

Policy

Bradfield CE Primary School

EYFS (Early Years Foundation Stage)



At Bradfield we are

LEARNING TO LIVE, inspired by Christ.

With Jesus as our model, we are **LEARNING TO LIVE** with **COURAGE, COMPASSION, RESILIENCE** and **JOY**.

(I have set an example for you, so that you will do just what I have done for you. John 13:15)

Policy Name	EYFS
Brief Description:	This document provides an overview of the EYFS provision in school
Status: Statutory/non-statutory	Statutory Policy
Other related policies and procedures:	Early Years Foundation Stage Framework (Gov.UK) Child Protection Behaviour Policy SEN policy
Approval level: HT/Governors/FGB	FGB
Approved by the Governing Board on:	JULY 2020
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Signed:	
Position:	
Date of Signature:	

EARLY YEARS FOUNDATION STAGE POLICY

What is the Early Years Foundation Stage?

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.

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet 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.

At Bradfield Primary School, children are able to join Foundation Stage 2 in the September of the year of their fifth birthday.

Why is the Early Years Foundation Stage so different and important?

The Foundation Stage is important because it is in the Early Years that children develop learning attitudes, skills, social integration and personal organisation. Play is a central tool for learning; it is a key way in which young children learn with enjoyment and challenge. Structured play where the learning has been clearly identified through careful planning and support is very important in the Foundation Stage environment.

At Bradfield Primary School, we believe it is important to provide Early Years education that aims to meet the individual needs of every child in our care. Children are made to feel safe and secure and are valued as individuals. Independence is fostered as are positive attitudes to learning and each child is encouraged to reach their full potential regardless of their ethnic and socio-economic background, race, gender or ability.

The Early Years Foundation Stage Curriculum

The Early Years Foundation Stage curriculum at Bradfield Primary School provides a high quality teaching programme, which promotes children's learning and development. During a child's time in the Foundation Stage, he or she will work towards achieving, and where appropriate exceeding the 'Early Learning Goals', which is a statutory requirement for all 4 and 5 year olds who attend school.

The early learning goals are organised into the three 'Prime Areas' :

- Communication and Language.
- Physical Development
- Personal Social & Emotional Development.

In addition, four 'Specific Areas' :

- Literacy.
- Mathematics.
- Understanding the World.
- Expressive Arts and Design.

Guiding Principles

Four guiding principles shape practice in our Early Years setting. These are:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through positive relationships.
 - Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.
- Children develop and learn in different ways, and at different rates.

CONTEXT OF LEARNING

School Values

At Bradfield School our Foundation Stage Unit is firmly embedded as part of the wider school experience. As such, children encounter our core school values in their everyday lives at school. We promote, discuss, model and celebrate these 4 core values –

Courage

Compassion

Resilience

Joy.

Accommodation

Our Foundation Stage Unit provides a safe, secure and stimulating environment both indoors and outdoors.

Staff

Our Foundation Stage Unit is staffed with high quality, trained Early Years Practitioners at child/adult ratios set out in the Early Years Foundation Stage Statutory Guidance.

“Reception classes in maintained schools and academies are subject to infant class size legislation. The School Admissions (Infant Class Size) Regulations 2012 limit the size of infant classes to 30 pupils per school teacher.”

Teaching and Learning

Our school curriculum pillars reflect our approach to teaching and learning including within the Early Years setting. We want our children to learn in environments which

- Celebrate diversity
- Put learning into real life contexts
- Allow children to learn from experiences, and
- Use the power of questions to unlock learning.

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

- the partnership between practitioners and parents;
- the understanding that practitioners have of how young children develop and learn;
- the range of approaches used that use first hand experiences, give clear expectations, make appropriate interventions and extend and develop play and talk;
- the planning and provision for children to take part in activities that build on and extend their interests;
- the support for learning with appropriate and accessible indoor and outdoor space and resources;
- the identification of the progress and future learning needs of the children through observations which are regularly shared with parents;
- the regular identification of training needs for practitioners working in the Foundation Stage.

Assessment

When children start in the Foundation Stage, a baseline assessment is completed and shared with parents. We make regular observations of the children during child-initiated play and adult supported activities. These observations form part of the child's learning journey, which is a record of all their achievements in the Foundation Stage. Practitioners observe 'target' children to be able to plan for their next steps in learning, based on the child's interest. Photographs are used as evidence as well as snapshot and more formal observations.

We use 'Tapestry', an online learning journal to record these observations. Parents are encouraged to contribute photographs and observations from home. All this observational evidence is collated to inform achievements towards the Early Learning Goals which are recorded on the EYFS Profile.

An annual report is shared with parents at the end of each year.

Resources

A specific budget is designated for the Early Years Foundation Stage to ensure that the children have adequate and appropriate age related resources. Resources are easily accessible for the children and they are clearly labelled, to encourage independence.

Special Needs

The staff in the Foundation Stage liaise with the school's SENCO, and children in the Foundation Stage are carefully monitored to ensure that they make the best possible progress. Any concerns are

always shared with the child's parents and where appropriate an Individual Play Plan or Behaviour Plan is put in place.

Staff work with outside agencies such as health visitors, speech therapists, pre-school teacher counsellors etc to seek their expertise and provide appropriate resources and activities for children with special needs. (See School SEND policy).

Safeguarding and Child Protection

The school policy on Safeguarding and Child Protection covers all children and adults in school including EYFS. Children in EYFS are taught early in their induction that the adults in school are there to listen to their concerns. Staff are trained in recognising the signs of abuse and school procedures

Role of Parents

At Bradfield Primary School, we encourage all parents to be an active part of the education and development of their child. We do this through:

- talking to parents about their child before they start in the Foundation Stage;
- visiting all the children in their homes before they start at school;
- giving the children opportunities to spend time with their parents in the Foundation Stage Unit;
- inviting all parents to an induction meeting;
- offering regular opportunities for parents to talk about their child's progress and development;
- arranging a range of activities throughout the year that child, parent and staff.