



Brampton Abbots CE Primary School



Bridstow CE Primary School



Oak Meadow Federation

Early Years and Foundation Stage Policy

This policy will be reviewed and updated by the Governing Body at least every two years. All references to 'the school' imply both Brampton Abbots and Bridstow Primary Schools.

Policy approved by Governing Body on 13th July 2020

Signed Daniel Brearey, Headteacher

Paul Mason, GB Chair

Policy due for review July 2022

EYFS POLICY*

* *Early Years Foundation Stage Policy (EYFS)*

Note also see our Safeguarding & Child Protection and Equality & Diversity Policies.

1. Introduction

1.1 Within the school we cater for children in the Early Years Foundation Stage to the end of their Reception Year and Year One children who are still working within the Early Years Foundation Stage, to provide appropriate transition through to the National Curriculum.

1.2 Entry into our Reception Class is at the beginning of the school year in which the children are five (although compulsory schooling does not begin until the start of the term after a child's fifth birthday).

1.3 The EYFS is important in its own right, but also in preparing children for later schooling. The Early Learning Goals set out what is expected of most children by the end of the EYFS.

1.4 Children joining our school have already learnt a great deal. 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 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 safe, rich and stimulating environment which meets the individual child's needs and interests
- it ensures that no child is excluded or disadvantaged
- Learning is adapted to suit each child's needs.

2. Aims and objectives

2.1 We use the Early Years Foundation Stage guidance to provide the best possible start to a school life for a child in our care. We use the principles from the guidance to help us plan and offer opportunities for children. We use the exemplification materials, alongside external and cluster moderation to ensure that we are assessing appropriately and at the correct level.

a) Theme: Unique Child

Principle: Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

- i. We plan and offer opportunities for children to become confident both in their surroundings and with their peer group.
- ii. Each child is an individual with unique pre-school experiences and differing stages of development. We aim to make high but realistic expectations of each child based on our knowledge of them. We aim to offer a structure for learning that has a range of starting points, based upon what they can do already.
- iii. We aim to develop skills and attitudes to learning that will foster success throughout the child's schooling. We will value children's ideas and feelings, support each child's self-esteem, develop their independence, self-confidence, motivation, curiosity, perseverance and concentration and encourage a desire to learn and to succeed.
- iv. -Children are encouraged to become independent learners and to take some responsibility for initiating their own lines of enquiry and investigation

b) Theme: Positive Relationships

Principle: Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.

- i. We ensure that children in our care have the opportunity to choose their own learning in a safe and supportive environment with caring and qualified adults to nurture them.
- ii. We aim to develop a partnership with parents and carers based on a shared interest in the child.
- iii. We aim to prepare children for further learning by teaching them to relate positively to adults and their peers; to work and play together co-operatively, constructively and with confidence; and to foster a growing independence and respect for others. Our Values Education helps to support this.
- iv. In the EYFS stage we aim to provide a warm, welcoming and friendly environment in which staff work with parents to support children's learning through positive relationships. We aim to develop a partnership with parents and carers based on a shared interest in the child.
- v. We aim to provide a stimulating environment where children can be actively involved in their learning by exploring, listening, talking and asking questions. We provide a broadly-based curriculum which in turn provides rich contexts for learning and have real meaning for the child.

c) Theme: Enabling Environments

Principle: The environment plays a key role in supporting and extending children's development and learning

- i. We use the whole environment, both inside and outside to support children's learning.
- ii. Our early years' staff aim to provide a secure, rich and stimulating learning environment in which to deliver a practical curriculum with opportunities for firsthand experiences through planned and purposeful play, exploration, talk and an appropriate proportion of child-initiated play.
- iii. We believe it is our responsibility to support children to enjoy learning, to be confident to take risks, ask questions and understand they are part of real learning and take an active role in developing our environment for learning and development.
- iv. To reflect our belief that the outside is an extension of our indoor rooms. Children have access to the outdoor classroom independently throughout our sessions. This is sometimes with adult support but can be used independently.
- v. For children whose home language is not English we aim to take reasonable steps to make available opportunities to develop the use of their home language in play and learning. We will liaise with their parents to support their language. They will be given every opportunity to reach a good standard of English so that they can benefit from all the opportunities the school provides. This often involves support from outside agencies to support both the family and the school in working together in the best interests of the child. We ensure we cater for all learning styles (e.g. Visual timetables for EAL children).

d) Theme: Learning And Development

Principle: Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and interconnected. Our planning shows that we are aware of different children's needs and the way in which they learn. We provide evidence to support this through Learning Journeys and observations.

- i. Children have the opportunity to develop their own interests and lines of enquiry. Our early years' staff aim to provide a secure, rich and stimulating learning environment in which to deliver a practical curriculum with opportunities for firsthand experiences through planned and purposeful play, exploration, talk and an appropriate proportion of child-initiated play.

- ii. We aim to plan learning experiences that build upon previous knowledge, skills, understanding and attitudes. These experiences will need to allow the children time to repeat and rehearse their skills and knowledge.
- iii. We encourage children to become self-motivated and independent with a positive attitude to learning and self-discipline

3. Teaching and learning style

3.1 Our curriculum for the EYFS reflects the areas of learning identified in the Early Learning Goals, enabling children to develop competency and skill across the Prime Areas and Specific Areas of learning:

3.2 Prime Areas:

- Personal, Social and Emotional Development: - Making relationships, building self-confidence, and managing feelings and behaviour
- Communication and Language: - To listen, speak and pay attention
- Physical Development: - Moving and handling. Health and self-care.

3.3 Specific Areas:

- Literacy: - Reading and writing
- Mathematics: - Numbers, shapes, and measures.
- Understanding the World: - Communities, peoples and technology
- Expressive arts and Design: - Imagination, exploring, using media and materials

3.4 We also aim to encourage enjoyment, creativity, critical thinking, concentration and persistence through all the spheres of learning.

3.5 The Early Learning Goals and Development Matters document provide the basis for planning throughout the EYFS. We use topic-based themes with an initial overview for the term. Further planning is built on discussions and observations made of children and created week by week according to need and pupils' interests. Planning is evaluated daily and learning experiences are altered accordingly.

3.6 At our school, the EYFS children experience a different topic each term, with a variety of activities that cover the six areas of learning. The children are involved in the planning process and activities related to their learning.

3.7 However the principles below are part of the driving force to offer a high-class standard of care and education:

- Early childhood is the foundation on which children build the rest of their lives.
- Care and Education are complementary and inseparable.
- High self-esteem is an important pre-requisite to effective learning.
- There is potential in all children, which emerges powerfully under favourable conditions.
- Children develop at different rates emotionally, intellectually, morally, socially, physically and spiritually – all aspects are important and are all interwoven.
- Parents are a child's first educators, an effective partnership between the home and early years setting contributes significantly to a child's personal, social, emotional and academic development.
- Children learn in many ways, but they learn most effectively when they are actively involved and interested.
- Effective learning builds on and extends what children know and can do and offers new learning experiences and challenges.
- Attitudes and behaviour patterns established during the first years of life are central to children's future educational and social development.

- Play is a meaningful and powerful medium for learning which is valued and used for the development of children both socially and academically. It encourages cooperation and helps to develop their management of feelings and behaviour.
- Opportunities to make decisions and to take responsibility for their own learning and behaviour help children to develop autonomy and a sense of personal responsibility.
- Relationships between adults and children are based upon respect for individual worth.
- Children's well-being is paramount; health and safety considerations have a high priority in all early years/Foundation Stage contexts.

- Early Years practitioner conscientiously promote equal opportunities in their approaches and practice with all children and adults regardless of gender, disability, race, culture and background.
- Children's interests and pleasure in books are actively promoted to build a strong foundation for later learning.

3.8 We feel young children learn best through firsthand experiences and so we plan for active learning through an appropriate play-based curriculum. This carefully planned curriculum is designed to enable most children to achieve the Early Learning goals by the end of the Early Years Foundation Stage. Activities and opportunities for play in the EYFS are designed to provide a holistic approach to learning, rather than separating the curriculum into single unrelated subjects. A balance of teacher led, and child-initiated activities are planned for, which are designed to systematically help children to move forward in their learning. A range of teaching methods and approaches are also selected at the planning stage, but staff operate flexibly and adapt teaching strategies to meet the needs of particular children.

4. Assessment

The introduction of the Early Years Foundation Stage Profile has meant that a lot more emphasis has been placed on observation of children's achievement and development. The profile is filled in during the autumn term (as a baseline), then half termly. Detailed analysis is carried out each term to help provide information for future planning and development. Statistics at the end of the Reception year are collated and forwarded to the LA. Parents are informed of their child's progress on a regular basis, including through discussion, target sheets at termly parent's evenings and through annual written reports to parents at the end of the summer term. Parents and teachers may also discuss any queries or concerns about their child's progress at any time throughout the school year and through comments in children's reading diaries. All data is moderated by either local clusters of schools (e.g. WVLN) or by the Local Authority; often both, to ensure consistency and accuracy in data recording.

Observation and assessment of small groups and individuals provide the starting points for our subsequent planning. It is hoped that most children achieve the Learning Goals by the end of the Reception year, with the help and guidance the Development Matters section within the Early Years Foundation Stage documentation which identify clear, progressive steps along the learning pathway. Transfer records from pre-school settings along with other information from playgroup staff and from parents help inform reception staff about children and the new intake.

5. The Role of Parents

We believe that parents have a vital role to play in the continued education of their child. We recognise the role that parents have played in educating their children. Parents are able to come into the classroom daily and any informal meetings with the class teacher go on at this time. Parents/Carers also have the opportunity to attend three parent consultation evenings throughout the year. In the Reception class, parents are asked to share a book for a few minutes each day with their child and to reinforce other learning such as phonics at home.

6. Collection of Children: (EYFS - Early years Foundation Stage Statutory Framework P. 28 section 3.62)

6.1 E.C.M: Stay Safe (Every Child Matters)

If someone other than the child's parents or regular carer is to pick up the child after school then this information must be passed to the class teacher – children will not be allowed to leave the premises unless this information has been given.

Children are collected from the Reception Class at the end of the school day. Should a child not be collected then the child will be taken to the school office where a parent/carers is telephoned - a member of staff will stay with the child until the parents/carers arrival.

7. Special Learning Needs

Parents will always be informed early of teacher's concerns over a child who may have individual needs. Parents who have concerns about their child's progress or development should initially contact the class teacher. The school's Special Needs co-ordinator is responsible for providing additional information and advice to parents and for arranging for external intervention and support where necessary.

8. Equal Opportunities

*E.C.M: Stay Safe, Be Healthy, Enjoy and Achieve, Economic Well – Being and Positive Contribution.
EYFS Statutory Framework p. 20 & 25*

8.1 We aim to meet the needs of each child regardless of race, gender, socio-economic status or ability. We work to ensure that every child has equal access to all aspects of school life and is valued fully as an individual. Staff, as role models, are aware of the influence of adults in promoting positive attitudes and use that influence to challenge stereotypical ideas.

9. Monitoring and review

It is the responsibility of the EYFS coordinator to follow the principles as set out within this policy. The Head Teacher and the Early Years coordinator will monitor the implementation of the EYFS policy.