



Jesus said 'I have come so that you might have life - life in all its fullness' St  
John's gospel Chapter 10, verse 10

## Brill Church of England School

### Early Years Foundation Stage Policy

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<b>Policy Owner</b>	G.Salt				
<b>Signed Headteacher</b>					
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**‘Every child deserves the best possible start in life and support to fulfil their potential. A child’s experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up.’**

*Early Years Foundation Stage Profile - Department for Children, Schools and Families  
2012*

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of their Reception Year. At Brill Church of England School, we have Reception provision for up to 30 children within our Year R classroom. Children are accepted into Year R in the September following their fourth birthday. We believe that early childhood is the foundation on which children build the rest of their lives and greatly value the importance that the EYFS plays in laying secure foundations for future learning and development.

### **Aims & Objectives:**

We aim to support all children to become independent and collaborative learners. We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to reach their full potential.

At Brill Church of England School, we will:

- Provide a happy, safe, stimulating and challenging programme of learning and development for the children to experience as they begin their journey through school.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond and enable choice and decision making, fostering independence and self-confidence.
- Use and value what each child can do, assessing their individual needs and next steps and helping each child to progress. We will use a variety of assessment methods including on-going short and long observations to include photographic and video evidence, adult and child led activities and the use of online assessment tools.
- Develop positive relationships with parents and carers to build a strong partnership in supporting their children.
- Provide a caring and inclusive learning environment which is sensitive to the requirements of the individual child including those who have additional needs.

The early-years education we offer our children is based on the following principles:

- It builds on what our children already know and can do;
- It ensures that no child is excluded or disadvantaged;

- It offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors;
- It provides a rich and stimulating environment;
- It acknowledges the importance of a full working partnership with parents and carers.

### **Learning and Developing**

We recognise that children are unique individuals and learn in different ways and at different rates. The learning characteristics of 'Playing and exploring', 'active learning' and 'creating and thinking critically' take account of *how* children learn and are a vital part of the learning process. Children at Brill Church of England school are encouraged to develop these positive learning characteristics and develop strategies that will support them in lifelong learning.

- Playing and exploring - children will have opportunities to investigate and experience things, take risks, 'have a go' and learn by trial and error.
- Active learning - children will have time and space to concentrate, to show persistence and keep on trying if they encounter difficulties, and to show pride in their own achievements.
- Creating and thinking critically - we encourage and support children to have and develop their own ideas, make links and notice patterns in their learning and to develop strategies to solve problems they encounter.

### **The EYFS Curriculum**

There are seven areas of learning and development that must shape educational provision in all Early Years settings. All areas of learning and development are important and interconnected, and none can be delivered in isolation from the others. Our children's learning experiences enable them to develop competency and skill across these areas of learning. They require a balance of adult led and child-initiated activities in order for children to develop effectively and to give them the best chance of obtaining a good level of development at the end of their Reception Year. Inside and outside structured play is an essential part of the teaching and learning process in both.

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 three Prime areas are:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

### Specific Areas:

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

Children's development levels are assessed and as the year progresses, 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 of the prime areas gives cause for concern, staff will discuss this with the child's parents/carers and agree how to support the child.

More information on this curriculum is available in a parent friendly handbook and can be found online at:  
[https://www.foundationyears.org.uk/files/2015/03/4Children\\_ParentsGuide\\_2015\\_WEB.pdf](https://www.foundationyears.org.uk/files/2015/03/4Children_ParentsGuide_2015_WEB.pdf)

### Planning

The Early Years Foundation Stage Curriculum provides the basis for planning throughout the Foundation Stage.

The planning objectives within the Foundation Stage are from the Development Matters Statements from the Early Years Foundation Stage document.

Our planning aims to build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence. It will incorporate discrete phonics, maths and other direct teaching opportunities designed to deliver the children's next steps in learning as well as 'In the moment' teaching opportunities to immediately respond to children's fascinations and capitalise on the deep and sustained engagement that these moments present.

### Assessment

Initial observations and assessments take place during the first term to ascertain children's starting levels and to identify patterns of attainment and need within the cohort. These assessments take into account any records we receive from previous pre-school settings, parents and childminders. Most of our children have previously attended Windmill Pre-school, situated within the school grounds, and this helps to facilitate the process. Ongoing assessments in the Foundation Stage takes the form of both formal and informal observations, teacher and teacher assistant knowledge of the pupils and photographic evidence. Data is recorded by the teachers in progress records, online learning journals and by collating examples of each child's work to ensure that children are making a good level of development. Parents are encouraged to contribute to these assessments by providing 'Wow' moments that detail out of class experiences and observations they themselves have made on their child and helps to provide a more complete picture of their child's abilities. An on-going process of information sharing is encouraged through a variety of means including; daily open-door opportunities for parents to discuss queries, concerns, or achievements with the Reception team at drop off and collection times; parent consultation meetings; curriculum information evenings; open afternoons. Parents will also receive an End of Year Report summarising their child's development within The Foundation Stage Profile. The Profile is the nationally employed assessment tool that enables teachers to record their observations at the end of the

Foundation Stage, and to summarise each child's progress towards the Early Learning Goals. It covers each of the seven areas of learning contained in the curriculum guidance for the Early Years Foundation Stage. We record each child's level of development against 17 areas of learning as Emerging, Expected or Exceeding. Parents will also receive a progress report that includes the Characteristics of Effective Learning.

The collection of assessment data in the Foundation Stage Profile is a statutory requirement. At the end of the final term of a pupil's Reception Year we send a summary of these assessments to the LA for analysis and pass on a copy to the Year 1 teacher who uses this information to make plans for the year ahead.

### **The Learning Environment**

There is a broad evidence base that details how children involved in activities based upon their own interests display deeper levels of engagement and the development of positive learning characteristics that support lifelong skills. Here at Brill Church of England School the Early Years classroom has been set up to provide the children with easy access to learning opportunities across all areas of the curriculum. The continuous provision allows children to explore and investigate as they play in a secure and stimulating environment with free flow access to the outdoor area. We recognise and strongly promote the use of outdoor learning for the unique characteristics and features it presents and the positive impact it has on children's well-being and development. Children are supported by experienced teaching staff who are enthusiastic about the outdoors and understand the importance of outdoor learning. We provide play materials that can be adapted and used in different ways and provide experiences that place children at the centre of the provision.

### **Transition**

Starting school can be a difficult time for young children; we therefore plan this time carefully to support children with the transition and to ensure it is as smooth as possible for each child and that they settle in to their new class quickly and happily.

We acknowledge that parents can be equally worried about their child's transition into full time schooling and have developed a rigorous process of consultation to ease the process. Parents are offered informal tours of the school along with an invitation to an induction meeting with the Headteacher, class teacher and key members of staff. This is an opportunity for staff to:

- Go through the school handbook
- Explain about uniform, PE kit and school dinners/ free school meals
- Explain about holidays and absences
- Answer any questions parents might have about starting school
- Explain the arrangements for starting school in September
- Talk to the parents about the school and the way in which we teach the Early Years Curriculum.

Parents are also offered an individual 'Meet the teacher' appointment so that parents can discuss their child on a more personal level.

In the September, parents are encouraged into the classroom to settle their children at the beginning of the day. We welcome that time to meet and chat with the parents and to exchange information that might be useful about their child. Year R has its own side access into our outdoor area and cloakroom to facilitate this. For parents who are not able to stay, a communication book in the cloakroom can detail any changes to collections and the class teacher's email address is readily available for further exchanges of information.

Handover information is given to us by the pre-schools and the class teacher will endeavour to go out to pre-school settings and meet the children in their familiar environment during the summer term. The children are invited to a morning taster session in the reception class along with a lunchtime taster session in the hall where dinners are served. Children attending Windmill Pre-school join the current Year R for half a term of outdoor playtimes in the summer.

Throughout the Reception Year we aim to build up the children's involvement in whole school life helping them to become familiar with many of the teaching and support staff working in other classes. They will have taken part in the weekly celebration assembly as well as sharing their lunch and lunchtime play with the other year groups. Children will meet their new class teacher and spend a morning in their new class during the summer term.

### **Safeguarding & Welfare**

'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.'  
(Statutory Framework for EYFS 2017)

At Brill Church of England School, we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2014:

- To provide a setting that is welcoming, safe and stimulating where children can grow in confidence.
- Promote good health.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- To ensure that all adults who look after the children, or who have unsupervised access to them, are suitable to do so.
- Ensure that the setting, furniture and equipment is safe and suitable for the purpose it was intended for.
- Maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children.

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. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards. We aim to protect the physical and psychological

well-being of all children. (More information can be found in the school's safeguarding policy)

### **Healthy Eating**

All children in Reception, are provided with a free healthy snack each day. For ease of access, we ask that parents provide their child with a full water bottle each day. Water is always available for those that forget and is provided with the lunchtime meal too. School dinners are provided for free for all children in Reception and menus are available online for parents to sign up.

### **Intimate Care**

Intimate care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child's age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet and changing underwear following an accident. We actively encourage parents to help their children to become independent with these tasks before they start school.

Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff and parents work in partnership to give the right support to an individual child.