



**BROADFIELD PRIMARY SCHOOL**

# **Early Years Foundation Stage Policy**

**Date of approval:** June 2016  
**Due for Review:** June 2019  
**Committee:** School Improvement

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**Signed:**

**Date:**

**Position:**

## **Introduction**

At Broadfield Primary School we recognise that 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. This policy outlines the provision in place for the children in our Nursery and Reception classes. This stage of school is referred to as the Early Years Foundation Stage (EYFS).

## **Principles**

We believe that every child deserves the best possible start in life and are keen to foster positive attitudes towards learning from the moment children start school. We adhere to the Statutory Framework for the EYFS and its four guiding principles shape our practice:

- Every child is a **unique child** 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 individual needs are met and there is a strong partnership between practitioners and parents.
- Children develop and learn in **different ways** and at **different rates**.

## **Principles into practice**

*As part of our Early Years practice we:*

- Provide a balanced curriculum across the seven areas of learning described below, using play as the vehicle for learning.
- Promote British values including democracy, the rule of law, individual liberty, mutual respect and tolerance.
- Promote equality of opportunity and anti-discriminatory practice, providing early intervention for those who require additional support.
- Work in partnership with parents and within the wider context.
- Plan challenging learning experiences based on the individual child, informed by observation and assessment.
- Provide opportunities for children to engage in activities, some of which are adult-initiated and others that are child-initiated.
- Have a key person approach to develop close relationships with individual children.
- Provide a safe and secure learning environment, both indoors and outside.

## **Early Years Foundation Stage curriculum**

The EYFS framework includes seven areas of learning and development, all of which are important and interconnected.

### ***Prime areas of learning***

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 prime areas are:

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

### ***Specific areas of learning***

Children are also supported through the four specific areas of learning, in which the three prime areas are strengthened and applied. The specific areas are:

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

### **Planning and provision**

We have a team of dedicated early years practitioners, who work together closely to provide high quality educational provision. Learning opportunities reflect children's individual needs and interests. Each area of learning is developed through adult-led and child-initiated activities and planned, purposeful play. Adults interact with the children during their play to stretch and challenge them further.

We have established clear routines to enable the children to feel confident and secure. Pictorial timetables help them to know and understand their routines. We encourage the children to approach new situations confidently and to not worry about making mistakes.

We have a stimulating indoor and outdoor learning environment. Resources are clearly labelled and easily accessible. Children are encouraged to access resources independently and free-flow between the indoor and outdoor environment.

The daily routine is reflective of the age and stage of the children. It includes whole class, small group and child-initiated sessions. Teaching focuses on key aspects of mathematics and literacy, including shared reading, writing, phonics and skills development across all seven areas of learning.

### **Observation and assessment**

As part of our daily practice we observe and assess the children closely, recording observations using the '2Simple' software. The observations identify the children's achievements and next steps and form their personal learning journey. Parents are able to access their child's personal learning journey online.

On a weekly basis team members discuss observations and plan for individual, whole class and small group provision. Attainment and progress of individual children, classes and cohorts is tracked across the Early Years outcomes age bands and the Early Learning Goals.

In the Autumn and Summer term, parents are invited to attend a consultation evening and reports describing children's development are written annually in the Spring term. Children's next steps are shared with parents to enable them to support their child's learning.

### **Safety**

Children's safety and welfare is of paramount importance to us. We have created a safe and secure environment and teach children how to be safe, make choices and assess risks. There are robust policies, procedures and documents in place to ensure children's safety. We promote the good health of children in numerous ways, including the provision of nutritious food at snack and

lunchtime and following set procedures when children become ill or have an accident. (See whole school policies).

### **Inclusion**

We value all our children as individuals, irrespective of their ethnicity, culture, religion, home language, background, ability or gender and ensure they have equal access to the provision available. We are committed to the early identification of children with additional needs; enabling us to establish timely and tailored support with parents, the school SEND team and outside agencies.

### **Parents as partners**

We recognise that parents are children's first and most enduring educators and are committed to working closely with them. We encourage parents to actively participate in their child's education and strive to maintain a strong partnership in a numbers of ways, including:

- Inviting parents to send in their child's 'wow' moment from home to include in their learning journey.
- Sharing set targets for parents to work on with their child.
- Sending certificates home when targets are achieved.
- Encouraging parents to look at the learning journey when they collect their child.
- Encouraging parents to share books with their child and complete Mathematics activities online at home.
- Holding parent workshops and induction meetings.
- Holding stay and play sessions, where parents are invited into class.

### **Transitions**

Transitions are carefully planned to ensure children's wellbeing and continuity of learning. At any transition we establish effective partnerships with those involved, including other nurseries and pre-school settings.

Children attend introductory sessions to Nursery and Reception to develop familiarity with the setting and practitioners. In the final term of Reception, the Year 1 teacher will meet with the Early Years staff and discuss each child in depth. This enables a smooth transition to Year 1 and a positive start to the next phase of their education.

### **Monitoring and Review**

Provision for the Early Years Foundation Stage will be monitored regularly by the Early Years Leader and Senior Leadership Team. Practitioners will receive feedback relating to the effectiveness of the provision. This policy will be reviewed every three years, to ensure it is kept in line with any curriculum changes that take place within the school or externally.