



*Perseverance Respect Honesty Friendship*

# Early Years Foundation Stage Policy

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## I Introduction

Our aim at Brooklands primary school is to help all of our pupils achieve their full potential based on the following four key values.

This policy is based on our four school values:



Our children are confident learners, they work hard to succeed with every challenge and are encouraged to take risks with their learning. Children are encouraged to try a wide range of activities and new challenges from areas across the curriculum.



Our children show respect for themselves, other people and the environment in our community, our country and our world. This is explored through the Personal, Social and Emotional Development and Understanding the World aspects of the EYFS framework.



Our children understand the importance of being honest to themselves and others about their good choices and their mistakes.



Our children develop strong friendships with their peers and act in a friendly manner towards others. They understand the difference between these and are open to making new friendships.

We create a safe and happy environment with challenging and enjoyable learning experiences that enable children to become confident and independent learners. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential. This policy explains how we ensure that children make the best possible start on their learning journey.



## 2 Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) that applied from September 2021.

## 3 Principles guiding our EYFS provision

Our Early Years provision is based on the following four guiding principles:

A unique child	Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
Positive relationships	Children learn to be strong and independent through positive relationships.
Enabling environments	Children learn well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents/carers.
Learning and development	Children learn and develop in different ways and at different rates. The framework covers the education and care of all children in early years settings, including children with special educational needs and disabilities.

These principles guide our curriculum planning.

Our children engage with activities that are designed from the following groups:

1. **Playing and exploring** - children investigate, experience, and 'have a go'.
2. **Active learning** - children concentrate and persevere if they encounter difficulties. They enjoy learning and celebrate their achievements.
3. **Creating and thinking critically** - children develop and act upon their own ideas; they make links between concepts and develop strategies for solving problems.

## 4 Our EYFS curriculum

There are seven areas of learning in the EYFS curriculum and these shape our educational programme at Brooklands. All areas are interconnected but there are three areas that are crucial for igniting children's curiosity and enthusiasm for learning, for building children's capacity for learning and to help them form relationships and thrive.

The 3 prime areas are:

Communication and Language Development	Giving children opportunities to speak and listen in a range of situations and to develop their confidence and skills in expressing themselves.
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Physical Development	Providing opportunities for young children to be active, and to develop their co-ordination, control and movement. Children must be helped to understand the importance of physical activity, and to make healthy food choices.
Personal, Social and Emotional Development	Helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

The 4 specific areas are:

Literacy Development	Encouraging children to read and write, both through listening to others reading and beginning to read and write themselves. Our children are given access to a wide range of reading materials – books, poems, and other written materials, to ignite their interest.
Mathematics	We provide children with opportunities to practise and improve their skills in counting, calculating simple additions and subtractions, and to describe shapes, spaces, and measures.
Understanding the World	We guide children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
Expressive Arts and Design	We support children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

We place the skills and knowledge at the centre of our curriculum planning. This enables us to be guided by children’s interests, individual needs and learning styles, whilst ensuring that we deliver all areas of the curriculum. Our curriculum also reflects our commitment to inclusion and equal opportunities through a provision which reflects our diverse and multi-cultural society.

### Democracy and values

We develop each child’s personal, social and emotional well-being, as well as their respect and understanding of their own and others’ cultures, beliefs and religions. We do this through:



- ✓ encouraging discussions and justification of their own feelings and ideas as well as an acceptance of others
- ✓ allowing pupils to express a different view or emotions.
- ✓ helping pupils to make decisions that are acceptable to the school community and society at large
- ✓ exploring, engaging and celebrating their own and others' faiths, festivals and cultural traditions
- ✓ encouraging healthy self-esteem
- ✓ encouraging enquiring minds
- ✓ helping pupils to value physical well-being, privacy, feelings, beliefs and the rights of others
- ✓ encouraging pupils to explore their feelings and reactions to different stimuli

## **The Learning Environment**

The EYFS classroom is organised to allow children to explore and learn securely and safely. There are areas where children can be active, be quiet and rest. The classroom is set up into learning areas and children are able to find and locate equipment and resources independently.

The EYFS classrooms share a large indoor and outdoor area. This has a positive effect on the children's personal and social development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. Whatever is learnt indoors can be transferred and enhanced outdoors.

## **Play**

Children's play reflects their wide ranging and varied interests and preoccupations. Children's learning is most effective when at play. Play with peers is important for children's development. Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and 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.

## **Active Learning**

Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfactions as they take ownership of their learning.

## **Creativity and Critical Thinking**

Children make strong connections and develop better understanding when supported by a range of different resources (including adults) and environments. Well timed and accurate adult support in this process enhances their ability to think critically and ask questions. Children should be given opportunity to be creative and encouraged to think critically



through all areas of learning, not just through the arts. Adults can support this by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

Our EYFS curriculum is designed to give pupils the foundational knowledge that prepares them for learning in that subject from Year 1 onwards. The Key Stage 1 curriculum builds on the knowledge that children learn in the early years. Subject Leadership teams are responsible for subjects across the school from Nursery to Year 6, ensuring that knowledge and skills build progressively during children's time at school.

## 5 Assessment in EYFS

We hold the individual child at the centre of our planning and we strive to listen to the voice of the child.

**“Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously”**

(UN Convention on the Rights of the Child).

This is achieved through detailed observations and assessment. Evidence is gathered by:

- ✓ observing children as they act and interact in their play within everyday activities, child initiated activities and planned adult-led activities
- ✓ learning from parents about what their child enjoys experiencing at home
- ✓ considering the examples of development as stated in the unique theme: observing what children can do, and identifying the stage on their developmental pathway
- ✓ considering ways to support the child to strengthen and deepen their current learning and development
- ✓ considering the individual needs, interests and stage of development of each child

Ongoing assessment is an integral part of teaching, learning and development processes. Staff observe children to identify their level of achievement, interests and learning styles. These observations are used to identify developmental gaps, support differentiation, inform children's next steps in learning and monitor their progress. Staff also take into account observations shared by parents.

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

- Meeting expected levels of development ('expected'), or
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents. The results of the profile are then shared with home and inform the child's transition process into Year 1.

## 6 Admissions and induction

Starting the learning journey is a big step in any child's life and our school provides a calm environment where children feel secure, settled and confident where their skills and talents are developed to the full.



Our nursery offers full and part-time places for children. Full-time Early Years education is in place for children in the Reception year which is statutory the term after the child turns five-years-old.

Nursery places are offered to children after they have had their third birthday. All admissions for a nursery place are offered through the School Office. Further information about admissions to Nursery can be found in our Admissions Policy.

## 7 Planning an effective transition

The following actions allow us to ensure that our children make a strong start to our school:

- Before starting, children and parents are offered a series of visits during the term before starting (the summer term for children joining in September)
- Staff Visits are made to previous settings (e.g. nurseries/preschools) to obtain key information on each child
- Parents are invited into school to meet the setting practitioners
- School information packs will be distributed to parents at a welcome meeting (held in the summer term). This pack explains school routines and expectations
- For Reception: staggered starts are offered comprising of half days, half days with lunch before starting full days. All of this is done in a very supportive and caring environment at the child's pace
- For Nursery: staggered starts are offered and the practitioners will support parents and children when it is time to say goodbye

## 8 Inclusion

We value the diversity of individuals, children and family members, within our school.

We plan activities that allow our children to succeed by taking account of our children's range of life experiences when planning for their learning. In the EYFS, we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- ✓ planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence
- ✓ using a wide range of teaching strategies based on children's learning needs
- ✓ providing a wide range of opportunities to motivate and support children and to help them to learn effectively
- ✓ providing a safe and supportive learning environment in which the contribution of all children is valued
- ✓ using resources which reflect diversity and are free from discrimination and stereotyping
- ✓ planning challenging activities for children whose ability and understanding are in advance of their language and communication skills
- ✓ monitoring children's progress and taking action to provide support as necessary





## 9 Children's health and wellbeing at school

It is important to us that all our children in our school are safe. We aim to educate children on boundaries, rules and limits, and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. For further information, see our school's Safeguarding Policy.

## 10 Roles and responsibilities

### **Governors**

Governors receive termly reports from the EYFS team and they visit school regularly to monitor the work of our school. They judge this against this policy, national expectations and consider the views of parents.

### **Senior Leadership team**

The Lead EYFS teacher is responsible for the day-to-day leadership of the EYFS and supported by the Deputy Head and Headteacher.

### **Lead Teachers**

Lead teachers are responsible for standards across the year group and the overall curriculum and provision provided.

### **Class teachers**

Class teachers are responsible for the achievement of the children in their class. They will also be the first point of contact for parents. All teachers are supported by a team of Teaching Assistants.

## 11 Parents as partners

We understand that children flourish best when home and school work together to provide the best possible learning experiences. As children and their families commence their journey at our school, we begin to develop and nurture strong positive attitudes where children become proud and respectful of themselves, others and their environment.

We pride ourselves on our friendly, open-door ethos where practitioners are always available to talk to parents. Parents are always welcomed into school and encouraged to discuss any concerns or feedback they might have.

We maintain effective two-way dialogues with parents about their child's achievements and next steps through a variety of means:

- settling sessions
- on entry, parents are asked to share knowledge about their child that may help settle them
- weekly challenge activities
- two parent consultation meetings regarding their child's progress and targets



- parents are given the opportunity to share home and school learning via our online learning journals on a daily basis
- a series of parental engagement activities where parents are invited into school to learn with their child