

Broadwater Down Primary School

**EARLY YEARS FOUNDATION  
STAGE POLICY**

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Next Review: May 2020

# Broadwater Down Primary School

## EYFS Policy

### Principles

At Broadwater Down Primary School we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and other professionals to meet their needs and help every child to make the most of their abilities and talents as they grow.

As outlined in the updated Statutory Framework for the EYFS (March 2017) 'Every child deserves the best possible start in life and the support that enables them to fulfil their 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 in its own right. 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.'

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through **positive relationships**
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- **Children develop and learn in different ways and at different rates.** The framework covers the education and care of all children in early

years provision, including children with special educational needs and disabilities.

## **Principles into Practice**

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning
- Promote the teaching of knowledge, skills and understanding in English
- Provide opportunities for children with English as an additional language to play and learn in their own language, supporting their language development
- Promote equality of opportunity and anti-discriminatory practice
- Provide early intervention for those children who require additional support
- Work in partnership with parents and within the wider context
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment
- Provide opportunities for children to engage in activities that are adult-initiated and child-initiated, supported by the adult
- Provide a secure and safe learning environment indoors and out

## **The Foundation Stage Curriculum**

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning, to enable the children to achieve and exceed the early learning goals. All the seven areas of learning and development are important and inter-connected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

The **prime** areas are:

### **Communication and Language**

### **Physical Development**

### **Personal, Social and Emotional Development**

Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied.

The **specific** areas are:

**Literacy**

**Mathematics**

**Understanding the World**

**Expressive Arts and Design**

Children are provided with a range of rich, meaningful first-hand experiences in which they can explore, think creatively and be active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

### **Characteristics of Effective Learning**

In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice.

Three characteristics of effective teaching and learning 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.

In a secure environment with effective adult support, children will be able to:

- Explore, develop and represent learning experiences that help them make sense of the World
- Practise and build up concepts, ideas and skills
- Learn how to control impulses and understand the need for rules
- Be alone, be alongside others or co-operate as they talk to rehearse their feelings
- Take risks and make mistakes
- Think creatively and imaginatively
- Communicate with others as they investigate and solve problems
- Express fears to relieve anxious experiences in controlled and safe situations

## **Early Language, Reading, Writing and Mathematics**

At Broadwater Down Primary School, we provide a language-rich environment in which high quality talk is valued. All staff model good communication skills in their interactions with pupils and each other.

For early phonics teaching, we use 'Letters and Sounds' to provide the framework. This is strengthened through use of some additional materials e.g. Read, Write, Inc flashcards and Cued Articulation.

Early reading is encouraged through signs and messages in the learning environment and shared reading books from the start of Reception year. From term 2, scheme books are sent home. This begins with pictures only and progresses in line with the child's developmental stage. We use a range of scheme books to provide a varied reading experience for each child. The class teacher reads to the class at least once a day to encourage enjoyment of reading and to develop understanding of what is read.

Early writing is supported through a variety of activities. Funky Fingers and Disco Dough are used to develop fine motor skills (manipulation and control) in preparation for writing. The Write Dance programme is used to practise the movements of writing and further develop muscle strength. Daily handwriting sessions encourage pupils to use cursive letter formations, using the Read, Write, Inc ditties. We encourage children to develop a have-a-go attitude to writing and celebrate all forms of writing from early mark-making to emergent writing to conventional writing. Children are encouraged to write during role play activities and through a variety of indoor and outdoor play activities.

Maths is taught daily through a teacher-led input, with opportunities to practise skills through child-led activities. Opportunities for counting and other mathematical concepts are explored through regular daily activities such as discussing daily routines/numbers of sessions, etc.

## **Play**

We believe that play, both indoors and outdoors, is the fundamental way in which young children learn. When playing, children behave in different ways. Sometimes, their play will be lively and interactive, sometimes they will describe and discuss what they are doing, and sometimes they will be quiet and reflective as they play. Through play, children will be developing skills across all the Prime and Specific areas of learning, working towards achieving the Early Learning Goals.

## **The Role of Adults**

Adults in the setting will support play by:

- Planning and resourcing a stimulating environment
- Supporting children's learning through planned play
- Extending and supporting children's spontaneous play
- Extending and developing children's language and communication in their play.
- Listening to all forms of children's communication and their ideas and taking these into account when developing play and planning.
- Narrating children's play
- Asking questions about children's play
- Promoting independent play
- Apply the characteristics of effective learning to their play

## **Planning**

The teacher responsible for Reception uses the EYFS Framework and statements from the Development Matters document as the long term plan. From this and from analysis of data and on-going assessments, areas of learning focus are identified. The learning is planned through a series of topics, initiated by the pupils' interests, each of which offers experiences in all seven areas of learning. These plans are reviewed termly by the headteacher and/or Senior Leadership Team. These plans then inform short-term weekly planning, alongside observations, which remains flexible for unplanned circumstances or children's responses.

Adult focused and independent activities are planned on a weekly basis. Children have the opportunity to work in each of the learning areas within the classroom and outdoors. Whole class, group and individual activities are used to develop skills in all areas of the curriculum, as appropriate.

We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During children's play, our early years practitioners interact and question to challenge children. In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and reflect these in our practice.

## **Observation and Assessment**

On entering school, using data from the pre-schools, information provided by the parents and the class teacher's on-going assessment of the children, a baseline assessment is made, using the Development Matters statements to inform judgements about pupils' stage of development in the all seven areas of learning. We also use a range of assessments, both formative and summative, with individual pupils at various points including phonics screening, speech link, language link and BEAM (assessment of fine and gross motor control).

As part of our daily practice we observe and assess children's development and learning to inform our future plans. We record our observations in a variety of ways. All adults involved in the children's learning are encouraged to contribute. Significant observations of children's achievements are collated in their own online learning journal using Tapestry. Child-Initiated and Teacher-Directed writing and number work is collected in an individual folder to show children's progress throughout the year and this is shared with parents at regular intervals. Each term (3 times a year), parents are invited to attend parents' consultation meetings and written reports for parents are provided during the summer terms.

At the end of Reception for each Early Learning Goal, teachers judge whether a child is meeting the level of development expected at the end of the Reception year:

1. Emerging, not yet reached the expected level of development
2. Expected
3. Exceeding, beyond the expected level of development for their age

## **Safety**

At Broadwater Down Primary School we believe children learn best when they are healthy, safe and secure. Children's safety and welfare is paramount to us. We create a safe, secure and welcoming environment where children can enjoy learning and grow in confidence. We provide a curriculum which teaches children how to be safe, make choices and assess risks. We have stringent policies in place to safeguard children and daily procedures are in place to encourage children to operate in safe ways and to keep them safe.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious food, following set procedures when children become ill or have an accident.

## **Inclusion**

We value all of our children as individuals at Broadwater Down Primary School, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meet the needs of the individual child and support them at their own pace so that most of our children achieve and even exceed the Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies. At times, it is necessary to work with children in a small group or on an individual basis outside of the learning environment to allow for specialist input e.g. Speech and Language support. However, whenever possible, support is provided within the classroom context.

Termly discussions take place between EYFS staff and senior leaders about specific children for whom there are concerns. These discussions include how we support those children who may be experiencing changes in their family or who may require additional support for their learning.

## **Parents as Partners and the Wider Context**

We strive to create and maintain partnership with parents and carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education and care in numerous ways, for example through the use of sharing books.

Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times we may need to share information with other professionals to provide the best support possible.

We draw on our links with the community to enrich children's experiences by taking them on outings, for example to the local library, and inviting members of the community into our setting.

## **Transitions**

Transitions are carefully planned for and time given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings, including nurseries and childminders. Before children start Reception we visit them, both in their pre-school settings and at their homes. Children also attend introductory sessions at school to develop familiarity with the setting and

practitioners. New parents receive an induction booklet before they start, explaining school procedures, the EYFS curriculum and daily routines.

In the final term in Reception, the Year 1 teacher meets with the Reception Class staff and discusses each child's development in order to support a smooth transition to Year 1. This discussion helps the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children. The children will also spend time with their new teacher in the Year 1 classroom.