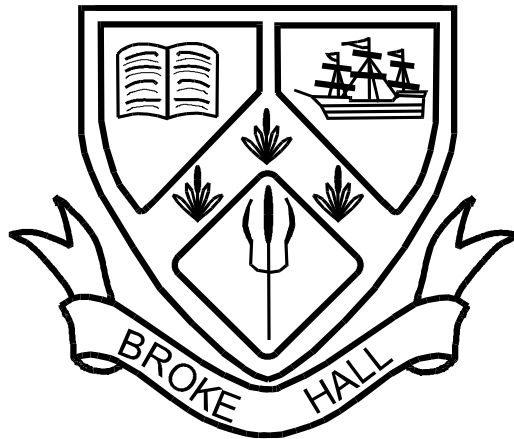


Broke Hall Community Primary School



Early Years Foundation Stage Policy

Document Control

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1 Introduction

“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 Setting the standards for learning, development and care for children from birth to five)

Effective from 1st September 2021

The Early Years Foundation Stage at Broke Hall is comprised of two Nursery classes (one morning and one afternoon session, where numbers allow) and three Reception classes. Entry to our Nursery is at age three and ends in the last term in the reception year. Entry to our primary school is at the beginning of the school year in which the children are five.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. The EYFS is based upon four principles;

- **A Unique Child**
- **Positive Relationships**
- **Enabling Environments**
- **Learning and Development**

1.2 The Foundation Stage is the essential starting point for emotional, social and academic development. The progressive stages and scales of Development Matters and the Early Learning Goals provide curriculum guidance for the Early Years Foundation Stage.

1.3 The Early Years education we offer our children is based on the following principles:

- building on what our children already know and can do through high quality assessment;
- ensuring that no child is excluded or disadvantaged;
- offering a structured learning for children with both adult focused learning and opportunities for child-initiated learning;
- providing content that matches the needs of young children, providing learning with challenge
- planning interesting activities that provide opportunities for learning both indoors and outdoors;
- providing a rich and stimulating learning environment.

2 Aims and Objectives

2.1 In the Early Years at Broke Hall School we aim to:

- to provide a safe, supportive caring environment which encourages children to become independent, confident and eager learners
- to promote physical, mental and emotional health and well-being
- to provide a broad, balanced, carefully planned curriculum, based on active learning to meet the needs of every individual child with play underpinning all learning, indoors and outdoors

- to organise and plan in order for children to become motivated to learn and to be involved, stimulated and challenged by the activities provided, which promoting independence and responsibility
- to foster a climate of high expectations where each child is given the opportunity and appropriate experiences to enable them to develop
- to meet the individual needs of all the children regardless of race, gender or disability
- to provide strong home, school and community links
- to develop feelings of pride, belonging, ownership and respect for the environment
- to understand and respect the feelings, needs, culture and abilities of others

To achieve these aims at Broke Hall School we endeavour to:

- develop positive behaviour and social interaction skills;
- ensure that our children have positive attitudes and dispositions towards learning;
- promote healthy and safe physical development-both gross and fine motor;
- enable children to develop the skills of attention, concentration and persistence;
- place speech, language and communication at the heart of learning;
- promote and develop personal, social and emotional well being;
- encourage the development of self confidence and positive self awareness;
- lay the foundations for developing reading and writing;
- develop early mathematical skills
- develop an understanding of the world in which we live
- enable children to be creative in their responses to their world and in their development of skills
- develop early skills in the use of technology
- encourage children to develop their imagination through the exploration of media and materials

3 Teaching and learning style

3.1 The features of effective teaching and learning in our school are defined in our Teaching and Learning Policy.

3.2 The more general features of good practice in our school that relate to the Foundation Stage are:

- the partnership between teachers and parents that helps our children to feel secure at school, and to develop a sense of well-being and achievement;
- the understanding and experience that teachers and support staff have of how children develop and learn and how this informs teaching at Broke Hall;
- the range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions, and extend and develop the children's play, talk or other means of communication;
- the carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the EYFS;
- 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 space, facilities and equipment, both indoors and outdoors;
- the identification, through observations, of children's progress and future learning needs, which are regularly shared with parents;
- the good relationships between our school and the other educational settings in which the children have been learning before joining our school;
- the clear aims of our work, and the regular monitoring of our work to evaluate and improve it;

- the identification of training needs for all adults working in the Early Years Foundation Stage.

4 Play at the Foundation Stage

- 4.1 Through play, our children explore and develop the learning experiences that help them make sense of the world. They practise and build up their ideas, learn how to control themselves, and begin to understand the need for rules. They have the opportunity to think creatively both alongside other children and on their own. They communicate with others as they investigate and solve problems. They express fears, or re-live anxious experiences, in controlled and safe situations.

5 Inclusion at the Foundation Stage

- 5.1 We believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when we are planning for their learning.
- 5.2 In the Early Years Foundation Stage, we set realistic and challenging expectations, matched to the needs of our children. We help them do this by planning to meet the needs of all children: children with special educational needs, of children who are more able, children with disabilities, of children from all social and cultural backgrounds, of children from different ethnic groups, and of those from diverse linguistic backgrounds.
- 5.3 We meet the needs of all our children through:
- planning opportunities that build on and extend the children's knowledge, experience and interests, and develop their self-esteem and confidence;
 - using a variety of teaching strategies that are based on children's learning needs;
 - providing a wide range of opportunities to motivate and support children, and to help them to learn effectively;
 - offering a safe and supportive learning environment, in which the contribution of all children is included and valued;
 - employing resources that reflect diversity, and that avoid discrimination and stereotyping;
 - planning challenging activities for all children;
 - monitoring children's progress, and providing support (such as speech therapy), as necessary.

6 The Early Years Foundation Stage Framework

- 6.1 Teaching in the EYFS at Broke Hall is delivered in accordance with 'The Statutory Framework for the Early Years Foundation Stage' (updated September 2021) Our curriculum for the Early Years is underpinned by the following Prime and Specific Areas of Learning.

The three **prime** areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

Prime Areas of Learning

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

The four **specific** areas, through which the three prime areas are strengthened and applied.

Specific Areas of Learning

- Literacy
- Mathematics

- Understanding of the World
- Expressive Arts and Design

6.2 The early years foundation stage (EYFS) sets standards for the learning, development and care of children from birth to 5 years old.

6.3 Development Matters and The Early Learning Goals the structure for our staff to plan to meet the needs of all our pupils in the Foundation Stage. Teachers include children's own themes and interests in their planning and provide individual and group next step learning. Our medium-term planning is completed half-termly, and identifies the intended learning, with outcomes, for children working within Development Matters and towards the Early Learning Goals.

7 Assessment In the Early Years Foundation Stage

7.1 Ongoing assessment is an essential aspect of the EYFS at Broke Hall School. Ongoing assessments are an integral part of the learning and developmental process. This helps to ensure the children are making progress towards the Early Learning Goals and their future learning. We make systematic observations and assessments of each child's achievements, interests and learning styles. These observations feed directly into assessment and planning to create an efficient system where we plan relevant activities and opportunities for each child. Feedback is given to the child verbally and also shared with parents and carers. Staff carry out planned observations and also make spontaneous observations in order to capture significant moments in children's learning. Observations are recorded in different formats e.g: Phonic and reading assessments, Mathematics assessments, post-it notes, whole class photographs and observations on Tapestry. Staff use Tapestry to record children's self-initiated learning and discoveries. These moments of learning are shared with parents, with a facility for parents to also share their child's achievements from home.

7.2 All practitioners are involved in observing children. Staff use this range of observations to support their developing knowledge of individual children. It informs them of children's abilities, needs, interests, play schemas and learning styles. Observations are used to identify and plan relevant learning opportunities to support children to make their next steps and to progress.

Other methods of assessing children in the EYFS setting include engaging alongside children in their play, annotation of children's written work, valuing 'pupil voice' through encouraging children to talk about their learning and discoveries.

7.3 Reception Baseline Assessment (RBA) is a statutory requirement. It is an age-appropriate assessment of early mathematics and literacy, communication and language. It is delivered in English and is administered within the first six weeks of a pupil starting reception. The assessment has two components, each consisting of practical tasks using physical resources. There is an online scoring system for the practitioner to use as the pupil engages with the tasks. The RBA will be used to create school-level progress measures for primary schools which will show the progress pupils make from reception until the end of key stage 2.

7.4 Class teachers may carry out additional baseline assessments during the children's first few weeks upon entering the setting. These may be updated every half term/term to track individual progress.

7.4 In the final term of the year in which the child reaches age five, the EYFS Profile must be completed for each child. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for Year 1.

The Profile reflects teachers' own knowledge and professional judgement of a child with contributions from any other adults whom the teacher, parent or carer judges can offer a useful contribution. Each child's level of development is assessed against the early learning goals. Teachers will indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging').

The collection of assessment data in the Foundation Stage Profile is a statutory requirement.

7.5 Parents receive an annual report that offers comments on each child's progress in each area of learning and development. It highlights the child's strengths and development needs and gives details of the child's general progress.

8 Parents/Carers as Partners

8.1 We value the involvement of parents in school. Parents are kept informed through the schools communication system, Home/School diaries in Reception and Nursery, Tapestry and class and school newsletters. We also involve parents through:

- talking to parents about their child before their child starts in our school.
- discussions between Broke Hall teachers and staff in pre school settings prior to children starting school;
- opportunities given to the children to spend time with their teachers before starting school and to have a school lunch.
- inviting all parents to an Induction meeting in the term before their child starts school;
- 'Meet the teacher' sessions for parents and children soon after their start in Reception
- offering parents regular opportunities to talk about their child's progress in Nursery and Reception;
- encouraging parents to talk to the child's teacher if there are any concerns;
- in the Nursery arranging for children's start date to be staggered over a week so that the teacher and Early Years staff can welcome each child individually
- offering a range of activities, throughout the year, that encourage collaboration between child, school and parents; i.e. regular communication with home, SHARE sessions, open sessions and Open Evenings, and many opportunities to share and celebrate children's work and achievements.

8.2 There is a parent consultation meeting each term, at which the parents discuss the child's progress and targets with the teacher. Parents receive a report on their child's attainment and progress at the end of each school year.

9 Resources

9.1 We aim to provide a stimulating learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We use materials and equipment that reflect both the community that the children come from and the wider world. Children develop competencies in using equipment through modelling and guidance in adult led activities. Children are also encouraged to select and use activities and resources independently to explore and apply their skills.

10 Monitoring and review

10.1 This policy is monitored by the governing body, and will be reviewed in two years, or earlier if necessary.