



Brookfield Community Primary School Early Years Foundation Stage Policy

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“Every child deserves the best possible start in life and support to their full potential. A child’s experience in the early years has a major impact on their future life chances. A secure safe and happy childhood is important in its own right, and it provides the foundation for the children to make the most of their abilities and talents as they grow up. When parents choose to use early years services they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance.”

All children begin school with a variety of experiences and learning. It is the privilege of the staff working in reception to take on the task of building upon that prior learning and experience. This is done through a holistic approach to learning, ensuring parents/carers, support staff and the reception teacher work effectively together to support children’s learning and development.

Intent

Every child has the right to grow up safe and healthy, enabling them to make a positive contribution to society and to achieve economic well-being. At Brookfield the fundamental aim of EYFS is to help young children achieve the outcomes of ‘Every Child Matters’ through a principled approach.

EYFS Principles

The EYFS is based upon the four principles:

- A unique child
- Positive relationships
- Enabling environments
- Learning and development

A Unique Child

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in different ways, at varying rates. Children’s attitudes and dispositions to learning are influenced by feedback from others. We use praise and encouragement as well as rewards to encourage children to develop a positive attitude to learning.

Inclusion

We value the diversity of individuals within the school and do not discriminate against children because of ‘differences’. All children are treated fairly, regardless of race, religion or abilities. All children and their families are valued within our school. In our school we believe that all our

children matter. We give our children every opportunity to achieve their best. We do this 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 the boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social backgrounds and those from different ethnic groups.

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 the children's learning needs
- Providing a wide range of opportunities to motivate and support children and to help them 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

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits 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. We aim to protect the physical and psychological well-being of all children.

Welfare

"Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them."

We understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2014. We understand that we are required to:

- Promote the welfare of children
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children

Positive Relationships

We recognise that children learn to be strong independent and form secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- All About Me booklet for parents; children to complete prior to starting school
- Talking to parents about their child before their child starts in our school
- The children have the opportunity to spend time with their teacher before starting school during planned induction visits
- Inviting all parents to an induction meeting during the term before their child starts school
- Offering parents regular opportunities to talk about their child's progress in our reception class
- Encouraging parents to add their child's achievements using the 'Super Stars' we send home providing the opportunity for parents to comment on any learning or achievements their child has made at home
- Encouraging parents to talk to the child's teacher if there are any concerns. There is a Parents Evening twice a year at which the teacher discuss the child's progress and achievements with their parent/carer. Parents receive a report on their child's attainment and progress at the end of each school year
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: class assemblies, Sports Day, Special Day, etc
- Providing good communication with parents about what their child is doing in school through newsletters & reading diaries.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. We have good links with Rainbow Nursery and plan regular visits to meet with staff and children and have developed a good transition plan of joint activities. We meet with nursery staff in the summer term to discuss our new intake of children.

Enabling Environments

We recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

Observation, Assessment and Planning

The planning within the EYFS is based upon interests, needs and achievements of the children. The children's interests help lead us to develop topics for each term. We then produce weekly plans which show the objectives we are focusing on. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation; this involves the teacher and other adults as appropriate.

The Foundation Stage Profile is the nationally employed assessment tool that enables teachers to record their observations at the end of the Foundation Stage, and to summarise their pupils' progress towards the Early Learning Goals (ELGs). The collection of assessment data in the Foundation Stage Profile is a statutory requirement.

During the first term in the reception class, the teacher assesses the ability of each child, using the Foundation Stage Profile. These assessments give us a baseline for each child, which enables us to see clear strengths and weaknesses. They also allow us to identify patterns of attainment within the cohort in order to adjust the teaching programme for individual children and groups of children. We share these

assessments with parents in our first Parents Evening and discuss the strengths and areas for development their child has.

We record judgements against the EYFS Profile. Each child's level of development is recorded against the 7 areas of development in the EYFS curriculum. Within the final term of the EYFS, we provide a written summary to parents, reporting their progress against the ELG's. We give a parents the opportunity to discuss these judgements with the class teacher.

The Learning Environment

The EYFS classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. We have our own enclosed outdoor area which provides resources for all 7 areas of learning. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children the opportunity to explore, use their senses and be physically active and exuberant. The school grounds are regularly accessed and learning is planned regularly.

Learning and Development

We recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter-connected. The 3 prime areas of learning in the EYFS are:

- Physical
- Communication and Language
- Personal, Social and Emotional

Teaching and Learning Style

Our policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the EYFS just as much as they do to the teaching in Key Stage 2. Features that relate to the EYFS are:

- Staff in EYFS need to consider different ways children learn and reflect this in their practice. The 3 characteristics of effective learning are: Playing and Exploring
Active Learning
Creating and Thinking Critically
- The partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement
- The understanding that teachers have of how children develop and learn, and how this affects their teaching
- The range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication
- The carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS.
- The provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities
- The encouragement for children to communicate and talk about their learning, and to develop independence and self-management
- The support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment

- The identification of the progress and future learning needs of children through observations
- The good relationships between our school and the settings that our children experience prior to joining our school
- The clear aims of our work and the regular monitoring of our work to evaluate and improve it
- The regular identification of training needs for all adults working within EYFS
- Each child will be assigned a key person for the year

The 3 learning characteristics

1. Playing and Exploring

“Children’s play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. 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. They express fears or re-live anxious experiences in controlled and safe situations.

2. 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 satisfaction as they take ownership of their learning.

3. Creativity and Critical Thinking

“When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.”

Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children’s thinking and help them to make connections 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 learning.

Our planning reflects the children’s interests, in this way all the objectives of the EYFS will be covered in a way that motivates the children.

The Prime Areas of Learning

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

The Specific Areas of Learning

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities. In each area there are Early Learning Goals (ELGs) that define the expectations for most children to reach by the end of the EYFS.