



Early Years Foundation Stage (EYFS) Policy

Date Policy Adopted: October 2021

	Date of Next Review by
Head teacher/SLT	October 2022
Approval	Curriculum and Standards Committee

Early Years Foundation Stage (EYFS) Policy

Document Purpose

This policy reflects the values and philosophy of Broseley Primary School, in relation to the teaching and learning goals of the children in the Foundation Years. The policy is a framework, within which all staff work, and gives guidance on planning, teaching and assessment. The policy should be read in conjunction with the Department for Education & Skills Document, *The Statutory Framework Sept 2021* which sets out what pupils should be taught in different areas of learning.

This policy document, after presentation to, and agreement by, the staff and Governing Body, is distributed to all teaching and non-teaching staff and the School Governors. Further copies are available on the website and in the policy file, which is in the office. Such distribution ensures the accessibility of the document to visiting teachers, for example outreach/support staff and to parents.

Philosophy

The philosophy of Broseley Primary School EYFS is to provide a firm foundation on which all aspects of education are built. We aim to provide a Curriculum that is ambitious, broad and balanced in content and wide-ranging in approach, helping to ensure future progress and success. We believe that we should create a learning environment that is motivating, exciting, and caring, in order to contribute to the children's positive self-esteem and to inculcate a love of learning. We seek to "promote 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 2021).

Aims

The overall aims for the children in the Foundation Years are:

- to enjoy the process of learning
- to experience equality of opportunity in a caring, safe and secure environment
- to be valued as individuals and acquire self-confidence, independence and self-help skills
- to develop enquiring imaginative minds, encouraging independent thought
- to gain knowledge, skills, concepts and attitudes that relate to all areas of the Curriculum and to life
- to learn attention skills and persistence, in particular the ability to concentrate and self-regulate.
- to cultivate positive attitudes, values and beliefs and develop an understanding of, and respect for, other people's beliefs, ideas and cultures
- to experience personal achievement and appreciate the achievement of others
- to develop a positive self-image and an understanding of their value in society
- to acquire the skills to communicate their needs, feelings and experiences
- to develop respect and responsibility for self and others.

The teachers and support staff at Broseley Primary School make every effort to support and take care of the young children, assisting them in the cloakroom, getting changed for PE and other practical activities, while encouraging independence and self-help skills. School Staff supervise the children on arrival in school, at break times, lunch times and at the end of the school day until they are collected.

Early Years Foundation Stage (EYFS) Policy

The EYFS applies to children from birth to the end of the reception year. Children enter Reception Class in the academic year that they turn 5.

In partnership with Parents and Carers we support children in beginning the process of becoming active, lifelong learners.

The EYFS is based on 4 principles

- **A unique child**-who is constantly learning and can be resilient, capable, confident and self-assured.
- **Positive Relationships**-supporting the children in becoming strong and independent.

- **Enabling Environments**-where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- **Learning and developing** -An acknowledgement that children learn in different ways and at different rates.

A Unique Child: “every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;”

At Broseley Primary School we recognise that every child is a competent learner who has the capacity to be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. We acknowledge that Children’s attitudes and dispositions to learning are influenced by feedback from others, so we use praise and encouragement and rewards to celebrate what the children do well within a framework of consistent expectations to encourage the children to develop a positive attitude to learning.

Inclusion/Special Educational Needs (SEND)

- “The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare.”

All children and their families are valued at Broseley Primary School. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the schools SENCO is called upon for further information and advice. Appropriate steps are taken in accordance with the school’s Inclusion policy and SEN policy.

“For children whose home language is not English, providers must take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. Providers must also ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring children are ready to benefit from the opportunities available to them when they begin year 1. When assessing communication, language and literacy skills, practitioners must assess children’s skills in English. If a child does not have a strong grasp of English language, practitioners must explore the child’s skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.” (Statutory Framework 2021).

Planning for Learning and Teaching

“The learning and development requirements are informed by the best available evidence on how children learn and reflect the broad range of skills, knowledge and attitudes children need as foundations for good future progress. Early years providers must guide the development of children’s capabilities with a view to ensuring that children in their care complete the EYFS ready to benefit fully from the opportunities ahead of them” (Statutory Framework 2021).

Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children’s development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. There is an ongoing judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Practitioners must respond to each child’s emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.

This guidance is implemented in the following ways

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.

In order to accommodate the individual's particular learning style lessons will be planned wherever possible in a multi-sensory way so that the various activities will cater for all pupils in the spirit of inclusion. There will also be a consideration of how to record lesson outcomes so that the pupil is offered a variety of methods and is not inhibited by any specific difficulty.

Welfare

The safeguarding and welfare requirements cover the steps that providers must take to keep children safe and promote their welfare.

It is important to us that all children in the 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. We aim to protect the physical and psychological well-being of all children. (See Whole School Safeguarding Children Policy)

"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."

At Broseley Primary School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2021 and we maintain a separate welfare file for all staff to reference. We understand that we are required to:

- promote the welfare and safeguarding 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 all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- 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

At Broseley Primary School we recognise that children learn to be strong independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

At Broseley Primary School we recognise the importance of the role of parents and the significant influence that they have already played in the early education of their child. We wish to build a firm partnership that benefits and enhances the development and well-being of their child and recognises the role that parents have played, and their future role in educating the children. We involve parents and encourage continued involvement and interest by them in their child's education.

We do this through:

- Making a home visit to talk to parents/carers about their child before their child starts full time school;
- The children have the opportunity to spend time with their teacher before starting school during preliminary visit sessions;
- Support children through the transition from home to the end of Reception. This is also to support staff and parents in getting to know each other as well as the children.
- The parents are invited to complete a scrapbook about their child in the summer before they start.
- Encouraging parents to talk to the child's teacher / key worker if there are any concerns. There is a formal meeting for parents three times a year at which the teacher and the parent discuss the child's progress in private with the teacher / key worker. 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: celebration assemblies, school visits, fundraising activities, parents stay and play sessions, family learning and phonic information meetings.
- Providing parents an opportunity to celebrate their child's learning which inform planning and provision;
- Ensuring all parents know that their child's teacher and teaching assistant are their key workers
- Provide a quiet and confidential area if parents want to discuss any concerns.

Enabling Environments

We aim to create an attractive and stimulating learning environment where children feel confident and secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision.

Effective learning builds and extends upon prior learning and following children's interest. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. These observations are recorded in the children's individual learning folders.

Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning.

Learning and Development

Teachers and teaching assistants provide the curriculum in the reception classes. The curriculum is planned using the educational programmes in the 7 areas of learning.

There are seven areas of learning and development of which three are "prime areas," and four "specific areas."

The prime areas are

- Communication and language
- Physical development
- Personal, Social and Emotional development.

The specific areas are

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

The seven areas help practitioners plan the learning environment, activities, experiences and framework for the Early Years Curriculum. This does not mean that all the young children's learning is divided into these areas. One experience could provide a child with opportunities to develop a number of competencies, skills and concepts across several

Through careful assessments and observations, including information provided by parents and other settings, children's development levels are assessed. The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. However, if a child's progress in any prime area gives cause for concern, staff will discuss this with the child's parents and/or carers and agree how to support the child. This may also include a discussion with the SENDCo in order to access Special Educational Needs support.

Areas of Learning –Educational Programmes

Personal, Social, and Emotional Development Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Physical Development Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Communication and LanguageThe development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Literacy DevelopmentIt is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Mathematical Development Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Understanding the world Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Expressive Arts and Design The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

The seven areas help practitioners plan the learning environment, activities, experiences and framework for the Early Years Curriculum. This does not mean that all the young children's learning is divided into these areas. One experience could provide a child with opportunities to develop a number of competencies, skills and concepts across several

Class Organisation and Teaching Style

Within any one class, children are given the opportunity to work as a class, individually and in a group. The learning task or activity and the resources being used influence how the class is organised.

At Broseley Primary School:

"Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is used as an essential part children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. There is an on-going judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Practitioners must respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1." (Statutory Framework for EYFS 2021))

Planning and guided children's activities will reflect on the different ways that children learn and reflect these in their practice. At Broseley C of E School we support children in using the three characteristics of effective teaching and learning. These are;

- **playing and exploring** - children investigate and experience things, and 'have a go';
 - **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
 - **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.
- (Taken from statutory framework for the EYFS 2021)

Assessment

The Reception Baseline Assessment (RBA) is a short assessment, taken in the first six weeks in which a child starts reception. In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile must be completed for each child. The Profile provides parents and carers, practitioners and teachers with a well- rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1. The Profile must reflect practitioners' own knowledge and professional judgement of a child to inform discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Equal Opportunities

All members of the school are treated as individuals. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, sexual orientation, age, special educational needs, disability, and social circumstances ensuring all children have access to the whole Curriculum and opportunities to make the greatest progress possible in all areas of the Foundation Stage. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

Staff will ensure that all children feel secure, included and valued. No child should feel excluded or disadvantaged because of ethnicity, culture, home language, family background, special needs, disability, gender or ability.

Health and Safety

At Broseley Primary School there are clear procedures for assessing risk (see whole school risk assessment file) which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment. In addition to this, annual risk assessments are reviewed in relation to EYFS and in safeguarding and child protection policies, there is detailed information and procedures to ensure the safety of the children.

In line with the EYFS statutory framework 2021, at Broseley Primary School we undertake;

- A whole school medicines policy ensuring that there are systems in place to ensure that medicines and the systems for obtaining information about a child's needs for medication are kept up to date. Medicines will not be administered unless they have been prescribed by a doctor, dentist, nurse or pharmacist. Training is provided for staff where the administration of medicine requires medical or technical knowledge. Medicines are only administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer.
- Fresh drinking water is available at all times
- Children's dietary needs are recorded and acted upon when required
- A first aid box is accessible, at all times and, a record of accidents and injuries is kept. Teachers and TA's are paediatric first aid trained so that ample staff can ensure safety during the school day and any educational visits.
- The whole school behaviour policy clearly details expectations of staff, children and parents.
- A health and safety policy and procedures which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.
- A fire and emergency evacuation procedure and policy are kept centrally and copies in each teaching area.
- A social networking policy stating how mobile phones and cameras are to be used and stored securely whilst children are in the setting. Cameras that are used in school must not be used for staff own personal use.

Transition into EYFS

During the weeks prior to a child's entry into the Reception year, the following procedures have been put into place to ensure successful transition

- Parents/Carers are offered a home /school visit to ensure they know about school procedures and allocation of classes and key worker and any concerns they may want to express. Other key information is also shared with parents at this point.
- Parents are encouraged to complete an "all about me" scrapbook. It is used to support transition and to inform planning.
- The children are invited to visits to their class
- Before transition into reception class preliminary visits are made and they are also invited to take a school lunch.

From Reception Class to Key Stage 1

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile includes on-going observation, all relevant records held by the setting, discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development is assessed against the early learning goals. The profile indicates whether children are meeting expected levels of development, or not yet reaching expected levels ('emerging'). Year 1 teachers are given a copy of the Profile data together with a written report outlining SEN. An informal discussion takes place to discuss children's skills and abilities in relation to characteristics of learning. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1.