Literacy, Maths, Understanding the World and Art and Expressive Design*. We also endeavour to offer more than just a curriculum, but experiences and memories that allow children to become hands-on learners.

As a result, children develop emotionally, socially, physically and academically.

## Spiritual, Moral, Social and Cultural Development (SMSC) in the Early Years

We recognise that personal development, spiritually, morally, socially, and culturally, plays a significant part in children's ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values/beliefs, spiritual awareness, personal behavior, attitude towards other people, understanding of their social/cultural traditions and an appreciation of the diversity of other cultures.

### Spiritual Development

As an EYFS setting, we will provide learning opportunities that will enable pupil to:

- Sustain their self-esteem in their learning experience.
- Develop their capacity for critical and independent thought
- Foster their emotional life and express their feelings
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile, satisfying relationships.
- Reflect on, consider and celebrate the wonders of the world around them.
- Develop a sense of belonging.

### Moral Development

As an EYFS setting, we will provide learning opportunities that will enable pupil to:

- Recognise the unique value of every individual.
- Listen and respond appropriately to the views of others.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Take imitative and act responsibly with consideration for others.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Distinguish between right and wrong.
- Show respect for the environment
- Make informed and independent judgments.
- Speak about difficult events such as bullying.

### Social Development

As an EYFS setting, we will provide learning opportunities that will enable pupil to:

- Develop an understanding of their individual and group identity.
- Participate in paired and group activities, taking turns and sharing.
- Begin to understand the need for social justice and a concern for the disadvantaged.
- Work co-operatively and collaboratively.
- Learn an awareness of treating all as equals, and accepting people who are different to them.

### Cultural Development

As an EYFS setting, we will provide learning opportunities that will enable pupil to:

- Recognise the value and richness of cultural diversity in Britain, and how these influenced individuals and society.
- Develop an understanding of their social and cultural environment.

## Personal and Character Development

As an EYFS setting we are committed to the personal development of our children, enabling them to flourish. Our aim is for every child to be independent, capable, and resilient in the face of challenge.

The Upper Nidderdale Primary Federation deliver the 'My Happy Mind' programme to provide every child with the tools to thrive in the modern world. The programme is designed to build positive mental health, resilience and wellbeing. All children are involved in the sessions which are taught 3 times a week and are built around 5 modules:



Our federation also implements a sequential and carefully planned 'Behaviour for life' curriculum, which begins in the early years. We believe this is essential in preparing our children for a modern life that is rapidly changing. The children are given the opportunity to focus on key characteristics; *empathy, perseverance, positivity, self-awareness and resilience, communication and team work*. Our CHAMPS values are made child-friendly through the use of growth mind-set characters that the children can relate to through their school life.

As a result of our behaviour curriculum and My Happy Mind sessions, we teach young people to see things with perspective and understanding, to succeed and fail, and have the ability to deal with both outcomes with a positive and constructive mindset for life.

## EYFS and Inclusion

“Inclusive provision is open and accessible to all and takes positive action in removing disabling barriers so that ALL children can participate.” (Charter for Children’s Play)

At The Upper Nidderdale Primary Federation, we also take this to mean provision that is inclusive of all children without any discrimination because of disability, social or economic background, race, gender or ethnicity.

We adapt our teaching, provision, enhancements and interactions to ensure all children have the best start in life.

**IMPLEMENTATION**

# Teaching and Learning: A Sequential Curriculum

EYFS is the foundation of all learning, which means all subjects begin in the Early Years.

All subject intents begin in the EYFS. Subject leaders ensure they have a secure knowledge of how their subject is taught and approached with in EYFS, allowing for a sequential progression of vocabulary, knowledge and skills through each child's school journey. All staff have clarity on what children must know and when and are aware of how Early Years paves the way for future learning. We meet this expectation through staff training, moderations including EYFS in all subjects, and the monitoring of EYFS from subject leaders. Online learning journals can be accessed by subject leaders to inform their monitoring and understanding of each child's progression in that learning area.

- The Early Years Leader shares planning with subject leaders, allowing them to see the key skills and vocabulary taught within their subject. This is then brought to life through exciting, active and dynamic learning experiences in adult-led sessions, and child-led provision activities ensuring opportunities to model and revisit learning, so it sticks and becomes automatic.
- Phonics is taught sequentially through Little Wandle, with a Nursery and Reception curriculum.
- Maths is taught through a sequential long-term plan. The plan ensures the composition of each number is given time and focus to allow for a deep understanding of each individual number. It also ensure key areas such as measure and shape are taught.
- Literacy in EYFS follow the three-phase approach in the autumn term, and longer if necessary, and moves to the five-phase approach later in the year. This allows for a deep focus on understanding, early reading and early writing skills, progressing to prediction and comprehension, then onto sentence writing.

Our rich vocabulary curriculum for EYFS is included in all subject intents, mapping clear progression for EYFS and beyond.

# Teaching and Learning: Bringing the Curriculum to Life

- EYFS follows an ambitious and diverse curriculum designed by the EYFS team to encompass adult-led inputs, early reading and phonics, and stimulating enhancements such as trips, visits and experiences. Through the careful and strategic design of our curriculum, we ensure the unique needs of our children are fulfilled, and their interests incorporated.

## Daily Taught Sessions:

- Children access daily high-quality teaching for adult-led sessions focused on maths, Literacy, Communication and Language, and phonics.
- Phonics is taught following the DFE validated scheme Little Wandle
- These sessions are taught in short bursts every day, followed by provision activities addressing next steps and key skills practice.

## Weekly Taught Sessions:

- Subjects such as PSHE, PE, RE, Understanding the World, Art and Music are all taught each week with an adult-led session as a whole class. Through carefully planned taught weekly sessions we ensure a strong coverage of the curriculum, alongside maximum exposure to a wide range of skills and subject areas. PE is taught by a PE specialist weekly.

## Outdoor Education

- We believe in providing children with the opportunity to learn both indoors and out. Through access to outdoor provision, children can access learning on a larger, and more authentic scale providing opportunities that are not limited by the classroom.

## Provision:

- Children have access to indoor and outdoor provision, whereby there are a variety of learning opportunities covering the seven areas of learning. Children are encouraged to revisit the skills being taught in adult sessions, whilst also building independence and imagination.

**IMPACT**

# Assessment

## Baseline

- All children will have a baseline assessment taken in the first few weeks of school life. One of which will follow the government baseline.
- The other assessment will take the form of a discrete observation/assessment by the class teacher. This is assessed against the development matters framework.

## Formative Assessment:

- Children in the EYFS are continually observed and assessed. Termly, the assessments against the development matters framework are assessed and logged on our federation EYFS tracking system.

## Summative Assessment:

- In the final summer term, children are assessed against the ELG's from the EYFS statutory framework. This is moderated within the federation and with the local authority.

## Assessment/Observations

We use Tapestry to create a pupil's learning journey and will include evidence of their progress against the objectives of Development Matters and the Early Learning Goals. These will be added to by adults working in the EYFS. There will be notes of observations, annotated photographs and half termly observations for each child. Evidence and achievement of individual next steps will be also be kept. Next steps planning will inform enhancements made to our continuous provision areas.

Staff will use 'post-it' notes to make in the moment observations. These will feed into next steps meetings. Short observations will be used to record the impact of teacher focus session (particularly in phonics and Number). During each half term, assessments for all areas of the curriculum will be updated on Insight to record progress and identify any gaps in progress. Adaptions and focused support will be put in place and the impact monitored.

There will be a half termly moderation of the evidence by subject leaders. Parents in EYFS will be invited into school every term to share their child's learning journey and discuss their next steps.

# Provision & Environment in EYFS

“There are three teachers of children: adults, other children, and their physical environment.”

**Loris Malaguzzi**

Provision planning in EYFS ensures that areas of provision are adapted to meet the needs of different pupils (Why this? Why now? Who is it for?) – these come from deliberate discussions about what each child needs and ensure effective provision is planned, purposeful and aligned with curriculum goals.

Enhancements are planned based on next step observations made by staff and by providing opportunities to revisit and consolidate previous learning.

## The Environment as the 'Third Teacher'

- At The Upper Nidderdale Primary Federation, our continuous and enhanced provision is aligned to curriculum goals and supports the children's knowledge, vocabulary, independence and recall.
- Our classroom environments play a foundational role in the process of making learning meaningful. They facilitate and empower children as they navigate open-ended exploration of things that interest them. Children are seen as partners and collaborators in their own education and the environment stimulates, provokes and facilitates this learning.
- The environment enables children to explore their own interests and learn from their experiences. Teaching spaces are curated to be aesthetically pleasing without being contrived. They are welcoming spaces that spark joy and a love of learning, and where children are encouraged to collaborate, communicate, create, experiment and explore.
- As per our Environment Policy, classrooms are free from clutter, they are inviting and exciting – see pictures for examples.



# Continuous Provision

## Continuous Provision

- Children access provision daily within their learning.

### Continuous Provision-

- Provision areas are available to the children every day throughout the year. Included in these areas are a core range of resources that children can access all the time. The core offer is mapped throughout the year to reflect progress in line with development and learning. This allows for resources to be used in a way which promotes practice, consolidation and experimentation.
- The resources and organisation of these, remains constant throughout the year to allow for confidence in their use, and children can then develop and extend their ideas and use over time. This is a permanent framework for learning.



# Enhanced Provision

## Enhanced Provision

Enhanced provision in the EYFS refers to the **additional, carefully chosen resources or opportunities** that practitioners add to their continuous provision to deepen, extend, or challenge children's learning.

It builds on what is already available every day, but adapts it to children's emerging interests, developmental needs, or curriculum goals.

Our continuous provision is enhanced daily/ weekly to meet the children's individual next steps, support a developing understanding of new concepts and vocabulary, support comprehension of books being shared in class, and reflect the children's' interests.

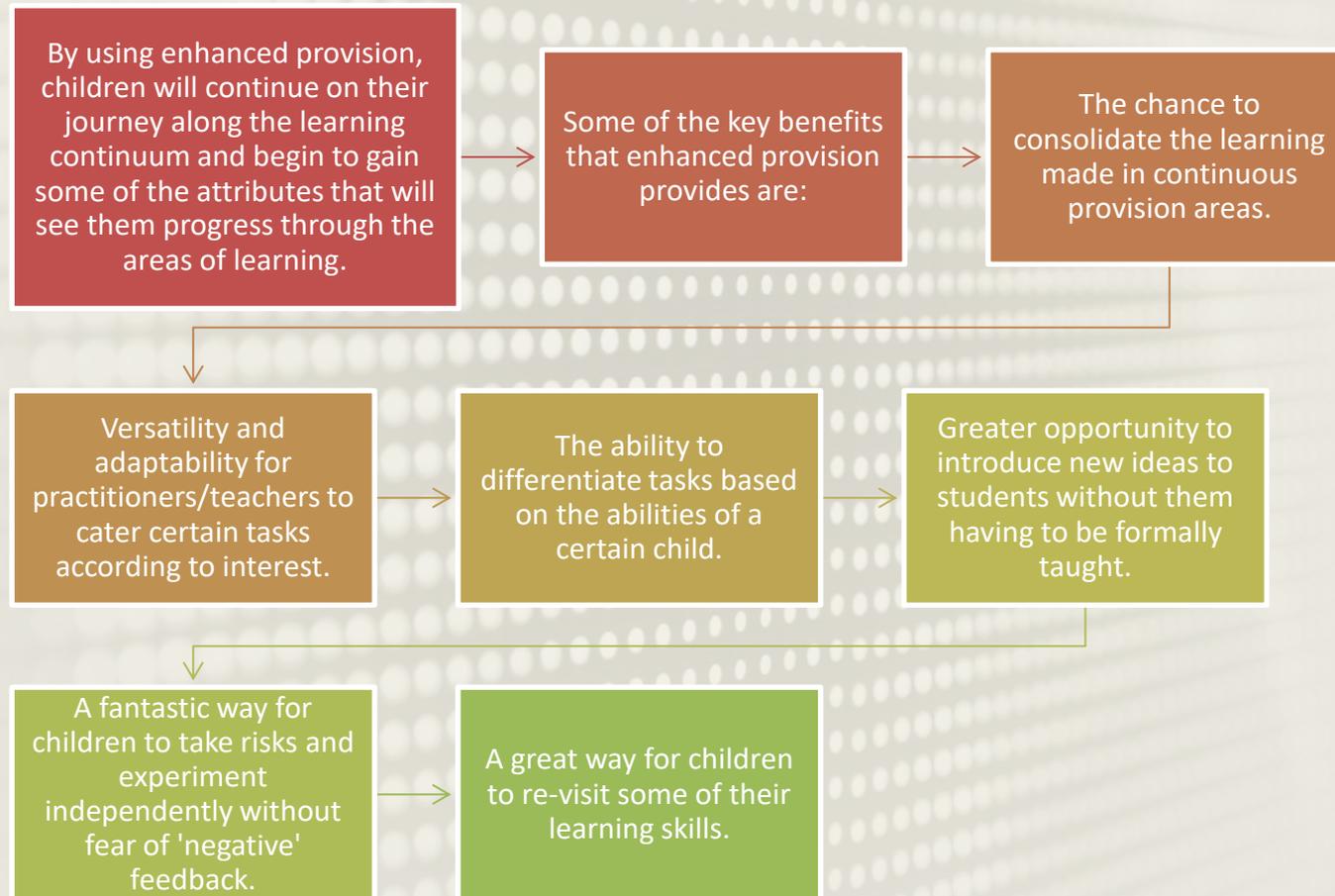
These enhancements are made following our EYFS 'Next Steps' meetings. In these meetings, individual and groups next steps targets and identified and enhancements to provision are identified, made and the impact reflected upon.

## Benefits of Enhanced Provision:

1. Scaffolds and extends learning through deepening thinking — Enhancements encourage children to explore concepts more deeply, practice skills in new ways, and make connections across learning areas.
2. Responds to children's interests and needs — Enhancements are based on observations of children's play, making learning more meaningful and motivating.
3. Encourages independence and problem-solving — New materials invite experimentation, investigation, and decision-making, promoting autonomy.
4. Supports language and communication — Fresh resources prompt new vocabulary, conversations, and storytelling opportunities.
5. Keeps the environment dynamic and inspiring — Regular enhancements maintain curiosity and prevent areas from becoming stale.
6. Strengthens curriculum links — Enhancements can be aligned with themes, books, or learning goals, helping children apply knowledge in meaningful contexts.

**- Not leaving learning to chance!**

# Enhanced Provision



# Staff Training

## Training of Staff



EYFS is given opportunities to be a focus in staff meetings. This means the EYFS Leader and team can share key updates, changes, documents and information regarding EYFS. This is key for subject leaders to understand their subject within the EYFS.



EYFS Leader provides EYFS staff specific training on areas such as provision, adult interactions, and observation/assessment.



This training for both teaching staff and EYFS staff allow for increased knowledge and understanding, which in turn allows for better teaching, tracking of progress and interaction with children.

All staff have regular safeguarding training and also have weekly safeguarding updates and refresher questions.

All our EYFS are trained in Paediatric First Aid.



## Food Preparation and Choking Safety Guidance

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Staff must be aware of any allergies or intolerances.

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Prepare food in a way to prevent choking.

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Children must be seated safely whilst eating.

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PFA trained adult must be with the children when they are eating.

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Where possible, the adult should be facing the children to observe safe eating.



All staff have CPD sessions on the importance of effective interactions with children. Our staff are supported to feel confident to enable all learners to develop independence, resilience and self-regulations alongside developing and recall new vocabulary, concepts and routines.

### EYFS TA Prompt Card — Strong Foundations

 <b>Vocabulary &amp; Language</b>	 <b>Early Reading &amp; Phonics</b>
<ul style="list-style-type: none"><li>• What's the word you're thinking of? Tell me the first bit.</li><li>• Can you show me what this word means?</li><li>• Which new word could you use here?</li><li>• Tell me a sentence using that word.</li><li>• What do you notice? What's another word for that?</li></ul>	<ul style="list-style-type: none"><li>• What sound can you hear at the start?</li><li>• Say the sounds... now blend.</li><li>• Point to a sound you recognise.</li><li>• What's the tricky part in this word?</li><li>• What sound do you need next?</li></ul>
 <b>Early Writing &amp; Mark Making</b>	 <b>Number Sense &amp; Early Maths</b>
<ul style="list-style-type: none"><li>• Show me your pencil grip.</li><li>• Where does this letter start?</li><li>• Say the sound as you write it.</li><li>• Are your tall letters tall?</li><li>• Is your writing sitting on the line?</li></ul>	<ul style="list-style-type: none"><li>• Show me with your fingers.</li><li>• What can you see without counting?</li><li>• Can you show it a different way?</li><li>• Which has more? How do you know?</li><li>• What happens if we add one more?</li></ul>
 <b>Independence &amp; Routines</b>	
<ul style="list-style-type: none"><li>• What do you do first?</li><li>• Where could you look to help you?</li><li>• Show me what you remember from yesterday.</li><li>• What's your plan?</li><li>• Try it once more — you can do it.</li></ul>	

Use prompts to build independence, fluency and recall — avoid over-helping; let children do the thinking.

# Planning For Next Steps

At The Upper Nidderdale Primary Federation, we use our on-going observations to carefully plan developmentally appropriate 'next steps' for all our EYFS pupils. We use next steps planning to build on a child's current skills, knowledge and experience so that we can support them to make the best possible progress from their starting point.

Assessment is an important aspect of EYFS education. Practitioners need to support children's learning and development by considering what they need to ensure a strong foundation of vocabulary, number sense, early reading, communication and language and early writing and transcription. This way, practitioners can determine what they need to learn next to build upon this existing knowledge. Whilst this document uses the statements from 'Development Matters' to inform next steps, these ARE NOT to be used as a tick list. These statements are to be used, and referred to, to ensure that all staff working in EYFS are aware of where pupils are currently working at and what they need to do next.

We believe that the choice of a next step should be part of a bigger picture to support the child's holistic development. By using the Development Matters guidance, all stakeholders are aware of each child's needs.

Development Matters is used to ensure that pupils are on the right track with their development, so that teaching may be tailored to meet individual needs, whether this is consolidation or challenge.

Whilst we recognise that Development Matters is not statutory, we use it because it does help to link together key themes of the Early Learning Goals into one core syllabus with clear and sequential guidance.

It is important that EYFS staff;

- Know where each child is developmentally
- Know where each child is going developmentally.
- Choose small, achievable next steps.

## Next Steps Meetings

At the Upper Nidderdale Primary Federation, we believe that, in order to plan next steps in learning and ensure that good progress is made, all staff must have a secure grasp of the current knowledge, understanding and skills of individuals and groups in the class.

Weekly 'Next Steps' meetings will be held with all EYFS staff present so that observations and discussions about next step. These meetings will take place during school hours so that these are a manageable process of deciding next steps without adding unnecessary tasks to staff workload.

In some cases, the most appropriate next steps may be individual, or they may be next steps for a group of children with similar needs. To ensure that children are progressing towards the ELGs, staff will refer to the Development Matters guidance. We acknowledge that whilst this guidance is not statutory, it does provide detailed information on the typical steps that you may expect a child making progress through each age band towards the ELGs.

We will discuss:

What did we expect children to learn?

What did they actually learn?

How do we know?

Who did not make progress? Why?

What will we adjust next week?

In Next Steps meetings, staff will discuss their observations of pupils. They will then choose a next step that will help each child to deepen their learning and consolidate their mastery of the chosen objective. Alternatively, staff may find that there is another statement that serves as a natural next step.

Staff will be aware in these discussions, that children progress at different rates. For some children, the next step may be a long-term goal, while other children will achieve their next step much sooner. Staff will use their knowledge of each child, alongside the guidance when deciding on the next step.

Next steps are often observed in the moment as staff interact with children in continuous provision as well as in structured activities.

All staff will contribute to Next Steps meetings, but the teaching staff will ultimately decide upon a next step for Maths, Literacy, Personal Development and one more step from a chosen area of learning. These will be recorded on the agreed next steps pro forma, and all staff will make notes from their observations, these will form the discussion for the next meeting.

## Next Steps Planning – Objective Led

Area of Provision	Observations	Next Steps and Enhancements	Impact of Enhancement
C & L Literacy			
Maths			
Personal Development			
Other focus area			



# Ways that staff will support children with their Next Steps

## Scaffolding

Practitioners will offer support to a child in order to help them to develop their skills, interest and understanding. As a child becomes more confident, the scaffold can be reduced until the child can achieve independently. Practitioners will help to scaffold a child's next steps through questioning, modelling language and the use of ....

## Extending a child's interest

When observing a child, staff may notice that a child has a particular interest in something. This may be a toy, a topic or a broader area of interest. Their interest should be supported and developed. Practitioners can plan next steps around the interest, perhaps by exploring connected subjects or themes.

## Embedding Learning

Practitioners will allow time for learning to be embedded. A child's skill or interest may only just be emerging, so we feel that it is important not to rush them or to change an activity too quickly. Once a practitioner feels that the learning is embedded, then an activity can be adapted or enhanced to move learning on.

## Sharing Next Steps

Sharing next steps with parents and carers is very important. As it informs them of the development that their child is making and suggests ways that they can support and extend their learning at home. Next steps can be shared formally during Parents' evenings and informally through comments sent home. We feel that it is also very important to make children aware of their next steps. This helps them to be proud of their learning and to celebrate their progress.

## Indicators of Strong Impact

- Children recall new **vocabulary, concepts and routines**.
- Children show **independence, resilience, self-regulation**.
- Learning builds progressively and links to **later curriculum content**.
- Children with **lowest starting points** gain knowledge essential for KS1 success.

