

Brough Primary School

Early Years Foundation Stage Policy



Policy Date	October 2021
Policy Review Date	October 2023
Lead Person	Ghislaine 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

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/>

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 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. Our outdoor provision mirrors the learning opportunities available to the children inside.

Teaching and Learning

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Both our indoor and outdoor provisions are set up with areas of learning. This continuous provision provides children with a stimulating and enabling environment that encourages critical thinking, where children can work with others or on their own. The outdoor provision enables us to provide learning on a larger scale. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction including modelling, demonstrating and questioning. Our teaching also includes a daily phonics and maths session. Our teaching of synthetic phonics follows the 'Little Wandle' validated scheme and our teaching of mathematics is guided by the White Rose Maths. 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 as well as invitations to our Christmas show
- Play sessions that are held at the school for all children prior to starting in the Reception class with an invitation to stay for lunch with their carer
- Liaison with outside agencies
- Home visits by the child's class teacher, taking along our 'Brough Bear' for the children to look after over the Summer

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.

Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA).

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

Not yet reaching expected levels ('emerging')

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.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

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 child's learning journey as well as parents meetings and presentations. The 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. We aim to educate the children on boundaries, rules and limits. In turn the children are allowed to take risks while being taught how to recognise and avoid hazards. We also promote good oral health, as well as good health in general, in the early years by talking to children about healthy eating, the effects of eating too many sweet things and the importance of brushing teeth.

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.