Braunstone Community Primary School

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EYFS Policy

2026 - 2028

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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 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, March 2021.

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 Foundation Stage 1 and two Foundation Stage 2 classes. We believe that early childhood is the foundation in which children build the rest of their lives. At Braunstone Community Primary School, we value the importance of the EYFS immensely. We know that it acts in laying secure foundations for future learning and development; and we hold that in high regard.

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 are inclusive in supporting all children to become independent and collaborative learners. Across the Foundation Stage, we provide a broad and balanced curriculum that enables each child to develop to their full potential; personally, socially, emotionally, spiritually, physically, creatively, and intellectually.

At Braunstone Community Primary School, we will:

- Provide a happy, safe, stimulating, and challenging provision of learning and development for the children to experience for a solid start to their school journey.
- Provide a broad and balanced curriculum that is relevant, fun, creative and centred around themes within high quality texts which sets in place firm foundations for further learning and development in Key Stage 1 and beyond.
- Implement a diverse curriculum which is driven by carefully selected texts and stories.
- Prioritise choice and decision making, fostering independence, self-confidence and PSED skills.
- Use and value each child's own capabilities, assessing their individual needs and next steps and help each child to progress. We will use a variety of assessments methods and tools, including formative and summative assessments.
- Develop positive relationships with parents and carers to build a strong partnership in supporting their children's academic progress and wellbeing, both in the school environment and advise for home.
- Provide a caring, inclusive and considered 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 creates a learning journey that builds on children's previous knowledge.
- We endeavour to level the playing field through shared experiences.
- It ensures we have high expectations for all children no matter their background or needs.
- It offers a consistent and safe place to learn in which areas of development are clear and appropriate.
- It provides a calm learning environment using natural resources that promotes independence and structure.
- It acknowledges the importance of a full working partnership with parents and carers and the benefits of sharing both successes and concerns with them.
- Our BCPS values are Belong, Care, Persevere, Succeed, which we embed daily across the school from Foundation 1 to Year 6.

A Unique Child

We recognise that children learn and develop in various ways and at different rates. This is reflected in our provision. The characteristics of effective learning support the child to become an independent, motivated, and effective learner. Children will play and explore and become skilled at using resources within their learning environment, developing their language and experiences. Children will become resilient and enjoy achievements through both structured and active learning. They will make links, explore their ideas and strategies in problem solving through creating and thinking critically. Practitioners support children in developing all these characteristics through extending the child's learning in play.

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.



The Learning Environment

At Braunstone Community Primary School, we take pride and time to create a learning environment suitable in supporting children and for them to be independent in their learning. Each area of learning is relevant, self-accessible and will include enhancements that reflect the curriculum. We carefully consider how we use our indoor and outdoor areas. There are opportunities where children can extend their own learning in every area of, both inside and outside which is then supported by well trained and curriculum aware adults.

We consider our children's needs within our daily timetables. This allows consistency and routine for the children which they need to thrive. For Foundation stage one we use allocated carpet time to ensure there is quality first teaching of Concept Cat, mathematics and environmental sounds. Foundation Stage Two we use allotted carpet time to ensure there is quality first teaching of phonics, writing, mathematics, reading and our topic focus. This is to ensure all children are making progress every day. We use formative and summative assessment to inform groupings for our carpet teaching and small group work.

We value outdoor learning time and how this is relevant to our cohort of children. We have developed a well-established and vast outdoor area where children can explore and learn. We recognise how outdoor learning can impact children's well-being and hold this in high regard within our setting. Our children are safe to

explore, use their senses, be physically active and exuberant in our outdoor environment. Foundation Stage One have allocated time each week to explore and learn in our wooden area.

Learning and Development

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

There are seven areas of learning and development that 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 for children to develop effectively and to give them the best chance of obtaining agood 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.

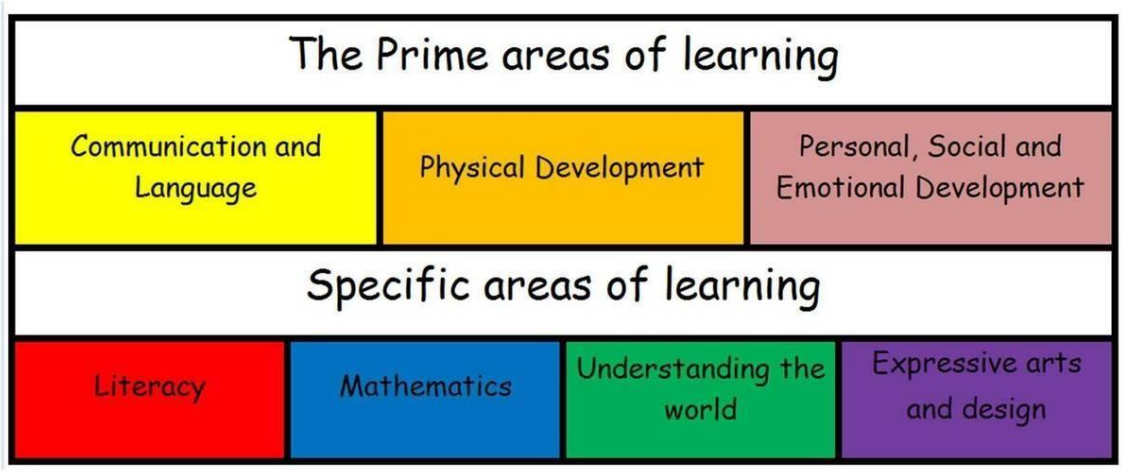
The Specific Areas are:

- 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
- Understanding the World – children have opportunities to find out about people andcommunities, the environment and technology
- Expressive Arts and Design – involves exploring feelings and ideas through music, dance, roleplay 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 forlearning through sharing the children's learning journeys, sharing curriculum focus, homework and parent consultations.

Child-initiated learning and adult led activities are focused on the children's interest and current curriculum focus. 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 through parents' consultations. 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 to agree how to support their child.



Planning and Teaching

Within our EYFS, we facilitate a book-based approach to our curriculum where we explore relevant and modern topics that showcase diversity and reflect outcomes for learning. We ensure learning builds on from one term to the next and skills that are learnt within our Foundation Stage 1 class, which are mirrored at a higher level within Foundation Stage 2. We use the Development Matters Statements within our planning to ensure there is progression throughout the year in our expectations of the children.

Children in Foundation Stage 2 will engage with the quality first teaching of phonics and maths everyday within carpet time sessions. They also participate in a 'Big Write' twice a week where the teacher models writing, and the children independently write in their own books. We use whole class language interventions through the teaching of Concept Cat (a mathematical and language-based approach) and Reading Ready (a vocabulary-based approach). We use targeted reading sessions such as blending and segmenting through to guided reading to ensure progress for children from the start of the year in their reading skills.

Planned and immediate intervention are carefully selected to ensure that children have as much exposure to GLD statements to ensure that they get the best possible start in their education, which bridge gaps in learning, meeting next steps and uses children's interests to further their own learning in the moment throughout the base.

Assessment and Expectations

Children are assessed on entry within each class using the NFER Reception Baseline. Children are then assessed half termly to ensure planning and interventions are in line with development. We collect evidence of the children's progress in a variety of ways. We collect physical evidence in books and for use within working walls in the classroom. We use assessments for teaching of phonics when teachers feel it is appropriate to ensure children are within the correct grouping to meet their level of progress. Most importantly, we use teacher knowledge and judgements to inform our assessments of the children. We make sure we completely know our children and frequently have discussions with other practitioners within the base to moderate judgements.

At the end of the year all evidence is then collated and used to inform the end of Reception Early Years Foundation Stage Profile for each child. Children will achieve 'expected' (meeting the Early Learning Goal) or 'emerging' (working towards the Early Learning Goal) in each area of learning. (See Appendix 1.)

This 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.

Working with Others

When appropriate we engage with external agencies e.g. Health Visitor, Speech and Language Therapist, Educational Psychologist etc. 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 every two years and published on the school web site.

Appendix 1

EYFS EARLY LEARNING GOALS

Communication and Language

ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development

ELG: Self-Regulation

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships

Children at the expected level of development will:

- Work and play cooperatively and take turns with others
- Form positive attachments to adults and friendships with peers
- Show sensitivity to their own and to others' needs.

Physical Development

ELG: Gross Motor Skills

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG: Fine Motor Skills

Children at the expected level of development will

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases
- Use a range of small tools, including scissors, paint brushes and cutlery
- Begin to show accuracy and care when drawing.

Literacy

ELG: Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

Children at the expected level of development will:

- Write recognizable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Mathematics

ELG: Number

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: Numerical Patterns

Children at the expected level of development will:

- Verbally count beyond 20, recognizing the pattern of the counting system

- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

ELG: Past and Present
Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- - Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities
Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG: The Natural World
Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

ELG: Creating with Materials
Children at the expected level of development will

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- Share their creations, explaining the process they have used
- Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive
Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with the music.