

EYFS Policy



2018/19

Braunstone Community
Primary School





Rationale

This policy outlines the teaching, organisation and management of the Early Years Foundation Stage at Braunstone Community Primary School.

“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 highquality 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, September 2014.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception Year. At Braunstone Community Primary School, we have a Nursery and Reception provision.

We believe that early childhood is the foundation in which children build the rest of their lives and at Braunstone Community Primary School we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development.

We are committed to underpinning our provision with the four themes of the Early Years Foundation Stage:

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

Aims and Purposes of the EYFS

We aim to support all children to become independent and collaborative learners. Across the Foundation Stage, we will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential.

At Braunstone Community Primary School, we will:

- Provide a happy, safe, stimulating and challenging programme of learning and development for the children to experience as they begin their journey through school.
- Provide a broad, balanced, relevant, fun and creative curriculum that will set in place firm foundation for further learning and development in Key Stage 1 and beyond and enable choice and decision making, fostering independence and self-confidence.
- Use and value what each child can do, assessing their individual needs and next steps and helping each child to progress. We will use a variety of assessments methods including formative and summative assessments.
- Develop positive relationships and parents and carers to build a strong partnership in supporting their children.



- Provide a caring and inclusive learning environment which is sensitive to the requirements of the individual child including those who have additional needs.

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

It builds on what our children already know and can do;

It ensures that no child is excluded or disadvantaged;

It offers a structure for learning that has a range of starting points, content that matches the needs of young children and activities that provide opportunities for learning both indoors and outdoors;

It provides a rich and stimulating environment;

It acknowledges the importance of a full working partnership with parents and carers and the benefits of sharing both successes and concerns with them.

A Unique Child

We recognise that children learn and develop in various ways and at different rates and this is reflected in our provision. The characteristics of effective learning support the child to become a motivated and effective learner. Children will **play and explore** and 'have a go' at using available resources, developing their language and experiences. Children will develop resilience and enjoy achievements through **active learning** and will make links, explore their ideas and strategies for problem solving through **creating and thinking critically**. Practitioners support children in developing all these characteristics through playing alongside children and where necessary, scaffolding and supporting their thoughts.

Children are treated fairly regardless of race, religion, gender or abilities. We welcome all children and families into our setting so that they feel included, safe and valued.



Every child is unique and special...

The Learning Environment

At Braunstone Community Primary School our areas are thoroughly thought out to allow children to explore and learn securely and safely. There are specific areas where the children can be active, be quiet, be creative etc.

In EYFS we recognise the importance of a rich environment both inside and outside. The environment is set up to support all learning areas, where children are able to find and locate equipment and resources independently. Children have access to both the inside and the outside environment at various points in the day which is known to have a positive effect on the children's development. Spending time outdoors offers opportunities for exploring and learning things differently to when pupils are indoors and gives things a different perspective. The children can explore, use their sense and be physically active and exuberant.

Assessment in the EYFS takes the form of observation, photographs, video and teacher judgements and this involves the teacher and other adults as appropriate. Observations, photographs and videos are uploaded to Tapestry, a secure web based programme that can be accessed at home by parents. This is used to inform the end of Reception Early Years Foundation Stage Profile for each child which is reported to the Local Authority at the end of the academic year. Within the final term of the EYFS, we provide a written summary to parents, reporting their progress against the Early Learning Goals. Parents are given the opportunity to discuss these judgements with the teacher. We adhere to the statutory guidance for assessment and reporting arrangements (ARA) for the EYFS profile for the latest academic year.

Learning and Development



Our curriculum for the Foundation Stage reflects the learning aims and objectives set out in the Early Years Foundation Stage Curriculum.

There are seven areas of learning and development that must shape educational provision in all early years' settings. All areas of learning and development are important and inter-connected, and none can be delivered in isolation from the others. Our children's learning requires a balance of adult led and child-initiated activities in order for children to develop effectively and to give them the best chance of obtaining a good level of development at the end of their Reception Year.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive.

The three Prime Areas are:

- **Personal, Social and Emotional Development** – children develop confidence and self-esteem, learn how to manage feelings and respect others
- **Communication and Language** – children have opportunities to speak and listen in a range of situations and experience a rich language environment
- **Physical Development** - children have opportunities to be active and develop coordination (both gross motor and fine motor) and they learn about healthy choices.

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

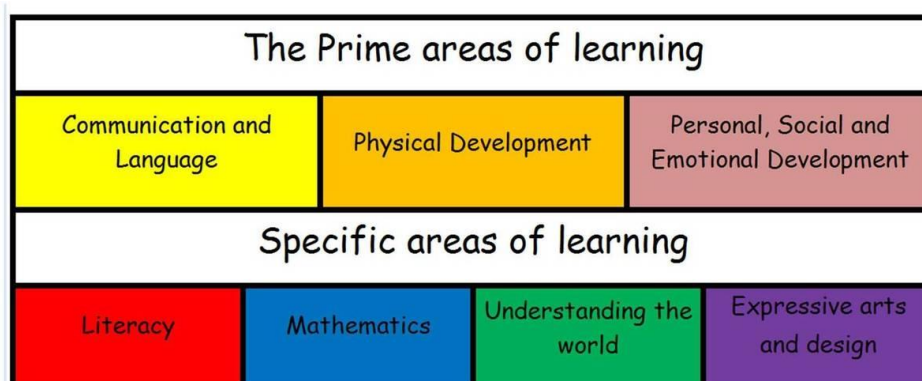
The Specific Areas are:

- **Literacy** – involves children learning how letters link to the sounds and begin to read and write
- **Mathematics** – children have opportunities to develop counting and calculating skills, to use numbers in everyday activities and recognise and describe shapes and measures
- **Understanding of the World** – children have opportunities to find out about people and communities, the environment and technology
- **Expressive Arts and Design** – involves exploring feelings and ideas through music, dance, role play and design

We follow the children's interests when planning for each group of children and involve the children in choosing activities and resources. Children and parents are encouraged to be involved in the next steps for learning through sharing the children's learning journeys, the use of Tapestry and parent consultations.

Child-initiated learning and adult led activities are focused on the children's interests. We extend children's learning through observing, getting involved in their play, supporting their thinking and asking open-ended questions.

Children's development levels are assessed and as the year progresses, this information is shared with parents. If a child's progress in any of the prime areas gives cause for concern, staff will discuss this with the child's parents/carers in order to agree how to support their child.



Planning and Teaching

The Early Years Foundation Stage Curriculum provides the basis for planning throughout the Foundation Stage. The planning objectives within the Foundation Stage are from the Development Matters Statements from the Early Years Foundation Stage document. Our planning is based upon different topics that have been identified from the children's interest to enable us to deliver the children's next steps in learning which also responds to their social and emotional needs as well as their achievement.

In Foundation Stage, the children have a whole class Maths carpet session 4 times a week and a daily Phonics session. We teach Shared Reading and Shared Writing twice a week followed by Guided Reading and Guided Writing. Each session is roughly 15-25 minutes long. In addition, the children have whole class weekly PE and PSHE lessons.

Continuous Provision is planned to take account breadth across the curriculum and the interests of the children. Planned activities across all of the areas of learning will link to the central theme.



Assessment/Expectations

Children will be assessed on their entry into school. By the end of Foundation Stage, children will be assessed against the Early Learning Goals and will be judged as having met the Early Learning Goals. They will achieve expected (meeting the Early Learning Goal), emerging (working towards the Early Learning Goal) or exceeding (working beyond the Early Learning Goal).

See Appendix 1.

Working with Others

When appropriate we engage with external agencies e.g. Health Visitor, Speech and Language Therapist, Educational Psychologist etc. in order to improve the provision for all children including those with Special Educational Needs. See *SEND and Inclusion Policy*.

Reviewing the Policy

This policy will be reviewed annually and published on the school web site.

Category:	Curriculum
Purpose:	To set out the key requirements within EYFS at BCPS
Date ratified:	December 2018
Review Date:	<i>This policy will be reviewed every year by the EYFS Lead. Any suggested amendments will be presented to the Advisory Board for approval.</i> Autumn Term 2019
Signed (&dated) by:	



Prime Areas:

Communication and Language

ELG 01 Listening and Attention

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

ELG 02 Understanding

Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

ELG 03 Speaking

Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Physical Development

ELG 04 Moving and Handling

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

ELG 05 Health and Self-Care

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Personal, Social and Emotional Development

ELG 06 Self-Confidence and Self-Awareness

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

ELG 07 Managing Feelings and Behaviour

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

ELG 08 Making Relationships

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Specific Areas:

Literacy

ELG 09 Reading

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

ELG 10 Writing

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and



others. Some words are spelt correctly, and others are phonetically plausible.

Mathematics

ELG 11 Numbers

Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

ELG 12 Shape, Space and Measure

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Understanding the World

ELG 13 People and Communities

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

ELG 14 The World

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

ELG 15 Technology

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Expressive Arts and Design

ELG 16 Exploring and Using Media and Materials

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

ELG 17 Being Imaginative

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

