

Brunshaw Primary School



*'Inspiring children to be resilient and aspirational learners,
within a positive and considerate community.'*

EARLY YEARS FOUNDATION STAGE POLICY

Introduction

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the academic year in which a child has their fifth birthday.

The EYFS is statutory and is detailed under the Early Years Foundation Stage statutory framework for group and school-based providers (2024).

At Brunshaw Primary School, we believe that every child deserves the best possible start in life and the support that enables them to fulfil their potential. We understand that children develop quickly in the early years and a child's early experiences have a major impact on their future life chances. This is a crucial time for developing their enjoyment of learning, engagement and motivation.

The EYFS seeks to provide:

- Quality and consistency in all early years settings, so that every child makes good progress, and no child gets left behind.
- A secure foundation through planning for the learning and development of each individual child and assessing and reviewing what they have learned regularly.
- Partnership working between practitioners and with parents and/or carers.
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

Safeguarding and welfare

At Brunshaw Primary School, we recognise that children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. We understand that we are legally required to comply with the welfare requirements as stated in section three of the EYFS Statutory Framework (2024), as well as the statutory guidance in 'Keeping Children Safe in Education', 'Working Together to Safeguard Children' and 'Prevent duty guidance: England and Wales.'

We endeavour to meet all of these requirements through measures including:

- Annual safeguarding and child protection training, as well as regular updates, for all members of staff. Brunshaw's full safeguarding and welfare procedures are outlined in our policies, including those for Safeguarding and Child Protection, Anti-Bullying and Whistle Blowing
- All staff, level two and above, are paediatric first aid trained
- Policies and procedures covering the safe use of mobile phones, iPads and cameras in the setting are in place to safeguard children around technology. These include our Acceptable Use Policies, Online Safety Policy and Mobile Phones in School Policy
- Staff and other adults working within the setting have a full understanding of the procedures to follow where they are concerned about the safety of a child

- All staff adhere to the school's Positive Relationships and Behaviour Policy. By fostering strong, positive relationships with all children, potentially dangerous behaviour incidents are minimised
- Through a broad and adaptive curriculum, children are educated about different types of dangers and how to keep themselves safe
- The necessary steps are taken to prevent the spread of infection, and appropriate action is taken when children are ill
- The suitability and safety of our indoor and outdoor spaces, including furniture, equipment and toys, is assessed daily through risk assessments and actions are taken to manage or eliminate risks

Intent

It is our vision at Brunshaw Primary School to inspire children to be resilient, aspirational learners, within a positive and considerate community. It is our intent that children in the EYFS begin their educational journey by developing into well-rounded individuals, with a lifelong love of learning.

We aim to:

- Create safe and stimulating indoor and outdoor learning environments, where children can explore their curiosities and enhance their understanding of the world around them
- Build positive, nurturing relationships between pupils and staff based on mutual respect, in which children feel safe to experiment with their ideas, develop resilience and understand and manage their emotions
- Provide high expectations which encourage children to gain independence, develop problem solving skills and become creative and critical thinkers
- Form strong, positive relationships with parents/carers to maximise each child's potential to succeed
- Take into consideration the starting points, individual needs and prior experiences of each child and provide the most appropriate support
- Create a broad, balanced and exciting curriculum which ignites a love of learning in each child. This will include a range of first hand experiences and purposeful interactions, which will enrich and build upon their prior knowledge, increasing their cultural capital
- Follow the individual fascinations and needs of each child when planning our curriculum, in order to support their learning and development. This may take place through continuous provision, in the moment child-initiated activities and/or carefully planned adult-led sessions
- Ensure our children are equipped with the skills and knowledge required to begin the Key Stage One curriculum

Implement

The overarching aim of the Early Years Policy at Brunshaw Primary School is to promote the four principles of the EYFS Statutory Framework and supporting documents. These are:

1. A Unique Child
2. Positive Relationships
3. Enabling Environments
4. Learning and Development

This section of the policy will illustrate how we implement the aims we have for EYFS at Brunshaw through these four principles.

1. Unique Child

“Every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured.” Early Years Foundation Stage statutory framework (2024).

At Brunshaw Primary School, we celebrate the individuality of each child and recognise that children develop in different ways and at varying rates. We give all our children the opportunity to achieve their best by:

- Using a wide range of teaching strategies that support visual, auditory and kinaesthetic learners
- Planning activities that take into account children’s individual learning needs
- Using resources and materials that reflect the community that the children come from and the wider world around them
- Providing a safe and supportive learning environment in which the contribution of all children is valued
- Gaining a deep knowledge of each child in order to best support them through their first year at school

Children’s attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude towards learning.

Inclusion

We believe that all children matter, and we value the diversity of individuals within the school. We believe that equality of opportunities for all those in our care is paramount and our policies, procedures and practice reflect the rights of all children and adults including those with special educational needs or a disability, all ethnic and cultural groups and those with English as an additional language. We have a zero-tolerance attitude towards any form of discrimination and will challenge any inappropriate attitudes and practices.

Pupils with Special Educational Needs and Disabilities (SEND)

We recognise the importance of early intervention in supporting a child's physical, cognitive, social and emotional and behavioural development. Early intervention can take different forms, from supporting parents, school-based programs to improve children's social and emotional skills, and additional support at school from appropriate staff. We are able to alter provision to suit the needs of each child and, if deemed appropriate after discussion with parents/carers, seek support from outside agencies. The class teacher will be responsible for identifying and planning for individual needs with help from the SENDCO if applicable.

2. Positive Relationships

"Children learn to be strong and independent through positive relationships." Early Years Foundation Stage statutory framework (2024).

The role of the adult

At Brunshaw Primary School, we pride ourselves on the warm relationships between pupils and staff, which begins in the EYFS. We recognise that the Reception year is a time of great change for children, therefore we consider building positive relationships between adults and children to be a priority. We develop and sustain these connections by:

- Assigning each child a key person, who ensures, along with the class teacher, that every child's learning and care is tailored to meet their individual needs
- Daily key person group times, during which children have the opportunity to share their thoughts, feelings and experiences in a quiet space with a small group of their peers
- Supporting children to develop positive relationships with all adults working in the EYFS, through staff rotas for different provision areas, lesson inputs and focussed activities
- Sharing the progress and needs of specific and/or groups of children, as well as updates or reminders on best practice, during weekly staff supervision meetings
- All staff members use consistent approaches with regards to supporting and managing children's behaviour, as detailed in our Positive Relationships and Behaviour Policy
- Listening carefully to children and using their interests to inform future planning
- Involving children in decision-making as much as possible. This includes agreeing as a class on our classroom expectations and choosing resources and themes for provision areas
- Providing children with high-quality interactions with adults including clear communicating and modelling of language, exploring ideas, use of specific praise and effective questioning

3. Enabling Environments

“Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.” Early Years Foundation Stage statutory framework (2024).

At Brunshaw Primary School, we recognise that the environment plays a key role in supporting and extending children’s development. Early Years staff understand that the layout and resources of the indoor and outdoor learning environments needs to adapt and change in response the needs and interests of our pupils. These changes happen in response to information gathered from observing the children and assessing their ongoing needs and development. Carefully selected resources are regularly added to areas of continuous provision, inside and outdoors, to further develop and extend a theme or topic and in response to children’s interests. These resources are described as Enhanced Provision and are outlined in planning.

We aim to create an attractive and stimulating learning environment where children feel safe, happy and confident, whilst being challenged to develop their independence. Our Reception classrooms are divided into a variety of different areas, including role-play, writing, investigation, creative, malleable, sand, construction and small world. Resources are organised to encourage children to take pride and responsibility for their environment and to develop independence in the selection, care and use of resources and equipment.

During continuous provision time, children have free flow access between the classroom and outdoor area. This encourages children to utilise different spaces to find the learning style which best suits them. Access to the outdoors in all weathers offers unique learning opportunities, which cannot be replicated in the classroom. Being outdoors offers unique opportunities to explore, use their senses, develop their language skills and be physically active. It provides opportunities for doing things in different ways and on a larger scale than when indoors and allows children greater space to be physically active and exuberant.

Parents as partners

We aim to develop caring, respectful, professional relationships with the children and their families. We recognise the role that parents have played, and their future role, in educating their children and we value being partners with them in their child’s education. We do this by:

- Using Class Dojo as a communication tool between teachers and families. This enables learning and progress from home and school to be celebrated via photographs and videos uploaded to each child’s portfolio
- Inviting parents to an induction meeting prior to children starting school
- Offering parents and children the opportunity to spend time with staff in their new classroom before starting school
- Getting to know the child in their home and nursery settings before starting school

- Holding parents' meetings twice a year, during which the teacher and the parent discuss the child's progress and next steps for learning
- Sharing planning on the school website and through Class Dojo, about learning taking place each half term
- Suggesting activities that can be done at home to support learning
- Providing children with weekly Phonics homework and half-termly topic activities to complete at home
- Sending home phonetically decodable reading books and encouraging parents to make comments in their child's reading record
- Holding themed stay and play sessions each half term
- Providing end of year reports which outline the progress and achievement made by each child
- Weekly newsletter sent home by the Reception class teachers on Class Dojo, containing ideas to further classroom learning at home
- Celebrating children's achievements with their parents and inviting parents to our celebration assemblies
- Phonics stay and learn sessions are held to provide parents with the tools to support their child in early reading and writing at home
- Encouraging parents to take an active part in school life

4. Learning and Development

"Children develop and learn at different rates." Early Years Foundation Stage statutory framework (2024).

At Brunshaw, a carefully structured curriculum based on the Development Matters document and Early Learning Goals offers provision that builds on the children's individual learning needs. Through play, children have the opportunity to explore, investigate, discover, repeat, revise and consolidate their knowledge, skills and understanding. There are seven areas of learning and development that must shape educational provision in early years settings. The children will cover all seven areas of the through everyday activities, routines and play. Although all seven areas are important and interconnected, three in particular are crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

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

Staff also support children in the four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- Literacy
- Mathematics
- Understanding the World

- Expressive Arts and Design

We believe these seven areas depend on each other to support a rounded approach to child development. Children learn in many different ways and we recognise the need to provide opportunities that allow children to learn in the ways that best suit them; playing, talking, observing, investigating and problem solving, questioning, experimenting, testing, repeating, reflecting and responding to adults and each other. The curriculum is delivered through a combination of adult-led focused learning and child-initiated activities. The learning may be delivered through a wide variety of activities aimed at the whole class, groups, pairs or individuals that take place both indoors and outdoors.

Implementation and planning

The Reception curriculum at Brunshaw is appropriate for our children and the community to which they belong. Information about our curriculum and topics is shared with parents and is available on the school website.

We are guided by a long term overview, cross curricular medium term plans for topics and RE and weekly plans for Literacy, Phonics and Maths. Planning ensures continuity and progression in the introduction and development of specific skills and concepts. The learning objectives within the Reception curriculum are from the Development Matters Statements from the Early Years Foundation Stage document.

Although plans are used as a way to organise curriculum delivery, EYFS staff understand that children will have varied prior experiences and knowledge on which to build new learning upon. Staff are experienced and confident in adapting activities and key learning points to suit the differing needs of pupils.

Long term plans

Our Reception curriculum map outlines the topics and wider curriculum experiences to be covered in Reception on a yearly basis. Two topics are covered each half term, as well as a unit of RE. The first topic is linked to the Development Matters and EYFS Framework documents, and the second is decided by staff based on the needs and fascinations of the children in each class. Throughout each topic, learning activities are planned and delivered to cover all seven areas of learning from the EYFS.

Medium term plans

The medium term plan outlines the learning within each area of development that will be covered throughout a topic, taking in to account the needs and development of the children. However, this plan may be adapted as the topic progresses due to the interests of the children and any unexpected educational opportunities which may arise.

Short term plans

Weekly plans show clear learning objectives, activities and opportunities for assessment. A mixture of directed and free choice activities are planned each week for children to engage in. Enhancements are added to continuous provision to challenge the children's thinking and reinforce/consolidate previous learning. Phonics and Maths are taught daily using the Red Rose schemes. Literacy is taught 3 times weekly through the Drawing Club approach.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and reflect these in their practice as stated in the Statutory Framework. Learning is taught through using the Characteristics of Effective Learning, which are:

Playing and exploring – engagement

Finding out and exploring
Playing with what they know
Being willing to 'have a go'

Active learning – motivation

Being involved and concentrating
Keeping trying
Enjoying achieving what they set out to do

Creating and thinking critically – thinking

Having their own ideas
Making links
Choosing ways to do things

Impact

Assessment, recording and reporting

At Brunshaw Primary School, staff make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of both formal and informal assessments undertaken by all EYFS practitioners. At the end of their Reception year in school, children's progress is recorded on to the Early Years Foundation Stage Profile (EYFSP). Each child's level of development is recorded against the seventeen Early Learning Goals.

Assessment opportunities throughout the year which support the statutory EYFSP assessment include:

- The statutory on-entry baseline assessment is completed with all pupils during their first 6 weeks in Reception. This gives teachers and teaching assistants an understanding of the children's individual abilities in each area of learning, and measures progress through primary school
- Children are observed and assessed as part of their daily routine, observations and judgements are used to inform planning and where appropriate are collated in individual pupil profiles

- At the end of each term, children are assessed as 'expecting' or 'emerging' against the 17 Early Learning Goals using Insight Tracker. This information is used to inform planning and support for specific children
- Phonics assessments are carried out regularly throughout the year
- The class teacher provides a written report to parents on their child's behaviour for learning and attainment at the end of the Summer Term. Parents' Evenings are held in the Autumn and Spring Terms and parents are made aware of our 'open door' approach whereby they are encouraged to contact us to discuss any concerns that they may have at any time
- The EYFS Profile is completed at the end of the year and data is submitted to the local authority and shared with parents
- At the end of the Reception year, outcomes are analysed and discussed by members of SLT, Early Years and Key Stage 1 staff. This is used as a basis for developing a relevant and consistent curriculum for children entering Year 1 and to provide support and challenge for different groups of children

Monitoring and evaluation

It is the responsibility of the EYFS staff to follow this policy. The Senior Leadership Team will carry out monitoring on the EYFS as part of the whole school monitoring system. This policy will be reviewed at the start of each academic year by the EYFS leader and will incorporate the views of all staff concerned. At every review, the policy will be shared with the governing board.

Written: February 2025
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