

Early Years Foundation Stage (EYFS) policy

The Brow C.P 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, DfE 2014:5)

Approved by:	Governing Board	Date: July 2019
Last reviewed on:	July 2019	
Next review due by:	July 2021	

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1. Our Aims

We aim to:

- Provide the highest quality care and education for all our children, thereby giving children a strong foundation for future learning.
- Provide a safe, secure and happy environment, with consistent routine, where our children can feel safe and explore rich and diverse learning and developmental opportunities.
- Work closely in partnership with our families in order to build upon previous learning and respond to children's individual needs.
- Form the foundations for lifelong learning, enabling the children to begin the process of becoming independent, confident, resilient, active learners for life.
- Provide teaching and learning experiences, indoors and outdoors, of the highest quality to help our children progress.
- Work closely with multi agency partners to support children to reach their full potential.

2. Legislation

This policy is based on requirements set out in the [2017 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

3. Structure of the EYFS

The Brow C.P School offer a Pre School provision within the local community and has been operating under the umbrella of The Governing Body of The Brow CP School for the last 12 years and as such is an integral part of school life. Children start our Pre School at 3 years old, with every child offered 15 hours Free Early Years Education in the term after their third birthday.

From September 2017 children with working parents have been eligible for 30 hours Nursery Education. Eligible parents need to register the term prior to their child starting Pre School to access extra free childcare.

We have tailored our sessions to suit our families and as a result of consultation we have extended our opening times.

Our core hours are from 9:00am-3:30pm Monday - Friday, with the added option of Parents booking additional childcare from 8:00- 9:00am and 3:30- 6:00pm as part of our breakfast club and after school club offer.

Our prices and session times are as follows –

Full time 8am until 6pm (5 full days per week, including breakfast session and after school care) £160

One full day 8am until 6pm (Including breakfast session and after school care) £32

Morning Session:

9am until 12.00noon - £10

8am until 12.30pm - £15 *Children to bring own packed lunch.

Afternoon Session:

12.30 – 3.30pm - £10

12.30 – 4.30pm - £14

12.30 – 6.00pm - £18

Sessions are booked on a termly basis and must be paid for one month in advance, payable on the 1st of every month.

Children can access our Pre School from their 3rd Birthday. Parents will need to pay for the childcare initially as funded places are only available the term after a child's 3rd Birthday but it does give Parents extra flexibility if they require childcare.

We also have a Parent and Toddlers group at 'The Brow.' We meet in the Early Years classrooms every Friday morning during term time. The group is aimed at 0-3 year olds and is growing in popularity; the group are invited to join the Pre School children in their visits and outings.

This is a lovely way for future pupils and their families to get to know us and become part of our 'Brow family'.

Children joining The Brow from other settings are encouraged to attend our Friday stay and play as part of their transition into school.

On the first Friday of the month we open our doors to all of our Early Years Parents as we hold a 'Stay and Play session' - this is an ideal opportunity for our parents to work alongside their children.

Our Reception class and Pre – School have adjoining rooms and a shared outdoor learning area, staff work closely to plan activities and experiences for the children to enjoy together helping to ensure transitions are smooth and effective for the children joining our Reception class each September.

Children can join our reception class in the September before they turn 5 years (please see admissions policy for further details).

We are keen to support children and their families to make a smooth transition into school life. In order to support this process, we carefully plan an induction process. This includes providing the following visits in the Summer Term prior to starting school:

- Foundation staff will visit pre-school settings from which September's intake will be taken.
- Upon parental request, foundation staff will visit each child in their home environment.
- Each child and their parents and carers will be invited to spend some time at The Brow Community Primary School in order to familiarise themselves with both the staff and the learning environment as part of our weekly stay and play sessions.
- A family learning event takes place in partnership with Halton's family learning team to which all new intake parents are invited to attend. The children will join their Reception class staff for the two sessions whilst parents take part in gaining practical help to support the children as they begin their school journey.
- A parent's information session is held during the summer term to share information about the school day and preparation for starting school in September.

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2017 statutory framework of the EYFS.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

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

The prime areas are strengthened and applied through 4 specific areas:

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

Achievement of these prime and specific areas of learning is through the characteristics of effective learning:

- **Playing and exploring** - Through play our children explore and develop learning experiences, which help them make sense of the world. They practice and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They have the opportunity to express fears or re-live anxious experiences in controlled and safe situations. We deliver learning for all of the areas through, purposeful play and learning experiences, with a balance of adult-led and child-initiated activities.
- **Active learning** - Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.
- **Creating and thinking critically** - Children should be given an opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

4.1 Planning

At The Brow Community Primary School we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter connected. We embrace a shared vision and values across the School to enable all children to become successful, independent, confident and responsible learners.

In the Foundation Stage we believe that:

To become Successful Learners, children should:

Engage in child led learning & choose activities they would like to pursue

Demonstrate a sense of pride in their achievements
Feel interested, motivated and excited to learn
Enjoy learning
Value learning as a journey (reflecting on the process)

To become Independent Learners, children should:

Be able to access resources and activities independently
Feel confident to link up with others for support
Have the ability to concentrate and extend their own ideas / learning.

To become Confident Learners, children should:

Explore learning using all their senses.
Be willing to take risks
Feel safe and secure in their environment
Feel happy, safe and have a positive self- image
Recognise when they need to ask for help.

To become Responsible Learners, children should:

Take responsibility for their own belongings and classroom equipment
Understand the difference between right and wrong and take responsibility for their behaviour and actions
Understand that they are part of our school community

We understand that children develop and learn in different ways and at different rates and staff support learning by:

- 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 learning 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 taking action to provide support as necessary.
- It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.
- We aim to protect the physical and psychological well-being of all children.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice.

Long term and medium term planning documents for each half term can be found on our School website class pages at; www.thebrowprimaryschool.com

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

Features of effective teaching and learning in our school that relate to the EYFS include:

- the partnership between staff and parents, so that our children feel secure at school and develop a sense of well-being and achievement;

- the understanding that staff have of how children develop and learn, and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations, which are shared with parents;
- the use of AFL strategies which include 'Talking partners'

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

5. Assessment

At The Brow Community Primary School, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning.

Through careful assessments and observations, including information provided by parents and other settings, children's development levels are assessed. Observations are recorded in the children's individual online learning journals. The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. However, if a child's progress in any prime area gives cause for concern, staff will discuss this with the child's parents and/or guardians and agree how to support the child. This may also include a discussion with the Special Educational Needs teacher.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Exceeding expected levels or,
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. Regular parent evenings, opportunities to build relationships through stay and play sessions and completion of the EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. Reception Class teacher and Pre – School Lead supports parents and/or carers in guiding their child's development at home also helping families to engage with more specialist support, if appropriate.

Each term we have a family learning event, a trip or a stay and play session which our parents are encouraged to join.

Parents are asked to comment and share achievements and wow moments from home using our online learning journal system.

Each term we ask for parental feedback on our activities and experiences offered to the children. This helps us to be reflective in our practice and develop learning and experiences in line with children's interests.

7. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by Sarah Geraghty, EYFS lead every two years.

At every review, the policy will be shared with the governing board.

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy