

Early Years Foundation Stage Policy

January 2021

1 Introduction

"Every child deserves the best possible start in life, and support to fulfil their potential. A child's experience in the early years has a major impact on their life chances. A secure, safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up."
Taken from Statutory Framework for the Early Years foundation stage 2017 (DFE)

1.1 This policy is written in line with the Early Years Foundation Stage Statutory (EYFS) Framework (2017) This is used as a basis for planning while striving to achieve the aims of the Brington School curriculum.

- *Motivate all pupils to move their learning beyond the expectations of the National Curriculum and EYFS profile to **deepen** their skills and knowledge, becoming **independent** and **inquisitive** lifelong learners;*

- *Deliver an inclusive, **broad**, **innovative and** knowledge-rich curriculum, providing all pupils with **immersive** and **purposeful** learning experiences which are anchored in pupil interests, aspirations and community values;*

- *Prepare all pupils for future success and life in modern British society by promoting and embedding positive attitudes and qualities through our school values of **Self-belief, Teamwork, Ambition** and **Respect**.*

1.2 The EYFS is based on four themes and principles which bring together child welfare, learning and development requirements.

- A unique child
- Positive Relationships
- Enabling Environments
- Learning and Development

2. A Unique Child

2.1 At Brington C of E Primary School we recognise that *"every child is a competent learner, who is constantly learning and can be resilient, capable, confident and self-assured."* EYFS Framework.
2.2 We recognise that all children are unique and special.
2.3 We value the diversity of all individuals within the school regardless of gender, race, religion and abilities.
2.4 We understand the needs of the children and plan opportunities that build on their knowledge, experiences and interests.
2.5 We motivate children to try new things and develop their self-esteem and confidence through a range of activities.

2.6 We use a cycle of observations, assessments and planning to continually allow all children to develop skills and knowledge in a safe and supportive environment.

3. Positive Relationships

3.1 At Brington C of E Primary School we recognise that *"Children become strong and independent learners from secure relationships."* EYFS Framework.
3.2 We recognise that parents / carers play an important role in the development of their children.
3.3 We aim to establish positive relationships with our parents through sharing of achievements and information.
3.4 We will arrange a home visit or opportunity to talk to parents / carers and children before the start of the school year.
3.5 We will share information in the school newsletter on social media and on the school web page. This will include topic plans and each half term to inform parents / carers about the curriculum.
3.6 Parents / carers will be invited to use Google classrooms as a way of sharing achievements both in and out of school, and to see ongoing assessments.
3.7 Staff will share information at parents' consultation evenings in the Autumn and Spring terms and in a final report in the summer term.
3.8 The Early Years classroom has an open door policy where parents may informally speak to staff members with queries or to share information. This may be done at the school gate, over the phone or via email.
3.9 We want to build on previous relationships made with other professionals and believe that transition work with feeder pre schools and nurseries will help us welcome our pupils and understand how best we can support each individual.

4. Enabling Environments

4.1 At Brington C of E Primary School we know "*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" EYFS Framework*
4.2 We believe children should be encouraged to be independent learners. The classroom is set up to allow children to make choices and learn through a variety of play activities and given learning tasks.
4.3 Outdoor learning is an integral part of our classroom. The play activities set up for children are linked to the curriculum plan and build on experiences that are specifically taught in the classroom.
4.4. We provide a safe environment where children feel supported to take risks.
4.5. The classroom and outdoor learning areas will offer opportunities in all seven areas of learning development.
4.6 All staff record and assess children's learning choices and share this information with parents / carers.

5. Learning and Development

5.1 At Brington C of E Primary school we know "*children develop and learn in different ways and at different rates. The EYFS framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities." EYFS Framework.*

5.2 We will teach the curriculum identified in the three prime areas of learning.

- Personal, social and emotional development.
- Physical development.
- Communication and language.

5.3 We will develop our pupils' skills in the other four specific areas of learning.

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

5.4 The planning will focus on pupils aiming to achieve the Early Learning goals by the end of the reception year using a variety of learning and teaching styles.

5.5 The Early Years curriculum will use the school focus of skills progression and knowledge development to support planning and ensure curriculum coverage in all areas.

5.6 We believe play is an essential part of every child's life and is vital for social and communication development as well as supporting all areas of the curriculum. At Brington C of E School we will link play activities to texts used in English sessions and topic work to enable children to make links within their learning.

5.7 All children will be given the opportunities to have control of their learning, making decisions about resources and activities available to them and building on their personal interests.

5.8 Staff will observe pupils, make assessments and plan for next steps. Where needed interventions will take place which use play based learning for pupils who need support in different areas.

5.9 It is the aim of all EYFS staff to provide inspiration for the children to have self-motivation in the different learning areas. This will be done by modelling good practise and ensuring resources are appropriate to all learning levels.

5.10 Staff will use questioning to help pupils develop their own thinking and will be active listeners, supporting the development of language across all areas of the curriculum.

6. Planning and Assessment

6.1 Long term planning will follow the Early Years Foundation Stage framework supported by the development matters document. The objectives and steps identified in these documents are mapped onto the school road maps for different areas of learning. (https://www.brington.org/curriculum-progression-road-maps/)

6.2 Using the steps from the Early Years Foundation Stage framework and the development matters document. The skills have been mapped on progression charts, these will be used to inform planning and ensure pupils are ready for the next stage of their school journey. (https://www.brington.org/curriculum-progression-of-skills-maps/)

6.3 Medium term plans will be written half termly and will take account of the children's interests alongside curriculum requirements. These will be shared on the school website along with knowledge organisers which identify key concepts that will be taught.

6.4 Short term plans will outline differentiated tasks with specific learning intentions in all 7 areas of learning. All staff will receive these plans weekly to be prepared to offer the correct level of support for all children.

6.5 The class teacher will update formal assessments using the development matters month descriptors and early learning goals each half term.

6.6 All staff are responsible for observing pupils within the school to help the class teacher to collate evidence and make judgements on attainment. Parents views and home observations will also be taken into account. These will be stored using "Tapestry"

6.7 The class teacher will provide data on request to the headteacher, governing body and county team in line with DFE guidance.

7. Safeguarding and welfare

7.1 Brington C of E school EYFS will provide a safe learning environment for all pupils who will be turning 5 years old within the academic year.

7.2 A transition plan will be put in place each year which reflects the cohort of children that are joining the school and the community needs at the time. Activities may include…

- Teddy bears picnics
- Home visits
- Pre-school visits
- Forest school sessions
- Story times

This will be sent to new parents and shown on the school website.

7.3 All staff will be part of a continued professional development program to ensure the best outcomes for all pupils and this training will reflect the needs of the cohort each year.

7.4 The EYFS team will follow all other policies and guidelines identified by Brington C of E school. These include…

- Child Protection
- Health and Safety
- Supporting pupils with medical needs
- Behaviour
- Safer Recruitment
- Intimate Care

All policies can be found https://www.brington.org/policies-2/