



BRERETON CHURCH OF ENGLAND PRIMARY SCHOOL

Early Years Foundation Stage (EYFS) Policy

Date	Review Date	EYFS Co-Ordinator	Governor
December 2019	December 2022	Miss H Wellings	Miss J Unwind

Introduction

It is every child's right to grow up safe, healthy, enjoying and achieving. At Brereton Primary the overarching aim of the early years foundation stage is to help young children achieve their full potential. Through engaging the children's curiosity, we endeavour to ignite their love for God, love for learning and love for one another.

"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 year's foundation stage
Department for Education 2017

Aims

Early Years education at Brereton C of E (A) Primary School aims to provide a welcoming and secure environment that recognises the importance of parental involvement and the significance of play. It continues to build on existing knowledge and curiosity through a curriculum that will empower children to learn and to grow, thus allowing them to develop independence, self-discipline, knowledge and skills. The Early Years Foundation Stage Curriculum underpins all future learning. All children will achieve the five 'Every Child Matters' outcomes of staying safe, being healthy, enjoying and achieving, making a positive contribution and achieving economic well-being

I feel this might be repeating ourselves, however many other EYFS policies include it so do you think we should?

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. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates.

At Brereton C E Primary School, we aim to:

- Provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of the child including children with additional needs;
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond;
- Use and value what each child can do, assessing their individual needs and helping each child to progress;
- Enable choice and decision making, fostering independence and self-confidence;
- Work in partnership with parents and guardians and value their contributions ensuring that all children develop to their full potential, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability;
- Provide opportunities whereby children experience a challenging and enjoyable programme of learning and development;
- Provide experiences for all children, whatever their needs, which are inclusive rather than parallel.

Teaching and Learning

Our curriculum is based on the Early Years Foundation Stage Framework 2012 (EYFS). The EYFS principles which guide our work are grouped into four distinct but complementary themes:

- A Unique Child
- Positive Relationships

- Enabling Environments
- Learning and Development

The four principles enable teaching and learning to reflect the children's rich and personalised experiences. The broad and varied curriculum is planned based upon continual assessments of the children's differing needs and experiences. Short term plans are devised by the class teacher using the EYFS framework. Areas of focus are determined by the children's current interests and needs. The short-term planning is recorded using short term planning formats and continuous provision plans. These documents identify the resources to be used, the class organisation and the differentiated tasks and activities through which the objectives and skills will be taught. Planning encompasses a range of child-initiated, adult-initiated and adult-led tasks both indoors and outdoors. Ongoing observational assessments are used to inform planning for each child's continuing development through play-based activities. Our curriculum is responsive and provides opportunities for children to repeat and extend areas of learning they are currently exploring.

The EYFS is split into 2 areas of Learning and Development. These include the Prime Areas of learning and the Specific Areas of learning.

The Prime Areas of learning include:

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

The Specific Areas of learning include:

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

These areas of learning are subdivided into 17 aspects of learning.

The Prime areas subdivided into:

- PSE – Making Relationships; Self confidence and self-awareness; and Managing feelings and behaviour
- Physical Development – Moving and handling; Health and self-care
- Communication and Language – Understanding; Listening and attention; and Speaking

The Specific areas subdivided into:

- Literacy – Reading and Writing
- Mathematics – Numbers; Shape, Space and Measures
- Understanding the World – People and Communities; The World; Technology
- Expressive Arts and Design – Exploring and using media and materials; and Being Imaginative

Prime areas are fundamental, work together, and support development in all other areas. The specific areas include essential skills and knowledge. They grow out of the prime areas and provide important contexts for learning.

The ways in which a child engages with other people and their environment – playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to become an effective and motivated learner.

Characteristics of Effective Learning move through all areas of learning and are:

- playing and exploring
- active learning
- creating and thinking critically

The Prime and Specific areas, together with the Characteristics of Effective Learning are equally important and depend on each other. All areas are delivered through planned, purposeful play, with a balance of adult-led and child-initiated activities.

Environment and Resources

We plan a learning environment for the indoors and the 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. We encourage the children to make their own selection of the activities on offer, as we believe this encourages independent learning. We aim to have a range of resources accessible to the children each day to encourage problem solving, self-selection of materials/equipment, and the ability to work creatively with a clear purpose.

All resources for the teaching of the EYFS are held by the class teacher in their class stockroom and outdoor shed. These include a wide variety of resources such as puppets, books and natural resources. Resources used to support and promote the learning of pupils with special educational needs are managed by our SENCo and Teaching Assistants and are stored in the class cupboard.

Observations, Planning and Assessment

Good planning is the key to making children's learning effective, exciting, varied and progressive. We focus on empowering all learners to learn for life and deliver our topics that are inspiring and creative. Through our long-term planning, we ensure learning is linked to prior knowledge and skills are built upon. Through the duration of the year, the long-term planning is reviewed to ensure all topics are suitable to the individual cohorts before outlining the medium-term plans. Medium-term planning will outline exactly how each session is linked and the specific skills that will be taught. This is with the primary aim to embed life long skills that the children will be able to apply throughout their years in education.

Children are continually assessed through planned and spontaneous observations, photographs, videos and information drawn from parental discussions. These are recorded in a 'Learning Journey' for each child in conjunction with electronic tracking. Next steps are then identified and inform planning for the following sessions. The class teacher tracks each pupils' progress within the 30-50 months and 40-60 months age bands and highlights their termly progress on the school tracking system. At the end of the summer term the class teacher assesses whether the children have reached an emerging, expected or exceeding level of attainment against the early learning goals. Children are also assessed against the characteristics of effective learning. Judgements are verified through moderation meetings with Preschool Staff, the Year 1 class teacher and local Reception teachers within our cluster group.

Inclusion in the Foundation Stage

In our school we believe that all 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 planning for their learning. In the Foundation Stage we set realistic and challenging expectations that meet the needs of our children. We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- Using a wide range of teaching strategies based on children's needs;
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- Providing a safe and supportive learning environment in which the contribution of all children is valued;
- Using resources which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitoring children's progress and acting to provide support as necessary. This involves speech and language therapy and occupational therapy for some of our children, delivered through outside agencies.

Fundamental British Values in the Early Years

- **Democracy: making decisions together.**

At Brereton we feel it is essential that children understand that their views count, they value other people's opinions and talk about their feelings.

- **Rule of law**

Understanding that different behaviours have consequences is something that begins in early years at Brereton. We teach the children to distinguish between right and wrong. As a school, we all collaborate to create the rules for classrooms and the school as a whole.

- **Individual Liberty: freedom for all**

At Brereton we provide opportunities to develop self-esteem and increase confidence in each child's ability. In each class we encourage every child to explore language of feelings and responsibility through interactive displays; this often leads to a reflection of differences and understanding that we are all free to have different opinions.

- **Mutual respect and tolerance: treat others as you want to be treated.**

As a school we ensure that we are respectful through our values. These values are underpinned by inclusivity and tolerance of views, faiths, cultures and races.

The children are aware of the similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions. These are shared and discussed through practises, celebrations and experiences.

Health and Safety

Teachers ensure that all materials are appropriate for the age group. Risk assessments are in place for the indoor and outdoor learning environments.

Reporting to Parents

Parents have access to their child's on-line learning journey. These are updated regularly and parents are encouraged to make contributions to help form an accurate assessment. At the end of the year a written report will inform parents whether children have reached an emerging, expected or exceeding level of attainment against the early learning goals. Children are also assessed against the characteristics of effective learning.

Transition

From Pre-school to Reception

On receiving the details of our September intake, prior to a child entering Reception, the following arrangements are in place:

- New Parents Evening – Staff talk to parents/ carers and share important information about getting ready for school and starting school. Parents have a tour of the school and visit the Early Years Foundation Stage classrooms.
- Home Visits – Two members of staff visit the family home to meet and observe every child in an environment that is comfortable and familiar to them, staff talk to their parents/carers and share information that will support the child's transition. The child is provided with the Starting school booklet.
- Foundation staff will contact pre-school settings from which September's intake will be taken.
- Dual-Experience visit sessions – Each child will be invited to spend some time at Brereton Primary School during the summer term in order to familiarise themselves with both the staff and the classrooms. These contribute to a smooth transition into school.

When children join the school in September the following procedures will apply in order that they can gradually adjust to their new surroundings:

- One week staggered start – children will attend for half day sessions and lunch
- During the second week and thereafter, children will attend for the full school day.

From Reception Class to Key Stage 1

Transition will start, during the Summer Term, in our Reception classes where there will be a shift towards more adult led activities. Children will have opportunities to meet with their Year 1 teacher through a range of planned activities including story times and 'Meet the Teacher' sessions. During this time, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1.

Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1.

Transition meetings are held during the summer term which provides opportunities for Reception and Year 1 teachers to discuss each individual child. A transition topic is planned for the end of summer term in Reception and beginning of the autumn term in Year 1.

The Year 1 teacher organises the Year 1 classroom so it mirrors the summer term Reception class. This ensures that the children who did not meet the ELC at the end of reception have activities that they can independently access at their appropriate level.