



ambition, belief, communication

# EYFS POLICY

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### 1. Intent of EYFS at Bradley Primary

The curriculum in Early Years is designed to provide a broad and balanced education that meets the needs of all pupils. It facilitates them to gain skills, knowledge and understanding as they start out on their educational journey, supporting them to progress from their individual starting points and preparing them for the next stage of their education. Our ethos in Early Years is to support children's personal, social and emotional development so that they feel safe and secure and are ready to learn. Through the seven areas of learning, we provide topics that excite and engage children, building upon own interests and developing their experiences of the wider world around them. We recognise that all children enter into our setting with varied experiences and all staff work hard to ensure that the learning opportunities provided widen their knowledge and understanding of the world, setting ambitious expectations for all children. Those children with particular needs, including SEND, are supported appropriately, allowing them to be successful.

### 2. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life;
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind;
- A close working partnership between staff and parents and/or carers;
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

### 3. Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2021.

### 4. Structure of the EYFS at Bradley Primary

The Early Years Foundation Stage applies to children from birth to the end of Reception. Children can join our EYFS classes in the September after their fourth birthday.

In order to ensure continuity and to enable each child to reach their full potential, we make a clear commitment to ensuring that the transition between nursery - or home - and reception is made smoothly, so laying secure foundations for future learning. We make visits to children at local nurseries in the summer term before they start school and we visit children and their parents at home. The Early Years education we offer is based upon The Early Years Foundation Stage statutory framework leading to the Early Learning Goals, which establish targets for most children to reach by the end of the Early Years Foundation Stage.

### 5. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

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

The aim of our curriculum is to develop a thirst and love for learning by:

- Carefully planning sequences of activities that provide meaningful learning experiences, developing each child's characteristics of learning
- Providing high quality interactions with adults that impact on the progress of all children

- Using high quality questioning and interactions to check understanding and address misconceptions
- Staff acting as role models to the children they teach in order for children to develop their own speaking and listening skills
- Carefully assessing, through observations, in order to inform the next steps of learning and meet individual needs
- Developing an effective and engaging environment that is set up so that children can access all areas of learning both inside and outside at any one time. The outdoor space is planned to give children opportunities for doing things in different ways on different scales
- Providing activity starting points for child initiated activities that enhance children's learning and impact on progress
- Allowing children to be successful in their attempts at an activity and using effective feedback to help facilitate next steps in learning
- Suggesting home learning opportunities with information about what has been taught, allowing parents to build on their child's school experiences, at home.

In the Early Years Foundation Stage, we realise that the way in which children engage with other people and their environment, underpins the learning and development across all areas.

The 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.

## 5.1 Planning and Teaching

The planning within the EYFS follows a Long Term Plan (LTP) which is based around themes. This plan is mapped out for the year and used by the EYFS teachers as a guide for weekly planning, however the teacher may alter the LTP in response to the needs (achievements and interests) of the children. This will be indicated on weekly planning. Staff plan activities and experiences that enable children to develop and learn effectively. Where a child may have a special educational need, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate. In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice. Our enabling environment and warm, skilful adult interactions support the children as they begin to link learning to their play and exploration. Our curriculum recognises the skill development for each child, providing opportunities for the children to rehearse, consolidate, apply and extend their learning. Our approach is committed to a healthy balance of child-initiated learning and adult-led activities, where we encourage children to develop as confident and capable learners, who enjoy exploring their own ideas and theories, whilst practitioners observe, support, discuss, challenge, extend and scaffold learning. Through carefully developmentally appropriate planned activities and enhanced provision every child may grow to their fullest potential as an individual. Play is the building block of a child's intellectual, social, emotional, physical and language skill development. Most of the Early Years school day is dedicated to child-initiated learning (play) where staff respond to, extend, scaffold and engage in quality talk to support the children's learning. We recognise the importance of providing a meaningful language-rich environment; we want our children to be able to express themselves and engage in

conversations with their friends and adults. We share stories, poems and sing songs throughout the day, as well as using language to support vocabulary and thinking-skills.

Our daily teaching of reading and writing is based on a systematic, synthetic phonics programme, using the Letters and Sounds approach, titled Red Rose Letters and Sounds. Mathematics is taught through daily adult-led sessions and our provision allows children the opportunity to explore and investigate and develop understanding of number, shape, space and measure. We use the NCETM Mastering Number scheme to support our teaching and learning. This aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention is given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future.

We value imagination and creativity and seek to create a sense of enjoyment and fascination in learning through continuous indoor and outdoor provision, alongside trips and visits.

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff 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, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

The features of effective teaching and learning in the Early Years Foundation Stage are:

- the fostering of a close partnership between practitioners and parents/carers, so that our children feel secure at school from the onset and develop a sense of well-being and achievement;
- the understanding that our practitioners have of how children develop and learn, and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the Early Years Foundation Stage;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations, which are regularly shared with parents;
- the good relationships between our school and the settings that our children experience prior to joining our school;
- the clear aims for our work, and the regular monitoring to evaluate and improve what we do;
- the regular identification of training needs of all practitioners working within the Early Years Foundation Stage.

## 5.2 The Learning Environment

The EYFS classroom is organised to allow children to explore and learn securely and safely, inclusive of all children. Adaptations are made for learners with additional SEND needs to ensure every child accesses a broad and rich curriculum. The classroom is set up in learning areas, where children are able to find and use equipment and resources independently. The EYFS classroom has its own outdoor area. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children a chance to explore, use their senses and be physically active and exuberant. We plan and resource activities for the children to access outdoors which help development in all 7 areas of learning.

Our environment also takes into account the 3 characteristics of effective teaching and learning.

### Playing and Exploring - Engagement

We believe well-planned play both indoors and outdoors, is a key way in which children learn with enjoyment and challenge during the Early Years Foundation Stage. Through play that is planned in a secure environment and with effective adult support, children can:

- explore and develop learning experiences, which help them make sense of the world;
- practise and build up ideas, concepts and skills;
- learn how to control themselves and understand the need for rules;
- be alone, be alongside others or co-operate as they talk and express their feelings;
- take risks and make mistakes;
- think creatively and imaginatively;
- communicate with others as they investigate and solve problems;

We aim to make learning for young children a rewarding and enjoyable experience during which they explore, investigate, discover, create, practise, rehearse, repeat, revise and consolidate their developing knowledge, skills, understanding and attitudes. During the Early Years Foundation Stage, many of these aspects of learning are brought together effectively through playing and talking.

### Active Learning - Motivation

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

### Creativity and Thinking Critically

Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely to extend their learning.

## 6. Assessment

At Bradley Primary, ongoing assessment is an integral part of the learning and development process. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA). At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The profile is moderated internally (referring to the Development Matters guidance) to ensure consistent assessment judgements. The EYFS Profile indicates whether children are meeting expected levels of development, or not yet reaching expected levels ('emerging'). EYFS profile data is submitted to the local authority. The profile will also be shared with parents/carers and Year 1 teachers. This supports children's transition into Year 1. As another part of the transition process, reception pupils visit Year 1 in the summer term so they are familiar with the staff and learning environment. Arrangements are made for passing on information to parents about the transition to Year 1. Newsletters inform parents of their child's new class and teaching staff and early in the new school year, parents are invited to meet the Year 1 teacher/support staff and explore the Year 1 environment. Year 1 classrooms have areas of continuous provision to support and extend children's independence skills.

## 7. Working with Parents/Carers

We recognise that parents/carers are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents/carers have played, and their future role, in educating their children. We do this through:

- offering children and parents/carers the opportunity to spend time with their teacher before starting school during parent/carer and child sessions. EYFS teachers also visit children and their parents/carers at home in the summer term before they start school;
- inviting all parents to an induction meeting shortly after their child starts school;
- encouraging parents to talk to the child's teacher if there are any concerns - EYFS teachers are at the school gate every morning to greet children and parents/carers. Parents/carers are also encouraged to communicate with class teachers via the Class Dojo app; they can message their child's teacher and see what is happening in EYFS. There is a formal meeting for parents/carers each term at which the teacher and the parent/carer discuss the child's progress in private;
- arranging activities throughout the year that encourage collaboration between child, school and parents/carers, e.g. celebration assemblies, Nativities, creativity/curriculum afternoons, phonics/reading sessions, stay and play sessions;
- encouraging parents to share their child's 'Wow' moments – parents are given slips of paper to complete in order to inform staff of their child's achievements out of school. These are displayed in school.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At our school, the EYFS teacher acts a 'Key Person' to all children in their class, supported by the Teaching Assistants.

## 8. Safeguarding and Welfare Procedures

Through our PSED programme we promote good oral health, as well as good health in general, in the early years by talking to children about:

- The effects of eating too many sweet things;
- The importance of brushing your teeth.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding 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." (Statutory Framework for the Early Years Foundation Stage, DfE, September 2021)

## 9. Monitoring Arrangements

This policy will be reviewed and approved by the EYFS Leader, Catherine Dowell, every year. At every review, the policy will be shared with the governing board. It is the responsibility of the Early Years Foundation Stage Leader and Reception teacher to follow the principles stated in this policy. Mrs Tanzila Mahmood is the named governor responsible for the Early Years Foundation Stage. The Head teacher and Early Years Foundation Stage Leader will carry out monitoring of the Early Years Foundation Stage as part of the whole school monitoring schedule.

## Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy