



Early Years Foundation Stage Policy

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1 The Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Brookside Primary School we have a 45 place Foundation Unit with two Reception classes.

In partnership with Parents / Carers, we enable the children to begin the process of becoming active learners for life. We endeavour to ensure that children “learn and develop well and are kept healthy and safe.” We aim to support children in their learning through providing an environment which

“... promotes teaching and learning to ensure children’s ‘school readiness’ and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life” (Statutory Framework for the EYFS 2017)

2 The Principles of EYFS

The EYFS is based upon four principles:

- A Unique Child – developing resilient, capable, confident and self-assured individuals
- Positive Relationships – supporting the children in becoming strong and independent
- Enabling Environments – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, Parents / Carers and the child
- Learning and Developing – An acknowledgement that children learn in different ways and at different rates

2.1 A Unique Child

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children’s attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration / sharing times and rewards, to encourage children to develop a positive attitude to learning.

2.1.1 Inclusion / Special Educational Needs (SEN)

All children and their families are valued at Brookside Primary School. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities.

Assessments take into account contributions from a range of perspectives to ensure that any child with potential SEN is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with Parents / Carers at an early stage and the schools SENCO is called upon for further information and advice. Appropriate steps are taken in accordance with the school's policy for SEN.

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 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

2.1.2 Welfare

It is important to Brookside Primary School 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 (see Brookside’s Safeguarding & Child Protection Policy)

“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.”

At Brookside School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2017. We understand that we are required to:

- Promote the welfare and safeguarding of children
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill
- Manage behaviour effectively in a manner appropriate for the children’s stage of development and individual needs
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children

2.2 Positive Relationships

At Brookside School we recognise that children learn to be strong and independent by developing secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

2.2.1 Parents / Carers as Partners

We recognise that Parents / Carers are children's first and most enduring educators and we value the contribution Parents / Carers make. We recognise the role that they have played, and their future role, in educating the children. We do this through:

- Talking to Parents / Carers about their child before their child starts in our school
- The children have the opportunity to spend time with their teacher before starting school during visit sessions
- Support children through the transition into Reception with planned visits. This also supports staff and Parents / Carers in getting to know each other as well as the children
- Inviting all Parents / Carers to an induction meeting during the term before their child starts school in order to detail the routines of the unit.
- Encouraging Parents / Carers to talk to the child's teacher if there are any concerns
- There is a formal meeting for Parents / Carers twice a year at which the teacher and the parent discuss the child's progress
- Parents / Carers receive a report on their child's attainment and progress at the end of each school year
- Ensuring all Parents / Carers know that their child's teacher and teaching assistant are their key workers
- Providing an open door policy and an open start to each school day to enable regular informal contact with Parents / Carers

3 Enabling Environments

We aim to create an attractive and stimulating learning environment where children feel confident and secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision.

Effective learning builds and extends upon prior learning and following children's interest. Effective planning is informed by observations of the children to ensure that we follow their current interests and experiences.

Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning.

4 Learning and Development

There are seven areas of learning and development of which three are “prime areas,” and four “specific areas”.

The prime areas are:

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

The specific areas are:

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

Through careful assessments and observations, including information provided by Parents / Carers and other settings, children’s development levels are assessed. 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 / Carers and agree how to support the child.

Within Brookside’s Foundation Unit:

“Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is used as an essential part of children’s development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. There is an on-going judgement to be made by practitioners about the balance between activities led by children, and activities led or guided

by adults. Practitioners must respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1" (Statutory Framework for EYFS 2017)

Planning and guided children's activities will reflect on the different ways that children learn and echo these in their practice. At Brookside School, we support children in using the three characteristics of effective teaching and learning. These are:

- **Playing and exploring** – children investigate and experience things, and 'have a go'
- **Active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **Creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

(Taken from statutory framework for the EYFS 2017)

5 Health and Safety

At Brookside School, there are clear procedures for assessing risk, which includes procedures for keeping children safe during outings and for any aspects of the environment, or provision that may require a further risk assessment.

In line with the EYFS Statutory Framework 2017, at Brookside School, we make the following provisions:

- A School Medicines Policy ensures that there are systems in place to ensure that medicines and the systems for obtaining information about a child's needs for medication are kept up to date. Prescribed medicines will not be administered unless they have been authorised by a doctor, dentist, nurse or pharmacist. Medicines (both prescription and non-prescription) are only administered to a child where written permission for that particular medicine has been obtained from the child's Parent / Carer. Training is provided for staff where the administration of medicine requires medical or technical knowledge

- Fresh drinking water is available at all times
- Children's' dietary needs are recorded and acted upon when required
- A fresh fruit snack is provided daily
- A first aid box is accessible at all times and a Record of Accidents and Injuries is kept
- A member of staff who holds a Paediatric First Aid Certificate is always on duty
- Health and Safety Policy and Procedures which cover identifying, reporting and dealing with accidents, hazards and faulty equipment
- Site Emergency Plan with fire and emergency evacuation procedures
- Safeguarding & Child Protection Policy as well as an Acceptable Use of Mobile Phones, Cameras, Recording Devices Policy, stating how mobile phones and cameras are to be used and stored securely whilst children are in the setting. Cameras that are used in school must not be used for staff own personal use
- Staff are expected to wear appropriate clothing that supports them in getting to a child's level and playing and engaging with children at floor level

6 Transition

6.1 From Home / Pre-school / Feeder Settings

- Parents / Carers are invited to a meeting when school procedures are outlined and time is given for any concerns to be discussed
- The children from home and other pre-school settings are invited to visit their Reception class both with and without parents.
- Members of staff from the Foundation Unit make visits to the feeder settings if needed.
- Several meetings are timetabled throughout the year when staff from all feeder settings meet with the Reception teachers to share information and support the transition

6.2 From Reception Class to Key Stage 1

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides Parents / Carers, staff and teachers with a clear statement of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile includes on-going observation, all relevant records held by the setting, discussions with Parents / Carers, and any other adults whom the teacher, Parent / Carer judges can offer a useful contribution.

Each child's level of development is assessed against the Early Learning Goals. The Profile indicates whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). 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.

7 Equality, Diversity and Inclusion

At Brookside School, we aim to ensure that no member of the school community experiences harassment, less favourable treatment or discrimination within the learning environment because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their religion or beliefs.

We value the diversity of individuals within our school and do not discriminate against anyone because of 'differences'. We believe that all our children matter and we value their families too. We give our children every opportunity to achieve their best by taking account of our children's range of life experiences when devising and implementing school policies and procedures.

All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

8 Policy Review

This policy will be regularly reviewed by the Governing Body and updated in line with Brookside Primary School's Policy Schedule.