

Brough Primary School

Early Years Foundation Stage Policy



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Lead Person	Ellie Skilleter

Introduction

In EYFS at Brough Primary School, we put the child at the heart of everything we do. We aim to ensure that every day is full of purposeful learning and curiosity.

Children at Brough Primary begin their school journey supported by knowledgeable educators who will encourage them to construct their own identities and understanding of the world through positive learning environments whilst developing their knowledge and skills in many areas of learning. Staff are regularly involved in updating and expanding their knowledge of the early years curriculum and the safeguarding measures that we have in place at our school.

Developing children's strong sense of identity and well-being is something that we are really passionate about; we value a holistic perspective of learning and believe in developing the whole child. This is done in many different ways such as:

- teaching them mindfulness skills**
- daily music, storytelling and art activities**
- building independence and resilience**
- promoting curiosity**
- encouraging them to share their thoughts and feelings**
- encouraging them to celebrate special times and individual goals and achievements with us**

We aim to help children to make sense of the world around them, to develop tolerance, compassion and an understanding of their rights and the rights of others in an ever evolving world.

'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'.

(Statutory Framework for the Early Years Foundation Stage - September 2021).

Our Aims

We intend to provide a learning experience that is bespoke to every unique EYFS cohort, based on the children's needs identified at baseline, emerging trends and our continual monitoring and analysis that supports our planning and provision. Each child has their individual starting points which we value and recognise and we strive to support all children in becoming successful learners who are fully prepared for the next stage of their education as they transition from EYFS to Year One.

We aim to:

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

The Curriculum

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:

- **Personal, Social and Emotional Development** which encourages children's understanding of and respect for themselves and others, their confidence in building relationships and managing their own feelings and behaviour.
- **Physical Development** which encourages children to develop gross and fine motor skills as well as developing their independence and confidence with managing their health and self-care needs.
- **Communication and Language** which develops their speaking, listening and understanding.

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

- **Literacy** which develops their reading, comprehension skills and reading.
- **Mathematics** which introduces them to numbers, counting, calculating, shape and pattern.
- **Understanding of the World** which introduces them to scientific, historical and geographical ideas.
- **Expressive Arts and Design** which focuses on their artistic, dramatic and musical skills.

The Development Matters document along with the Early Years Statutory Framework set out end of reception year expectations for children by the end of the Foundation Stage. This policy is based on requirements set out in the

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

The Structure of our EYFS

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

The children have daily opportunities for structured and free flow play both indoors and outdoors. Practitioners interact with children during this time by communicating and modelling language, showing, explaining, demonstrating and exploring ideas. Practitioners also facilitate and set challenges.

All members of EYFS are involved in planning, preparation and assessment. We are always aiming to improve our teaching skills, knowledge and understanding and so all practitioners are encouraged to participate in local authority CPD and in-house group training. We are continually developing links with our local Children's Centre to support children and families in the area and the EYFS team work closely in partnership with other local settings. All staff complete regular Safeguarding training and a large number of practitioners have the paediatric first aid certificate.

Working with parents

Parental involvement is really important to us. We believe that parents/carers have a vital role to play in a child's education and enjoy building this partnership over the child's years at school. We create this bond through our welcome to school meetings, home visits and various share day sessions and clubs throughout the school year.

During the EYFS year, parents / carers receive updates through our online learning journey, Tapestry, as well as through parents meetings and presentations as well as regular posts on our school Twitter page (@broughprimary).

Parents and carers are encouraged to contribute towards their child's learning on Tapestry and by supporting and extending their children's interests. We recognise that children learn and develop well when there is a strong partnership between practitioners and parents/carers.

Planning

We effectively plan and design an early years curriculum that not only meets the emerging needs of the children but also supports, extends and develops curiosity and engagement and offers opportunities to work and learn in different ways.

Long term plans are frequently revised to ensure that they are well sequenced and progressive. Our planning is responsive and flexible, ensuring that we cater to emerging needs, interests and fascinations.

Practitioners plan activities and experiences 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. In planning and guiding children's activities, practitioners 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.

Where a child may have a special educational need and/or disability (SEND), staff consider

whether specialist support is required, linking with relevant services from other agencies, where appropriate. Practitioners identify and assess children with SEND as early as possible through screening, careful observations of the children and support and expertise from the school SENDCO. Staff have excellent partnerships with parents/carers in order that their knowledge, views and experience can assist us in assessing and providing for their children. Outside agencies work closely with the setting to provide additional support for the school and parents/carers.

Teaching and Learning

Rather than focussing on one way to teach or one way that children learn, we see the larger picture. We know that different approaches are necessary for different children. Varying learning activities allows for each child to have a chance at absorbing material in a way that works for them. We have high expectations for all children. For children with particular needs, such as those with SEND, their curriculum is still ambitious and strives to meet their personal needs. We understand that all children are unique and we celebrate each and every child.

Each area of learning and development is implemented through a well-resourced, open-ended environment and through a mix of adult-led and child-initiated activities. 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. Practitioners 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 One.

Assessment and reporting

At Brough Primary School, ongoing assessment is an integral part of the learning and development processes. Practitioners observe children 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/carers.

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

An assessment against the 17 early learning goals (ELGs) is made at the end of the reception year, indicating whether they are:

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

This provides an overview of the child's expected level of development and a rounded picture of the child's knowledge, understanding and abilities. This is known as the Early Years Foundation Stage Profile (EYFSP) and is shared with parents and Year 1 teachers.

The EYFSP reflects ongoing observations, and discussions with parents and/or carers and the results are shared with parents/carers for the 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.

Health and Snack Times

At Brough Primary School, we promote good health, including the oral health, of all children. Medicine prescribed by a doctor can be administered to a child where we have written consent. All medicine is securely stored; medicine administration forms are completed and shared with parents. We provide milk and fruit daily and children have access to water at all times in continuous provision.

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 parents/carers.
- 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.

Transition from EYFS into Year 1

In the summer term of EYFS, we expose the children to an extended transition to Year 1. They spend time with their new class teacher, completing 'getting to know you' activities and familiarising themselves with the new environment and expectations. EYFSPs and any additional assessments and significant information are shared so the teachers in Year 1 can continue to plan for the 'unique' child. The EYFS Lead and KS1 Lead work in partnership to make the transition as smooth as possible and ensure all children are 'Year One ready'.

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.

Safeguarding and welfare procedures

It is important to us that all children in the school feel safe. We help children to self-regulate and manage their emotions appropriately and Personal Social and Emotional Education is at the heart of everything we do.

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 (such as hand washing and the importance of exercise), 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.