BADSLEY PRIMARY SCHOOL

EYFS Policy

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GB Responsible	**Full GB**	**Written by**	**Emma Blore**
Approved	**Autumn 2 (Dec 2026)**	**Website**	**Yes**

Growing Together; Aiming High

Article 3 (best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children.
Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

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1. Curriculum intent, aims and drivers

Curriculum intent

In our Early Years Foundation Stage (EYFS), we provide a secure learning environment and engaging curriculum for 4–5-year-olds. We build warm and caring relationships, encourage the children's creativity, and develop their independence. We have high expectations, and we believe in providing children with first hand experiences, which empower them to be actively involved in their own learning in a meaningful way. The EYFS provides children with their first experiences of understanding who they are and their place in the world. These are carefully mapped out throughout the year, ensuring that children are exposed to different elements of doing so, e.g., our place in our world, where we live, where we are in the world and how others live around our world. With this, children begin to understand their own feelings and emotions and are able to accept responsibility for their actions.

Our children learn in a variety of ways, both indoors and outdoors, covering all areas of the Early Years framework. Their learning takes place through structured lessons, adult led group learning, independent learning opportunities and access to child led continuous provision. Our curriculum is underpinned with a strong emphasis on developing and valuing every child who enters our doors – which, in turn means we can ensure that no child is left behind and everyone achieves their fullest potential. To ensure all children achieve this, EYFS staff map out essential and potential themes and key skills, carefully plan the environment and ensure it is purposeful, as well as developing targeted assessment.

Our curriculum has a prominent importance in the communication and language thread throughout our bespoke EYFS curriculum; This area of learning is crucial to support our children to be able to access the curriculum and reach their full potential. Through quality interactions and high-level questioning, children are encouraged to use their language to talk about what we are learning and interact with others. We provide a range of interventions to support children, and these are designed to rapidly develop and promote language and vocabulary. Our EYFS is very much part of the whole school, taking part in all events, some assemblies, rewards and celebrations. We support all of our children to do the best that they can whilst in our EYFS, providing them with opportunities and experiences that excite and inspire them, building the fundamentals for their educational journey. We drive to achieve consistently good levels of development (GLD) and this results in an extremely successful transition into year 1.

Aims

To ensure that Badlsey Primary School fully complies with the requirements of the DfE Statutory framework for the early years foundation stage, setting the standards for learning, development and care for children from birth to five (end of reception year), September, 2021.

To provide an exceptional education promoting teaching and learning to ensure children's enthusiasm for learning and to give children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life

Ultimate End Goal

Children will leave the EYFS at Badsley Primary School prepared for life in modern Britain. They will be inquisitive and enthusiastic learners that are ready to thrive in Year 1. They will have a secure understanding of the Badsley Values and will use these to help them achieve their full potential.

Curriculum Drivers

Our curriculum is built on our Key Drivers:

- ***Oracy***
- ***Aspiration***
- ***Equality and Diversity***
- ***Experience***
- ***Curiosity and Discovery***

To ensure our curriculum offers enrichment, these drivers underpin everything we do in all areas of school life. These form the foundations of our curriculum and are threads throughout our teaching including the teaching of pupils' spiritual, moral, social and cultural (SMSC) development and the teaching of British Values.

<u>Oracy</u>

The EYFS at Badsley Primary School encompasses oracy as a key driver of the curriculum. Children will use sentence stems to share their ideas in full sentences. Vocabulary is carefully planned for and included in all areas of provision. Children are exposed to this vocabulary with adults and then have the opportunity to apply this in their independent activities.

<u>Aspiration</u>

Everything we ask the children to do in the EYFS year is aspirational for them. For many of our children it is the first time they have attended a setting so everything is new for them. We particularly focus on aspirations during careers week where the children have the opportunity to explore what they would like to do when they grow up. The children also take part in weekly Jigsaw lessons and take part in learning about 'Dreams and Goals'. (Please see the PSHE policy for further information).

<u>Equality and Diversity</u>

Equality and diversity is consistently promoted in EYFS. The children are exposed to a range of resources which show a variety of different family types, races, religions and cultures. This is a vital part of the EYFS curriculum and we pride ourselves on children leaving their EYFS year with a secure understanding of equality and diversity.

Experience

At Badsley Primary School we introduce every new theme with a 'Brilliant Beginning' and conclude the theme with a 'Fantastic Finale'. These first hand experiences are key to children understanding the world around them. Experiences range from completing a traffic survey, tasting new food and even investigating a crime scene left by a story character in the classroom! Children absolutely love the experiences we give them and talk about them for years as they move through school.

Curiosity and Discovery

The EYFS curriculum at Badsley Primary School is built on curiosity and discovery. The children have the opportunity to discover information about themselves, the world around them and what life is like in other countries globally. The children become curious through exciting and inviting themes each half term. During every half term the children have the opportunity to take part in a problem-solving day. This encourages curiosity and teamwork. Problem solving days including helping Santa to wrap and deliver his presents on time, helping an alien that has landed in the school grounds to understand planet Earth or even helping the gingerbread man to cross the river safely and not get eaten by the fox!

2. Legislation and guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

"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." Statutory Framework for the Early Years foundation stage March 2021

Here at Badlsey Primary School we meet the EYFS requirements for learning and development and for safeguarding children and promoting their welfare. We use the Early Years Foundation Profile as a guide to ensure all children receive the care and education they deserve, Statutory framework for the early years foundation stage (publishing.service.gov.uk) (September, 2021).

The learning and development requirements cover:

- The areas of learning and development which must shape activities and experiences (educational programmes) for children in all early years settings
- The early learning goals that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five)
- Assessment arrangements for measuring progress (and requirements for reporting to parents and/or carers)
- The safeguarding and welfare requirements cover the steps that providers must take to keep children safe and promote their welfare

3. Roles and responsibilities

The governing body, Mr M Windle (Headteacher), Mrs S Hawkins (curriculum strategic lead) and Mrs E Blore (EYFS lead) are responsible for ensuring this policy is in place, up to date and adhered to in school.

All EYFS Badsley Primary School staff and other staff that cover EYFS need to adhere to this policy. Whole school staff need to be aware that this policy is in place and reference to the EYFS policy must be made in all other curriculum subject policies.

All stakeholders must be aware of and agree that the EYFS curriculum provides the foundation for the remainder of the children's learning journey through the national curriculum. They must value the importance of EYFS and adhere to this policy.

4. Organisation and Planning

THE AREAS OF LEARNING AND DEVELOPMENT

There are seven areas of learning and development that must shape educational programmes in early years settings. All 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.

These three areas, the prime areas, are:

• Communication and language

• Physical development

• Personal, social and emotional development

Prime Areas

Communication and Language

This covers all aspects of language development and provides the foundation for literacy skills. Children's competence development in speaking and listening and attention focuses on

ensuring this develops rapidly. We aim to extend and enrich the children's vocabulary through story time, rhymes, role-play and group discussions. Children are encouraged to share their own experiences through speaking and acting out events in imaginative play and talking about their own ideas. They are encouraged to take part in class activities such as working with puppets, participating in music sessions, singing songs together and circle times. Any children that are identified as needing speech and language therapy are referred and staff work closely with parents and carers to support this.

Personal, Social and Emotional Development (PSE)

Badsley Primary School believes strongly in the importance of a strong link between home, school, children's centres and nurseries in order to make links stronger for the good of the community as a whole. Children are encouraged to learn to work, share, take turns and co-operate with others. They are encouraged to be independent and make choices for themselves, as well as problem solving and regulating their emotions. They are also encouraged to be sensitive to the needs of others and to respect other cultures and beliefs. Children are encouraged to become confident and develop a positive self-image. All children within the EYFS are part of Jigsaw PSHE weekly sessions to support this development; this is in the form of circle times. This year, the DfE have introduced a particular aspect into the Development Matters; Self-Regulation. This is when the children begin to understand how to regulate their emotions and match their actions to those emotions. By the end of reception, children will show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions, (early years foundation stage profile, 2022)

The school Behaviour policy links with PSE. This prime area of learning is significantly important when upholding the school's behaviour for learning policy as young reception children are still learning how to work with and get along with each other, and are finding out what's acceptable, and a positive behaviour, and what's not. The aim of Badsley Primary School is for every member of our community to feel valued and respected, and for all persons to be treated fairly. We are a caring community, whose values are built on mutual trust and respect. Our behaviour for learning policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where all feel happy, safe and secure (see behaviour policy)

For this reason we aim to:

• Ensure appropriate behaviour throughout the school

• Encourage and praise best efforts in both learning and behaviour.

• Ensure a whole school approach to behaviour management and treat all children fairly and apply this policy in a consistent way.

• Ensure that children are aware of the Badsley values and that each class has a visual representation clearly displayed

• Ensure that all parents are informed and are aware of the schools behaviour management procedures

• Prevent bullying

• Provide a system of rewards to encourage good behaviour

• Provide a stepped approach to sanctions which are clear and known to all

• Promote self-discipline and self-control

Behaviour management operates in the first instance through reward, praise, stickers and certificates. These procedures promote a child's confidence and self-esteem. Behaviour management lies mainly in the hands of the class teacher who will usually deal with problems on the spot. Minor matters will normally be dealt with by expression of acceptable learning choices; reference to the class charters and children will be reminded of the Badsley way. If repeated patterns of behaviour are noticed, the EYFS team will work closely with the EYFS leader and Pastoral lead, when appropriate, who will monitor the impact of the behaviour system. The Pastoral lead will provide support and guidance to all staff when required and will liaise with outside agencies when additional support is deemed necessary. The special educational needs co-ordinator (SENDCO) may also be involved to support creating a personalised learning programme that meets the specific needs of the child. Throughout all this, parents will keep informed and by working together positive progress will be made.

Physical Development

Children are provided with opportunities to develop their physical abilities, as this is a key part of writing when they are ready to hold a pencil and form marks. Three times per week, children across EYFS participate in 'squiggle whilst you wiggle' this is a programme that helps children develop their gross motor by dancing with scarfs to fun songs and fine motor by drawing in time to the music. Children are supported in groups and individually to develop their handwriting throughout Reception. It is important that they have the motor skills before they start to form letters. They are encouraged to develop an increasing understanding of how their body works and what is needed to be healthy. This is done both indoors and outdoors and by working with a wide range of resources. Children are encouraged to develop their self-care, from using the toilet independently to dressing themselves. In Reception children change for P.E. They are supported to change but encouraged to try independently first. Other opportunities for developing their physical ability are provided within the provision, both indoors and outdoors, including the use of bikes, climbing frames and threading activities.

Specific Areas

Providers must also support children in 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

Literacy In the EYFS

Literacy is broken down into three sections, Comprehension, Word Reading and Writing. Everyday all EYFS children are involved in a literacy input, which may include a focus story or information text. Within Reception, children will start to develop their mark making into forming letters. This links a lot with the Physical Development, as mentioned above. Children have the opportunity to develop both their composition and transcription skills during writing sessions. 'Write Along' is taught using the visualiser so children can clearly see how the adult holds a pencil and forms letters, transcription is a key focus for write along and in phonics books. Children have the opportunity to develop their composition skills before writing by talking to a partner and generating exciting sentences about a given theme. All children hear an adult read on a daily basis, this is called 'Book Look Time' so that the children understand they can not only have stories read to them, but non-fiction books are also valued. Children take part in a Read Write Inc. reading session daily where they learn strategies to support their reading e.g. inferring, retrieving predicting as well as perfecting their letter recognition and blending skills. Children are encouraged to use the mark-making areas indoors and outdoors independently and also take part in teacher led activities. The pre-writing work encourages correct pencil control, left/right orientation and correct letter formation.

By the end of reception, the age-related expectation is:

Comprehension: Children demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. They anticipate key events in stories. Children use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading: Children say a sound for each letter in the alphabet and at least 10 digraphs. They read words consistent with their phonic knowledge by sound-blending. They read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing: Children write recognisable letters, most of which are correctly formed. They spell words by identifying sounds in them and representing the sounds with a letter or letters. Children write simple phrases and sentences that can be read by others.

Mathematics

Our school's aim is for all children to achieve mathematical understanding and a firm foundation for numeracy through practical activities and using and understanding language in the development of simple mathematical ideas. Pre-number work is covered through rhymes and number activities. Children are given the opportunity to learn about number, shape, space, position, pattern and measures. Children will learn to tell the time and are given opportunities to learn about money and calculations such as adding, subtraction, doubling, halving and sharing.

Children take part in two maths sessions daily. 15-minute maths focuses on the calendar and securing an understanding of dates, days, months and the year. Maths lessons focuses on key concepts outlined in the EYFS curriculum (2021) and Development Matters (2021).

Using practical resources ensures that the children have multiple ways to understand key concepts of mathematics, and providing them with the best way of doing so. By the end of reception, the age-related expectation is:

Number: children have a deep understanding of number to 10, including the composition of each number. They subitise (recognise quantities without counting) up to 5 and automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns: children verbally count beyond 20, recognising the pattern of the counting system. They compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Children explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

All children are given opportunities to solve problems, investigate, make decisions and experiment. They will learn about living things, their environment, the world around them and the people who are important in their lives. Children are given opportunities to develop computing skills to research and learn about the world, including past and present and the community. Children have the opportunity to access a forest school session weekly; during these sessions children observe the natural world around them and notice the changes from season to season.

Expressive arts and design

We provide opportunities for all children to explore and share their thoughts, ideas and feelings through a variety of art, design, technology, music, drama, movement, dance and imaginative play activities. Children are given opportunities to make paintings, drawings, collages, models and use basic musical instruments. Children also learn new songs and rhymes and enjoy singing them with each other. Specific skills are taught, and provision set up to enable children to be creative and apply these skills, for example colour recognition, mixing paints, sorting, matching and using different tools. Children are given the opportunity to participate in Badsley productions, assemblies and events.

Characteristics of Effective Learning

In planning and guiding children's activities, staff 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

• Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Outdoor Learning

Children at Badsley Primary School have access to the outdoor area each day. The outside area is an outdoor learning space and there are a variety of resources available to facilitate learning. In this area EYFS staff provide planned activities and challenges for children as well as giving opportunities for them to make their own choices. All staff will model, interact, question and challenge children when learning in the outdoors as they do when learning in the classrooms. Staff will provide provocations to stimulate and extend their learning. Children have access to bikes and a climbing frame in the playground. Parents are advised to dress their child appropriately, so they can access outside learning at all times throughout the year. Relevant risk assessments are in place for the outside areas. All staff will be involved in assessing risk and will collaborate to develop risk assessments for key areas within the foundation stage.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every EYFS area, wherever possible, and ensure that there are no barriers to every pupil achieving. Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in the school's SEND policy.

Special Educational Needs

Care is taken to assess the needs of each child from their first entry into school, transitional visits are arranged as early as possible to the setting to ensure the children settle as quickly as possible. Should a child have any special need the parent will be informed at an early stage. Group and individual support is provided within the school where possible. Badsley Primary School has links with various agencies and, when necessary, their involvement may be required to support certain children. Parents/Carers will always be informed if an outside agency is assisting the school to support their child (see SEND policy for full information).

Challenge in the EYFS

Children that are achieving the EYFS profile milestones consistently are given challenges to extend their learning. This is done through targeted questioning, individual challenges, team challenges and being given lead roles on problem solving day.

6. Monitoring Arrangements

The headteacher, together with the Curriculum Strategic Lead and individual subject leaders monitor the curriculum to ensure it meets the needs of our pupils.
We monitor the curriculum using a variety of methods including:

- *Pupil voice*
- *Staff voice*
- *Learning walks*
- *Lesson visits/ drop ins*
- *Book scrutinies*
- *Data analysis*

As each child enters the Foundation Stage, observations and assessments are used to assess if a child is 'on track' or working 'off track' within the seven areas of learning. We complete the Government mandated Reception Baseline Assessment which is administered to every child within 6 weeks of the child starting reception. This informs planning and target setting. A letter with more information will be sent to parents and guardians to inform them about the baseline. As the year progresses, children are monitored on their development and progress, through a range of observations, focused activities and independent activities. Children's progress is tracked using a safe online electronic system called insight. We have high expectations of all learners.

Early Learning Goals

At the end of the reception year children will be assessed against the EYFS early learning goals, stating whether they are expected or emerging for each area of the curriculum. Children who are on track by the end of the year show a good level of development (GLD) This is specifically in personal, social and emotional development, physical development, communication and language, literacy and mathematics.

Expected standards for Foundation stage: Children are assessed throughout the year to check on their progress and plan their next steps. Within Development Matters there are assessment checkpoints based on age bands. These can be found Development Matters - Non-statutory curriculum guidance for the early years foundation stage (publishing.service.gov.uk)

This policy will be reviewed as stated on the front of the policy by the Subject Lead in consultation with the Headteacher and Senior Leadership Team. At every review, the policy will be shared with the full governing board.

7. Links with other policies

Inclusion Policy

Curriculum Policy

PSHE Policy

Anti-Bullying Policy