



Defence
Children
Services

DCS Directive 3.2.26

MOD Schools & Settings
EYFS

DCS May 2022 v1.0

General

Authorisation	Head DCS
Senior Responsible Owner	CEO MOD Schools & Settings
Point of Contact	DCS Early Years Advisors
Review Date	Jun 2025
Related Policy/Guidance	
	Statutory Framework Early Years Foundation Stage
	JSP 834: Safeguarding
	JSP 342: Education of Children and Young People
	DCS Directive 3.2.1 Safeguarding
	Development Matters Gov.uk

Introduction

1. Defence Children’s Service (DCS) Early Years (EY) provision aims to deliver quality and consistency in teaching and learning so that every child makes good progress, and no child gets left behind. As well as encouraging a close working partnership between staff and parents and/or carers. Every child is included and supported through equality of opportunity and anti-discriminatory practice.

Aim

2. The aim of this directive is to ensure that Defence children overseas, access a comprehensive and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life.

Scope

3. This directive is based on the framework for the Early Years Foundation Stage (EYFS) (statutory in England and Wales) and applies to all MOD schools and settings where the delivery of the EYFS takes place.

Structure of the EYFS

4. There are three EY settings in the Rest of the World (ROW), Gibraltar, Attenborough and Brunei and there are nine primary schools. In addition, there are four EY settings in Cyprus and four primary schools

5. Each of the settings and primary schools structure their day depending on their location or the context of their school. All MOD primary schools and settings follow the EYFS.

Entitlement to Early Years education

6. Entitlement to early years education, including entitlement to 15 hours nursery provision, access to additional 15 hours and Overseas Nursery Allowance (ONA) is covered in JSP 342: Education of Children and Young people. All personnel should familiarise themselves with JSP 342 as the primary policy.

Curriculum

7. MOD EY schools and settings follow the areas of learning as outlined in the latest version of the EYFS statutory framework¹. Each school and setting will design their curriculum to meet the needs of their children, within the context the school serves.

8. The EYFS framework includes seven areas of learning and development that are equally important and inter-connected. However, three areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive. The prime areas are:

- a. Communication and language
- b. Physical development
- c. Personal, social and emotional development

9. The prime areas are strengthened and applied through 4 specific areas:

- a. Literacy
- b. Mathematics
- c. Understanding the world
- d. Expressive arts and design

10. Staff plan activities and experiences for children that enable them to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the three prime areas.

11. Staff also take into account the individual needs, interests, and stage of development of each child in their care and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

12. In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

13. Staff adapt the learning environment, inside and outdoor provision to support with planning skills and experiences they want children to learn.

¹ Early Years Foundation Stage dated from Sep 21

14. Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

15. As children grow older, and as their development allows, how children are taught may, according to developmental and learning needs, differ from that at the beginning of the Foundation Stage (reception) in preparation for Year 1.

Assessment

16. Ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers. Assessment is not burdensome, and it is most important that staff know the children in their key group/class well and can talk about their stage of development and what they need to know next.

17. When a child is **aged between 2 and 3**, staff review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

18. Within the first 6 weeks that a child **starts reception** (the academic year in which they turn 5), staff will administer the Reception Baseline Assessment (RBA).

19. At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- a. Meeting expected levels of development.
- b. Not yet reaching expected levels ('emerging').

20. The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

21. The profile is moderated internally (referring to the Development Matters guidance, Gov.uk) and in partnership with other MOD schools and partners from UK authorities, to ensure consistent assessment judgements. EYFS profile data is submitted to DCS HQ. This data is also sent to the DfE as part of the statutory return. Teachers in Reception will use the DfE Exemplification Materials to help to guide their judgments.

Working with parents

22. DCS recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

23. Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

24. Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their

child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

Safeguarding and welfare procedures

25. DCS promote good oral health, as well as good health in general, in the early years by talking to children about:

- a. The effects of eating too many sweet things
- b. The importance of brushing your teeth

26. DCS safeguarding and welfare procedures are outlined in the MOD safeguarding policy, JSP 834: Safeguarding and complimented by DCS Directive 3.2.1 Safeguarding.