



moving forward together

Broughton Moor Primary School

Early Years Foundation Stage Policy

Approved by ¹			
Name:			
Position:			
Signed:			
Date:		Version No:	13
Review date ² :			

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year and is intended to ensure that children learn and develop well and are kept healthy and safe.

It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

Our Early Years Foundation Stage accommodates children from the age of 2 to 5 years

To ensure best practice and continuity our Foundation Stage classes integrate with our Key Stage 1 class, work closely together, sharing planning, activities and an outdoor learning environment.

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
- Close partnership working between practitioners and with parents and carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

Legislation

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

Structure of the Early Years Foundation Stage

Broughton Moor Primary School has an Early Years provision supporting 2-year olds and Nursery pupils. It also has a Reception cohort.

In all situations, adult to child ratios are 1:8 for 3/4 year olds and 1:5 for 2 year olds. The Nursery accepts 2 year old 30 hours funding in addition to the statutory funding for 3/4 year olds.

Our Reception provision has the capacity to accommodate 12 children.

Curriculum

Our Early Years setting follows the Curriculum as outlined in the 2021 Statutory Framework of the Early Years Foundation Stage (EYFS). The EYFS framework outlines the Characteristics of Effective Teaching and Learning and the 7 areas of Development (CoETL).

The CoETL are organised into three primary strands and are essential components towards children becoming selfregulated learners. These 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.

There are 17 aspect areas (early learning goals) within 7 curriculum areas of development. These are divided into Prime and Specific areas of learning.

The 3 Prime areas of learning:

1. Communication and Language
2. Physical Development
3. Personal, Social and Emotional Development

Communication and language underpins all areas of learning within our early years curriculum and continues to be developed within our provision, teaching, learning and planning methods. 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. Planned learning supports the progress and development of listening and speaking, enabling children to process information into thinking and understanding. Children practise their physical skills alongside developing social skills, which supports greater independence and higher levels of confidence.

The 4 Specific Areas of learning

4. Literacy
5. Maths
6. Understanding the World
7. Expressive Arts and Design

The 4 specific areas of learning provide a context for development and reflect cultural knowledge and accumulated understanding. They are dependent on learning in the Prime areas.

Our continuous provision demonstrates a strong emphasis upon supporting children's understanding of the world along with enabling them to express themselves imaginatively and creatively, using art and design. New learning and topics are adapted to reflect the needs of the children and their interests.

Planning

The 3 prime areas are at the core of early years planning. Staff carefully plan activities which enable children to link personal experiences with new learning, providing a wide range of contexts to revisit, practise, apply, and develop transferable skills and understanding. Emphasis is placed upon the importance of using sensory play in the development of language skills, alongside enhancing provision for identified groups of children.

Staff consider the individual needs, interests, and stages of development of each child in their care, and use this information to plan challenging and enjoyable experiences. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate. Staff are reflective in their practice and systematically observe and evaluate the effectiveness and value of planned provision within the inside and outside learning spaces. They respond to children's levels of interest and engagement, ensuring accurate pitch and pace for developing cognition and learning. Planning and interactions are supported by progressive sequences of questioning to develop thinking, understanding and language for reasoning.

Teaching Early Years

Practice demonstrates a balance between play and formal teaching. Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. 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. Staff interactions with children during planned and child-initiated play, provides rich opportunities for communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges.

Staff understand that play is about much more than content, but helps to build flexible minds and an enquiring spirit. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

They consider the equipment provided and the attention to the physical environment as well as the structure and routines of the day that establish expectations. Staff understand that teaching is in every activity provided within all of the learning environments. There are no activities that occur in the setting which adults do not consider to be opportunities for teaching. While staff do not always know where these opportunities will present themselves, it is the skill of the adults that enable them to readily recognise the 'teachable moments' when they arise and respond to them appropriately.

Assessment

Ongoing assessment is an integral part of teaching, learning and development processes. Staff observe children to identify their level of achievement, interests and learning styles. These observations are used to identify developmental gaps, support adaptive teaching, inform children's next steps in learning and monitor their progress. Staff also consider observations shared by parents and/or carers. When a child is aged between 2 and 3, Nursery practitioners review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed. At the end of the EYFS, staff complete the EYFS profile for each child.

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers and inform the child's transition process into year one.

Working with parents

We recognise that children learn and develop well when there is a strong partnership between Nursery practitioners, Class teachers, Teaching assistants and parents and/or carers.

In Nursery, each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home and also help families to engage with more specialist support, if appropriate.

Nursery Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Staff conduct parent/carer meetings three times a year and invite the children to share and celebrate their learning.

Safeguarding and welfare procedures

Our safeguarding and welfare procedures are detailed in our safeguarding policy.

Monitoring arrangements

This policy will be reviewed and approved by the Headteacher every 3 years. At every review, the policy will be shared with the governing board.