

Bracebridge Infant and Nursery School

Policy	EYFS Policy
Revision	2
Date adopted	September 2021
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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 future life chances. At Bracebridge Infant School we believe 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 provide the foundation for children to make the most of their abilities and talents as they grow up. It is an education that encompasses all learning. This policy outlines the purpose, nature and management of the Early Years Foundation Stage framework at our school within the Early Years Foundation Stage classes.

- 1.1 Throughout the Early Years Foundation Stage at Bracebridge Infant School we encourage positive attitudes to diversity and difference, so that every child is included and learns from the earliest age to value diversity. Each child's learning and development is viewed as being individual.
- 1.2 The school policy reflects the consensus of the whole teaching staff and has the support and agreement of the Board of Trustees. The implementation of this policy is the responsibility of all members of staff.

2. The Early Years Foundation Stage of Learning

In this policy the Early Years Foundation Stage (EYFS) refers to all children in the Early Years Foundation Stage classes – including Nursery and Reception- the first year of statutory schooling at Bracebridge Infant School.

- 2.1 Children in Early Years Foundation Stage follow the Early Years Foundation Stage Framework (EYFS). The framework runs from birth to the end of the Early Years Foundation Stage allowing nurseries, pre-schools and infant schools to work with greater continuity. The EYFS also allows the children to work at their level of ability and planning can be implemented to ensure that it is appropriate to the children's stage of development and is both challenging and interesting. The EYFS framework is concerned with the seven areas of development of the individual child as stated in the 'Statutory Framework for the Early Years Foundation Stage' (Revised 2021). There are three prime areas of learning, Communication and Language, Physical Development and Personal, Social and Emotional Development. There are 4 specific areas, Literacy, Mathematics, Understanding the World and Expressive Arts and Design. The Prime Areas are "particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive." The specific areas strengthen the development in the prime areas. No area stands in isolation from the others.
- 2.2 The welfare requirements are given legal force by Regulations made under Section 39 (1) (b) of the Childcare Act 2006. Together, the Order, Regulations and Statutory framework document make up the legal basis of the EYFS.

2.3 The emphasis on play and practical work is paramount to the Early Years Foundation Stage curriculum and the importance of observing the children both in their play and relationships for assessment is crucial. Each area must be implemented through a balance of play and through adult-led and child-initiated activities both indoors and outside.

2.4 Teachers will reflect on the different ways children learn and reflect these in their practice. Teachers will ensure that opportunities to develop effective teaching and learning are met through the 3 characteristics of learning:

- **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.

Observations made on the children and the end of year reports will refer to the child’s characteristics of learning.

2.5 The overarching aim of the EYFS is to help young children achieve the five Every Child Matters outcomes of staying safe, being healthy, enjoying and achieving, making a positive contribution, and achieving well-being by:

- **Setting the standards** for the learning, development and care young children should experience when they are attending a setting outside their family home, ensuring that every child makes progress and that no child gets left behind;
- **Providing for equality of opportunity** and anti-discriminatory practice and ensuring that every child is included and not disadvantaged because of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability;
- **Creating the framework for partnership working** between parents and professionals, and between all settings that the child attends;
- **Improving quality and consistency** in the early years sector through a universal set of standards which apply to all settings, ending the distinction between care and learning in the existing frameworks, and providing the basis for the inspection and regulation regime;
- **Establishing a secure foundation for future learning** through the learning and development that is planned around the individual needs and interests of the child, and informed by the use of ongoing observational assessment.

3. Entitlement

The EYFS principles which guide the work of all EYFS practitioners are grouped into four distinct but complementary themes:

- A Unique Child;
- Positive Relationships;
- Enabling Environments;
- Learning and Development.

3.1 Effective practice in the EYFS classes is built on these themes as they provide a context for the requirements and describe how practitioners should support the development, learning and care of young children. The themes are broken down into commitments describing how the principles can be put into practice.

3.2 A unique child recognises that every child is a competent learner from birth who can be resilient, capable, confident and self-assured. The commitments are focussed around development; inclusion; safety; and health and well-being.

3.3 Positive relationships describes how children learn to be strong and independent from a base of loving and secure relationships with parents and/or key person. The commitments are focussed around respect; partnership with parents; supporting learning; and the role of the key person.

3.4 Enabling environments explains that the environment plays a key role in supporting and extending children’s development and learning. The commitments are focussed around

observation, assessment and planning; support for every child; the learning environment; and the wider context – transitions, continuity, and multi-agency working.

3.5 Learning and development recognises that children develop and learn in different ways and at different rates, and that all areas of learning and development are equally important and inter-connected.

3.6 Independence is fostered and each child is encouraged to maximise their potential. Resources are provided to encourage children to select and develop their own learning.

4. Implementation

The EYFS framework is delivered through structured play where the learning has been clearly identified.

4.1 The curriculum balances experiences in the seven areas of development. The Prime Areas will be focussed on initially with the specific areas supporting the development of these areas. Activities are based around themes or topics which will interest the children and develop their skills and concepts from the areas of learning leading to the assessment against the Early Learning Goals.

5. The Three Prime Areas

5.1 Communication and Language (C&L)

This area covers the development of communication skills including speaking and listening. The development of language and communication skills is central to effective provision for this age group. Opportunities to experience a rich language development, to develop their confidence and skills in expressing themselves and to speak and listen in a range of situations will be provided. The children are given opportunities to develop the ability to:

- Listen to adults and each other;
- Ask questions of other children and adults;
- Talk about their own work;
- Express themselves through spoken language, drawings, role play and writing;
- Appreciate and respond to poems, songs, rhymes and stories.

5.2 Physical Development (PD)

This area focuses on children's developing physical control, mobility, awareness of space and manipulative skills in indoor and outdoor environments, developing both fine and gross motor control and co-ordination. They include establishing positive attitudes towards a healthy and active way of life. Children in the Early Years Foundation Stage are expected to work both outdoors and indoors. The FS children take part in daily music and movement sessions and different activities to encourage fine motor skills within provision. These activities are designed to build up physical strength and dexterity.

Children use large and small apparatus to promote confidence and competence. They work with a wide range of materials and equipment to develop manipulative skills. Children use a range of malleable materials and scissors to develop fine motor skills. Children will be encouraged to develop comfortable finger grips when using pencils.

Children are given opportunities to develop more control over their own bodies in a variety of indoor and outdoor activities. During outdoor activities they have the opportunity to use a variety of equipment e.g. bikes, walkways, ropes, balls.

Children take part in weekly planned PE lessons and follow up activities are planned by staff to practise skills taught in these sessions.

5.3 Personal, Social and Emotional Development (PSED)

This area of learning incorporates attitudes, skills and understanding and is a pre-condition for children's success in all other learning. It covers important aspects of personal, social, moral and spiritual development. Personal, social and emotional development underpins all the other areas of learning for young children. It focuses on children learning how to work, play

and co-operate with others in groups beyond their family. It also promotes self-esteem and confidence.

Children are encouraged to:

- Participate as a member of a group;
- Play co-operatively;
- Become aware of the needs, feelings and beliefs of others and themselves;
- Share and learn to care for equipment and share experiences;
- Listen to one another;
- Follow rules;
- Respond to instructions;
- Become increasingly more independent and maintain concentration;
- Develop self-control;
- Develop self-esteem;
- Develop their interest and enthusiasm to learn.

The children are made aware of behaviour which is acceptable to others. Children are led increasingly to independence by being encouraged to develop a sense of responsibility and to take increasing control of their own feelings by expressing them in acceptable ways. Situations are provided where a range of emotions can be experienced and explored, including role-play and during circle time.

Much of this work is done during circle times and Jigsaw sessions when various issues are considered but if situations arise these are addressed at the time. All children are encouraged to take part.

6. The Four Specific Areas

6.1 Literacy (Lit)

The children will be encouraged to link sounds and letters and to begin to read and write. The children will experience a wide range of reading materials. The children will also follow the Read, Write Inc scheme for Phonics. The goals for speaking and listening underpin the development of children's language and social skills. The goals for literacy and for speaking and listening are essential and complementary aspects of language development. A wide range of opportunities to participate in oral work is vital for all children including those who are acquiring spoken and written English in addition to the language(s) of the home. The children are also given opportunities to develop skills and interest in writing and reading through:

- Writing patterns, phonics and correct letter formation;
- Emergent writing and copy writing, writing in role play and a variety of activities;
- Reading a wide range of material and listening to others reading a range of material;
- Rhyme and alliteration.

6.2 Mathematics (M)

This area covers important aspects of mathematical understanding. The children are given opportunities to develop their mathematical abilities through the use of everyday materials and play equipment including:

- Number games and rhymes;
- Sand and water play;
- Counting activities, which lead to an understanding of 1-1 correspondence and the [conservation and composition](#) of number and recognition of numerals;
- Weighing activities;
- The use of correct mathematical vocabulary;
- Measuring activities;
- Exploring the properties of shape;
- Use of everyday words to describe position;
- Recognition and recreation of simple patterns.

Daily adult led teaching activities in the Reception Class are planned using the [White Rose Maths](#) scheme.

6.3 Understanding of the World (UW)

This area focuses on the children's developing knowledge and understanding of the environment, other people and features of the natural and made world. It provides a foundation for historical, geographical, scientific learning. The children will have opportunities to develop this through:

- Close observation of objects and materials etc;
- Describing what they can see and asking questions;
- Looking at the environment and talking about changes and their likes and dislikes;
- Exploring and recognising features of living things, objects and events in the natural and made world;
- Looking at similarities and differences;
- Exploring and selecting materials and equipment and using skills such as cutting, joining, folding and building for a variety of purposes;
- Talking about their families and opportunities to ask questions of a visitor;
- Talking about changes in their own lives and those of people they know;

6.4 Expressive Arts and Design (EAD)

This area includes a wide range of experiences in art, craft, music, dance, story making, design and technology and imaginative play to develop children's ability to express ideas and feelings in creative ways. These goals relate to the stimulation of curiosity and engagement with a wide range of sensory experiences. They focus on the development of children's imagination and creativity and their ability to explore, express and share ideas and feelings through different forms of communication. The children are introduced to and encouraged to appreciate:

- The beauty in what they see around them;
- Music, dance and art;
- Their own and other people's work.

Children are also given the opportunity to explore their own creativity through:

- Painting and colour mixing;
- Collage;
- Modelling;
- Making music using a variety of instruments and voices;
- Responding to music through movement;
- Acting out stories through movement, drama and play.

Learning opportunities within the classroom and further afield are planned to encourage full and active participation of all children whatever their gender, race or ability, ensuring that individual potential is met.

Children are given opportunities to develop basic computer skills. They have access to multi-media PCs. They also have the opportunity to use the Beebots, iPads, Interactive Whiteboard, remote control toys and CD player and tape recorders. The laptops and iPads will also be used in small groups and at selected times. The children will be introduced to using computers safely.

All children are given equal access to and are encouraged to take part in all activities regardless of gender.

Children are given opportunities to explore and enjoy stories, poetry, music and art from a wide range of faiths and cultures.

All Early Years Foundation Stage children have safe access to an outdoor play area and use of the outside environment. Safe use of equipment is taught.

7. Role of Parents

Parents are encouraged to become involved in their child's education through the use of Tapestry. Parents are regarded as partners in the education of their children and will be encouraged to be involved in questionnaires regarding the education of their children. Parents who come into help undergo safeguarding checks as part of our safeguarding policy. All EYFS staff have completed safeguarding training.

Prior to starting nursery parents are invited to visit the nursery with their child where they will meet staff and the Nursery lead practitioner will talk to them about their child, any individual needs and explain how we work with children.

Prior to starting school in the Reception Class the Early Years Lead visits all children in their previous nursery setting, if they do not attend our Nursery. All parents are invited to a Starting School Meeting and at this meeting the EYFS Leader will explain the school's Early Years Foundation Stage policy and the way in which the school day is structured. Children then attend school on a few occasions [for an afternoon, first with parents accompanying them and then independently.](#)

If not yet received, parents of pre-school children receive copies of the school prospectus and 'Starting at Bracebridge Infant School' at the meeting. A later meeting is held to discuss the teaching of Phonics for all parents.

8. Admission

We admit children from their 3rd birthday onwards into our Terrific Turtles Nursery Class and from the September following their 4th birthday into our Sparkling Seahorse Reception Class. Both classes are mixed ability.

9. Assessment

During the first 4 weeks [in the Nursery class](#), the Early Years Foundation Stage staff complete a baseline assessment using Tapestry. Staff meet with parents at the end of Term 1 to discuss these assessments alongside other observational assessments that have taken place over the term. Observations and opportunities are used throughout their first time in the Foundation Stage to complete each child's individual online Learning Journey.

From September 2021 on entry to the Reception Class children complete the Reception Baseline and the school submits the data from this to the DFE in line with statutory requirements.

Children working significantly below age related milestones in each year group are identified and intervention and support quickly put in place.

All Foundation Stage staff make regular observations of children's learning, which lead to assessments of the children's needs and achievements. Some of these observations are formerly recorded using Tapestry.

In the final term of the Early Years Foundation Stage year the EYFS Profile must be completed for each child. The Profile will provide parents and future teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The profile considers ongoing observation, records held by school and discussions with parents/carers and is finally based on the class teacher's judgement in discussion with other Foundation Stage staff.

Each child's level of development must be assessed against the Early Learning Goals. Teachers will make 'best fit' judgements. Teachers will indicate whether the children are meeting **Expected** levels of development, or not yet reaching expected levels of development (**Emerging**).

10. Transition from Early Years Foundation Stage to Year 1.

The Early Years Foundation Stage children will be encouraged to visit the Year 1 classes to share work and achievements with the teachers in the year group so that they become

familiar with Year 1 staff. In the last week of Term 6 the children will visit their new teacher and class for a transition day. The children in Early Years Foundation Stage will be supported in the transition into Year 1 through a variety of activities. Year 1 staff will visit the Early Years Foundation Stage classes during the Summer Term and spend time with the children within a familiar environment. Early Years Foundation Stage reports give parents information on how they can help their children meet targets to help them when they move to a new class. Teachers from both year groups will liaise with each other in a formal meeting to discuss the children.

11. Use of Cameras and Mobile Phones

To ensure the safety and welfare of the children in our care:

- All mobile phones must be kept in a secure place and should not be accessed throughout contact time with the children;
- Photographs or images of any children within our care may only be taken using the school camera and these images should remain in the setting. Use of photos for publicity / website will be agreed through parental permission slips; Photos of the children will be deleted from both Tapestry and Ipads once children have left the school and staff will follow the data protection policy regarding photos of children.
- When on outings, mobile phones may only be used to make or receive phone calls relating directly to ensuring the safety and wellbeing of the children.

Signed by:

A handwritten signature in black ink, appearing to be 'R. Pitman', written in a cursive style.

Mr Rob Pitman

Chair of Board of Trustees

Date: 06.10.24

