

Brough Primary School



Early Years Foundation Stage Policy

Policy Date	November 2020
Policy Review Date	Summer 2021 (in-line with the new curriculum)
Lead Person for Policy	Miss G Perry

Introduction

We believe that every child deserves the best possible start to their school life with the support that enables them to reach their full potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important for the most effective learning to take place. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up. The Early Years Foundation Stage (EYFS) sets the standards that all Early Years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

Objectives

- To provide a happy, caring, safe and secure environment for learning, which meets the needs and interests of the children
- To develop positive relationships between children and adults; children and children
- To provide a high-quality curriculum in line with the Early Years Foundation Stage document
- For the children to become aware of social, moral, spiritual and cultural values
- To encourage active learning through first hand experiences both in indoor and outdoor play, and through both verbal and non-verbal communication.
- To encourage children to become self-motivated and independent learners with a positive attitude to learning and self-discipline
- To foster positive home school links and share a common sense of purpose with parents.

The Curriculum

This policy is based on requirements set out in the [2017 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 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:

- Communication and language
- Physical development
- Personal, social and emotional development

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

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

The Structure of our EYFS

Our EYFS consists of two classrooms within a large unit. A team of experienced teachers, nursery nurses and classroom assistants staff the unit. There is a maximum intake of 60 children,

Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. Staff 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. In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

Activities are planned to include both the indoors and the outdoor environment.

Teaching

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. As the year progresses, and as the development of the children allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

Transition from Pre -school to full time Education

Our aim is to establish a smooth and successful transition to school. This is facilitated by:

- Visits to partnership pre-school establishments
- Play sessions that are held at the school for all children prior to starting in the Reception class
- Liaison with outside agencies
- Home visits by the child's class teacher

Equal Opportunities

All children have an equal entitlement to a good Early Years curriculum regardless of gender, race, culture, religion, disability and special or medical needs.

Assessment and reporting

At Brough Primary School, 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. Practitioners also take into account observations shared by parents and/or carers. As part of this assessment process these observations are electronically recorded using the Tapestry learning journey. These are shared with parents throughout the year.

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:

- Meeting expected levels of development
- Exceeding expected levels or,

- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development using the Tapestry electronic learning journey as well as parents' meetings and presentations. 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.

Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

Monitoring arrangements

This policy will be reviewed and approved by the EYFS lead every two years. At every review, the policy will be shared with the governing board.

Covid 19 Addendum

- Each preschool will receive a telephone conversation with the EYFS lead to hand over the children in their care rather than meeting in person if Covid restrictions are still in place.
- Play sessions with children that are due to start in EYFS will go ahead when Government guidelines allow due to Covid restrictions.
- Home visits will be completed on Microsoft Teams rather than visits to the home if Covid restrictions are still in place.
- Parents meetings will be facilitated through Team meetings and information that is usually delivered through presentations will be shared with parents via Google classroom and Tapestry online learning journey.