



BRIDGE & PATRIXBOURNE CEP SCHOOL

EARLY YEARS FOUNDATION STAGE POLICY & PROCEDURE

Bridge & Patrixbourne Church of England Primary School is a welcoming and nurturing community which promotes: **creativity** (developing our gifts); **excellence** (being the best we can be) and **resilience** (learning from our experiences). The school provides opportunities which enable everyone to flourish and grow within the love of God.

I am the vine, you are the branches. If you remain in me and I in you, you will bear much fruit. Without me, you can do nothing.

John 15:5

Key Personnel

EYFS Lead: Graham Redpath

Chair of T&L: Ann Burgess

Key Dates

Ratified by Teaching & Learning Team: June 2023

Date of next review: June 2026

Introduction

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Bridge and Patricxbourne CEP School, children join the Reception class in the year that they turn five.

In partnership with parents and carers we ensure that children “learn and develop well and are kept healthy and safe.” We aim to support children in their learning through giving children the range of skills and experiences that provide the right foundation for good progress through school and in life.

The EYFS is based upon seven areas of learning and development, of which three are “prime areas,” and four “specific areas.”

The prime areas are:

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

The specific areas are:

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

These areas of development are underpinned by the characteristics of effective learning – playing and exploring, active learning, creating and thinking critically.

The EYFS is based upon these principles:

- A unique child – developing resilient, capable, confident and self-assured individuals.
- Positive relationships – supporting the children in becoming strong and independent.
- Enabling environments – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- Learning and developing – An acknowledgement that children learn in different ways and at different rates by understanding the characteristics of learning i.e. active learning, playing and exploring, creating and thinking critically.

A Unique Child

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children’s attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration times and rewards, to encourage children to develop a positive attitude to learning.

Inclusion/Special Educational Needs (SEND)

All children and their families are valued at Bridge and Patricxbourne CEP School. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments consider contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage. (Please see SEND policy and the school information report).

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- making lessons and activities fun, interactive and evoke awe and wonder.
- monitoring children's progress and taking action to provide support as necessary.

In order to accommodate the individual's particular learning style, lessons are planned in a multi-sensory way so that the various activities will cater for all pupils in the spirit of inclusion. There will also be a consideration of how to record lesson outcomes so that the pupil is offered a variety of methods and is not inhibited by any specific difficulty.

Welfare

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. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children.

At Bridge and Patrixbourne CEP School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage.

We understand that we are required to:

- Promote the welfare and safeguarding of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs following school behaviour policy.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

Positive Relationships

At Bridge and Patrixbourne CEP School we recognise that children learn to be strong in independence from having secure relationships in place. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

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

- Talking to parents about their child before their child starts in our school.

- Supporting the children through the transition from pre-school to Reception with the children attending Stay and Play sessions prior to starting school and then mornings or afternoons in smaller groups for the first week. This is also to support staff and parents in getting to know each other as well as the children.
- Inviting parents to participate with everyday activities.
- Inviting all parents to workshops during the Reception year in order to detail how we aim to work with their child particularly in relation to Communication and Language, Physical Development, Phonics, Literacy and Maths.
- Encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents twice a year, in the Autumn and Spring Term, at which the teacher and the parent discuss the child's progress. Parents also receive an end of year report at the end of the Summer Term, detailing their child's attainment and progress.
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents.
- Setting homework activities where the parents can work with their children at home with activities that will support the topic and their child's learning.
- Providing parents with a range of opportunities to celebrate their child's learning and development.

Our Vision

Our curriculum is based upon our educational principles of creativity, excellence and resilience.

Creativity: we recognise that all children have a different abilities and talents (gifts) that deserve to be recognised and fostered by the school. This will be achieved through our provision, learning environments and wider opportunities for children.

Excellence: we believe that all children have the right to be successful and achieve academically and socially. We will maintain high expectations for all our children whilst ensuring that the appropriate support is in place.

Resilience: children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration times and rewards, to encourage children to develop a positive attitude to learning.

Enabling Environments –

Purposeful, meaningful and experiential play-based learning, through which staff skilfully scaffold and extend children's interests, skills and knowledge. Our provision is research and evidence-based, modelled on outstanding Early Years pedagogy and practice.

Our timetable in Reception maintains a considered balance between short adult-led inputs ("direct teaching"), Linked Provision, and Continuous Provision ("Exploring Time"). Adult-led inputs include daily phonics, maths and story times linked to topics. The lengths and content of these sessions change throughout the school year, reflecting the children's ages, developmental stages, and individual needs.

What is Linked Provision?

Linked Provision bridges the learning intentions of our direct inputs with children's self-initiated play (Continuous Provision). It consists of adult-initiated sessions lasting between 10-20 minutes depending on the time of year and children's needs. Planned activities in specific areas of the setting extend children's skills and knowledge, consolidating learning from direct inputs and supporting areas identified through assessment. The activities are multi-sensory and active, and are resourced to develop children's skills whilst being inviting and engaging. The resources are purposeful, so even if children choose to adapt the intentions behind the independent activities, they will still be consolidating skills and knowledge.

What is Continuous Provision?

Continuous Provision, or “Exploring Time” as the children often call it, forms a large part of our day, and is based around child-initiated learning through play. Each area of the indoor and outdoor environment is planned and resourced to enable children’s learning to continue even if not being directly supported by an adult. We provide provocations to engage and inspire children according to our knowledge of their interests and needs, current topics, and areas for support identified through assessments. Our children choose where, what and how they would like to play and engage with our environment and resources, while staff scaffold learning through skilful observations, interactions and modelling. Continuous Provision is skills and process-focused, not product-focused; our emphasis is on promoting children’s love of learning to enable their development and independence, rather than on expecting them to produce an adult-intended outcome.

Although the ratio between direct inputs and Linked and Continuous Provision shifts slightly through the school year, Continuous Provision remains predominant because purposeful play is vital for many reasons at this young age. While Linked and Continuous Provision are designed to target specific areas of learning, the interactive and hands-on nature of both elements means that children’s Communication and Language development, and Personal, Social and Emotional Development, are incidentally supported throughout.

For further information and reading about Linked and Continuous Provision, and play-based learning, please ask a member of the Reception Team.

Equal Opportunities

All members of the school are treated as individuals. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, sexual orientation, age, special educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

Health and Safety

At Bridge and Patrixbourne CEP School there are clear procedures for assessing risk (see health and safety policy) which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment.

In line with the EYFS statutory framework, at Bridge and Patrixbourne CEP School we undertake a whole school medicines policy ensuring that there are systems in place to ensure that medicines and the systems for obtaining information about a child’s needs for medication are kept up to date. Training is provided for staff where the administration of medicine requires medical or technical knowledge. Medicines (both prescription and non-prescription) are only administered to a child where written permission for that particular medicine has been obtained from the child’s parent and/or carer. At Bridge and Patrixbourne CEP School a written record is kept each time a medicine is administered to a child and informs the child’s parents and/or carers on the same day.

A first aid box is accessible at all times in each class and a record of accidents and injuries are kept.

Children’s oral health is monitored, children will learn about the importance of good oral health and parents will be signposted to the appropriate people if further support is needed.

Fresh drinking water is available at all times and every child will be offered fruit during break time; milk will be made available to all Year R children at lunchtime.

Transition from Pre-school/Feeder settings

In the year prior to entry to school, local pre-school leaders and the Reception Class teachers meet regularly to plan the appropriate provision for children who will be attending Bridge and Patrixbourne CEP School.

In the Summer Term, members of staff from Bridge and Patricxbourne CEP School contact all feeder settings, either by phone or face to face to discuss the children that they have coming to our setting in order for the school to have a full understanding of a child's knowledge, understanding and abilities.

Where possible, visits are arranged to feeder and other pre-school settings, so that school staff can find out a little more about the children by reading stories and exploring within the child's own setting.

All new intake children are invited to at least one story time with either of the Reception Class teachers, alongside a stay and play session with their actual teacher. At this time, parents/carers are invited to a meeting with the Senior Leadership Team to welcome them to the school and to outline reception procedures, curriculum and school routines.

Parents/carers are also invited to meet their child's new teacher either face to face or in a private online zoom session with their child to get to know each other and share any further important information.

[Transition from the Reception Class to Key Stage 1](#)

During the final term in Reception, the EYFS Profile is completed. Each child's level of development is assessed against the early learning goals. The profile indicates whether children are meeting expected levels of development or have not yet reached expected levels. Constructive dialogue occurs between Reception and Year 1 teachers about each child's stage of development and learning needs. This then assists with the planning of activities in Year 1. The children get opportunities to meet their Year 1 teacher and visit their new classroom in the second part of the Summer Term so that relationships can be formed.