



## **BROAD HEATH PRIMARY SCHOOL** **EARLY YEARS FOUNDATION STAGE POLICY**

### **Definition**

For the purposes of this document Early Years Foundation Stage is defined as children aged from 3-5 years i.e. children in Nursery and Reception.

### **Rationale**

Broad Heath School EYFS Team are committed to providing the following as a basis for providing quality education for the children in our care:

- **Quality and consistency** so that every child makes good progress and no child is left behind.
- **A secure foundation** through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed 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

The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare. The learning and development requirements cover:

- The areas of learning and development which must shape activities and experiences for children
- The Early Learning Goals that providers must help children to work towards
- Assessment arrangements for measuring progress

Four overarching principles shape practice in the EYFS at Broad Heath. These are:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through **positive relationships**.
- 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
- **Children develop and learn in different ways and at different rates**. The framework covers the education and care of all children in Early Years provision, including children with special educational needs and disabilities.

Early Years Foundation Stage Education is the foundation upon which children build the rest of their lives. This policy acknowledges the role of parents and carers as the child's first educators and affirms the value of continuing parental involvement in education.

### **Introduction**

This policy follows the national guidance on the curriculum and how it is managed, organised, delivered, assessed and evaluated. It supports the whole school's aims and objectives as described in the school improvement plan, with regard to developing each child's full potential in all areas.

This policy also reflects agreed approaches to whole school issues, for example special educational needs, equal opportunity and race equality.

### **Aims and Objectives**

The curriculum for the Early Years Foundation Stage should underpin all future learning by supporting, fostering, promoting and developing children's:

- Personal and social wellbeing
- Positive attitudes and disposition towards their learning
- Social skills
- Attention skills and persistence
- Communication and Language
- Reading
- Writing
- Mathematics
- Understanding of the World
- Physical Development
- Expressive Art and Design

The curriculum is planned, in accordance with DfEE guidance, in 3 prime areas of learning supported by a further 4 specific areas and is based upon agreed opportunities for learning appropriate to the development of young children.

The prime areas of learning are:

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

The specific areas of learning are:

- Mathematics
- Literacy
- The World
- Expressive Art and Design

All seven areas for learning are taught through key characteristics of learning:

- Playing and Exploring (engagement)
- Active Learning (motivation)
- Creating and thinking critically (thinking)

Children's emotional development will be fostered and promoted through experiences that will enable them to:

- Feel valued
- Have opportunities to be independent
- Care for and empathise with others
- Develop self confidence

Children's personal and social development will be fostered and promoted through experiences that will enable them to:

- Interact, co-operate and collaborate with others
- Take turns and negotiate
- Take responsibility for their own actions
- Experience adult support and attention
- Identify clear goals
- Value their own and others culture, religion, ethnicity and language.

### **Equal Opportunities**

The Foundation Stage policy reflects the school's policy on equal opportunities and race equality. All pupils have the entitlement irrespective of gender, ethnicity, class, language or disability.

### **Health and Safety**

Within the EYFS it is a priority to ensure that the children in our care are happy and safe. Therefore, across the curriculum staff must emphasise the need to handle resources and materials with care to ensure safety for all. EYFS Leader and staff are aware of the welfare requirements for the EYFS and have worked alongside the LA to adhere to these. Risk assessments are written where appropriate for equipment and outings to ensure the safety of our children and staff at all times.

### **Management and Organisation**

The overall responsibility for the Early Years Foundation Stage curriculum lies with the Head Teacher and the EYFS Leader.

The role of the EYFS Leader is to:

- co-ordinate and ensure the implementation of the Early Years Foundation Stage policy and Early Learning Goals.
- ensure that statutory assessment – The Early Years Foundation Stage Profile – is implemented according to the regulations and outcomes are reported to parents/carers as required.
- ensure the efficient running of the EYFS classes.
- ensure that medium term plans meet the aims and objectives of the Early Years Foundation Stage curriculum and that each child receives his/her entitlement through a differentiated approach.
- give ongoing assistance to colleagues in the delivery of the EYFS curriculum and provide in-service training for staff where necessary and appropriate
- manage the budget for the EYFS with particular reference to resources and equipment
- ensure that adequate resources are available and easily accessed.
- monitor and evaluate the teaching and learning within the Foundation Stage and provide an overview of the key stage for the SLT and for colleagues, governors and parents

- attend relevant in-service training and support the development of EYFS Staff – informing them of national, local and school decisions that will impact on the Foundation Stage
- to liaise with the other co-ordinators within the school.

### **Organisation**

At Broad Heath School the Early Years Foundation Stage curriculum is taught around a variety of half termly topics which provides a wide breadth of learning experiences.

The daily routine in our EYFS includes class based and ‘freeflow’ time where children mix for a variety of adult led, adult supported and independent skills based activities.

### **Teaching and Learning Strategies**

Adults will support the children’s developments by:

- Careful and regular observation to assess each child’s progress and needs
- Embedding new learning in what is known or familiar
- Using a variety of different teaching strategies and organisation
- Providing materials, artefacts and information at appropriate times to enhance understanding and independent learning.
- Providing a wide choice of tools and materials to encourage children’s planning and decision making skills and their sense of autonomy.
- Ensuring the correct balance between adult directed, adult supported and child initiated activities.
- Maximising opportunities for experiential learning
- Maximising opportunities for both knowledge based and imaginative play
- Encouraging positive dispositions towards learning
- Using assessments based on observation in order to inform planning and the provision of work differentiated to individual need.

### **The Learning Environment**

The EYFS classroom and outdoor areas are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classrooms are set up in learning areas where children are able to find and located equipment and resources independently. Each child is allocated a class teacher and base class for carpet times, however are free to use all areas of the environment during free-flow learning.

Each Nursery and Reception class have their own enclosed outdoor area. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children opportunity to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access that help them to develop in all 7 areas of learning. Many of the areas allow the children to develop and extend their learning in several areas.

In line with the whole school Reception classes have lunch at staggered times in the dinner hall. The teachers, LSAs and lunchtime supervisors are able to provide the children extra support and encouragement during this time.

### **Differentiation**

Each child has individual needs and interests. For individuals to be challenged, but not discouraged, tasks should be provided which are matched to ability and interest level.

Differentiation is incorporated into planning and teaching to ensure that the needs of each child are catered for.

### **Resources**

- Resources that have been purchased have been deemed to be suitable to support the teaching and learning within this subject area.
- All resources are kept within Foundation Stage and reviewed by the team regularly.

### **Assessment, Recording and Reporting**

Within the context of national requirements and school policies relating to assessment, recording and reporting of children’s progress it is the responsibility of the Foundation Stage Manager, teachers and support staff to ensure that:

- Children’s individual progress is monitored
- Individual educational needs are identified
- Records are kept in a form which is accessible to relevant staff
- The information gathered is used to inform future planning
- The information gathered is informative and helpful to parents and carers
- Assessment is carried out within a normal classroom context and routine, and is sensitively carried out.

**Monitoring and review**

It is the responsibility of those working in Reception to follow the principles stated in this policy. The senior leadership team (SLT) and EYFS Leader will carry out monitoring on the EYFS as part of the whole school monitoring schedule. The EYFS staff also take part in EYFS Moderation with other schools in the Network.

The subject will be monitored and feedback will be given termly to the Head Teacher.

Evidence of attainment will be collected and added to the Foundation Stage Portfolio.

This policy has been reviewed in 2018 and it will be reviewed again in September 2021.