



Early Years Foundation Stage (EYFS) Policy

Bramley Church of England Infant and Nursery School

"Your word is a lamp to guide me and a light for my path." Psalm 119(105)
Rooted in Christian values, seek within, wonder why, reach out, aim high.

Policy effective from	June 2021
Approved by	Children and Learning Committee
Last reviewed on	May 2023
Next review due by	June 2025

Version history			
Version	Description of change	Author	Approved
3.0	Inclusion of other policies list and definition of continuous provision.	Shona Taylor	
2.0	Reformatting and language standardisation. Reference to changes in curriculum and assessment from Sept 2021	Shona Taylor	C&L Committee, June 2021
1.0	Original version	Elaine Spick	Governors, June 2019

Play is the world and work of a young child-Piaget

Rationale

Early Years education is the foundation upon which children build the rest of their lives – an education which encompasses all learning.

Bramley Church of England Infant and Nursery School (the School) believes that Early Years education is concerned with providing a rich and safe environment, which enables children to develop effectively within a safe and secure environment, based on sound and secure relationships.

The School aims to provide a positive enabling environment in which:

1. The needs of young children may be met.
2. Children will be enabled to:
 - Develop their identity.
 - Begin to understand their own health and wellbeing needs.
 - Develop healthy relationships with their peers.
 - Learn new skills.
 - Learn how to learn.
3. Parents, carers and suitably qualified Early Years staff will work closely together.

Characteristics and Needs of Young Children

Young children, when starting school, bring a wealth of experience with them. They have already learnt a great deal about the world they live in and have begun to develop many of the skills they need to function in their world. The role of the Early Years staff is to build on this past experience, supporting and extending the children's learning and development.

In particular, young children need:

- To be responded to as individuals.
- To be treated with dignity and respect.
- To be helped to develop positive attitudes.
- Support and encouragement when faced with new experiences.
- Time and space for active exploration both in and out of doors.
- Meaningful contexts for learning.
- Their parents and Early years' staff to work closely together.
- Adults who:
 - foster their curiosity and enthusiasm;
 - observe and listen to them;
 - have high expectations of them;
 - enjoy being with them; and
 - inspire and guide them.

Foundation Stage Curriculum

All children from the age of birth to five years will follow the Statutory framework for the early years foundation stage.

As a school we chose to use Birth to 5 as our non-statutory guidance.

Overarching principles

There are four overarching principles that shape learning and teaching in the early years. These are:

- Every child is a **unique child**, who is constantly learning and who 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** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time.
- Children develop and learn at different rates.

Areas of learning

There are 3 prime areas of learning:

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

These areas should be implicit in all learning.

The four specific areas are:

- Literacy – reading and writing
- Mathematics
- Understanding of the World
- Expressive Arts and Design

Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults.

The school will stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning.

As children grow older and move into the reception year, there will be a greater focus on teaching the essential skills and knowledge in the specific areas of learning.

In planning and guiding what children learn, the School reflects on the different rates at which children are developing and adjusts practice appropriately.

Three characteristics of effective learning and teaching 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.

At Bramley we use 3 characters to help children understand these:

Have a go mouse

Persevering tortoise

Thinking pigs

Continuous provision

This describes the provision areas available to the children every day in the classroom. In each of these areas is a core range of resources that children access all the time. The resources and the way they are organised remains constant throughout the year, offering children a familiar environment in which they can develop sustained play, practise new skills and extend their ideas over time. Each area is enriched appropriately across the year to support progression.

This creates a well-structured permanent framework for children's play and provides a rich context for children's experiences.

Alongside high-quality planning and effective adult interaction, this provision ensures learning can be both enjoyable and challenging.

Our learning environments, both indoors and outdoors, are vital in promoting independence and responsibility because they provide familiar, stable environments that supports children's independent learning and enables children to develop confidence in using the resources and managing the environment.

Our well-planned continuous provision support children in becoming effective learners, developing many skills including; problem solving, creative thinking as well as persistence and resilience. It also enables children to utilise their knowledge in real contexts to practice, repeat and deepen their understanding, all of which supports the mastery of key concepts and skills.

Provision only works well when adults devote time to support the learning taking place. Children benefit from adult interaction and encouragement as they explore their ideas, make decisions and encounter problems.

As children engage in activities that really matter to them, when their intrinsic motivation is high, good observational skills are essential to identify what children are thinking and doing. Skilful adults know when and how to be responsive to the ideas of the learner and when to contribute new ideas. Knowing when to step back and watch a while longer is as important as knowing when to intervene and offer help and instructions.

Enhanced Provision

Alongside the continuous provision, enhancements are used as a way of extending and further enriching the children's learning.

Enhanced provision extends learning by enabling children to further develop their ideas and interests.

New resources, books, equipment or artefacts are made available for a fixed period of time, often a few weeks, in response to what practitioners have observed children need next. These new additions do not replace continuous provision, but add a new dimension alongside.

Enhancements build on

- Children's predictable or emerging interests
- Seasonal themes or 'topics'
- Local events or news children can relate to
- Story ideas or themes

Enhancements offer either an extension to existing learning or provide a starting point for new learning; acting as a catalyst for exploring, talking and thinking about new ideas.

Directed Activities

Some concepts and skills are most effectively learnt through direct teaching, such as phonic knowledge and number recognition. Teaching in whole class or small groups enables the adult to teach key skills and concepts. These are planned throughout the week.

Key Person

In line with Government expectations each child is assigned a key person (also a safeguarding and welfare requirement). In the case of Pre-school and Reception this is most likely to be the classteacher. Where a child is need of additional support in settling or forming relationships than a member of the support staff may be assigned. This will allow the child to have extended 1:1 adult support when engaging in play alongside peers or leaving a family member. The key person will ensure that every child's learning and care is tailored to meet their individual needs. However, all staff in the Early Years setting are engaged in supporting, extending and assessing the learning of all children. The key person will seek to engage support parents and/or carers in guiding their child's development at home. They will also help families engage with more specialist support if appropriate.

Special Needs

Special attention will be given to identifying those children who might have special needs. Early action will be taken to meet these needs within the normal routine of the classroom. The guidance in the Code of Practice will be adhered to closely.

Planning

Assessment and Target setting

Children will be assessed on entry through observations and in reception through the Reception baseline assessment (RBA) and 2 year progress check in nursery. These assessments will be recorded on EYFS tracking sheets. The results are also used to inform the planning needs of children. The children's achievements will be recorded throughout the year and evidence accumulated to support staff in their understanding and judgements of learning. At the end of preschool, children's attainment will be shared with, and passed on to the reception teacher. At the end of reception, the children will be assessed within the Prime and Specific Areas of Learning and the Characteristics of Learning.

EYFS progress measures-

The school sets high ambitious targets for all pupils in line with the school vision 'Aim High'. Support is given to children not working at age related expectations through quality first teaching, targeted interventions and support from external services if/when appropriate.

Our expectation is children will make 3 moves across 3 terms, children who are deemed disadvantaged/vulnerable or SEND will be supported to make better than expected progress from their starting points.

Upon make judgements within a range we use the following vocabulary:

Entering- some of the statement for the range have been met
 Developing- many of the statements for the range have been met
 Secure- most of the statements for the range have been met

Children in pre-school may do more than 3 terms due to their age, as a result we record data for children for these children separately to their children so they are compared fairly to their school cohort. PS1= children due to start Reception in 2 academic years' time, PS2 children due to start Reception in the next academic year.

Expected progress in Nursery

	Child with 3 terms in nursery	Child with 2 terms in nursery	Child with 1 term in nursery
Baseline	Range 4 E1	Range 4 E2	Range 4 D1
Term 1	Range 4 E2	Range 4 D1	Range 4 D2/ S1
Term 2	Range 4 D1	Range 4 D2/ S1	
Term 3	Range 4 D2/ S1		

Expected progress in Pre-School

	PS1	PS 2
Baseline/Autumn	Range 4 S1	Range 5 D1
Spring	Range 5 E1	Range 5 S1/S2
Summer	Range 5 E2	Range 5 S2/ Range 6 E1

Expected progress in Reception

Baseline/ Autumn	Range 5 S2/ Range 6 E1
Spring	Range 6D/6S
Summer	ELG

Parents and carers will be kept updated continually on their child's learning, through the overview of the year, half termly overviews, daily sheets for nursery and the learning journal. In nursery, preschool and reception ideas will be provided of ways that parents can support their child's learning at home.

Parents as partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating their children.

We work closely with families by:

- Offering home visits to new Nursery and Pre-school children and children who are joining Reception from another setting. We also speak to children's Nursery and Pre-school setting for those starting in Reception year.
- Giving children and families the opportunity to meet their class teacher prior to starting school through Stay and Play sessions.
- Holding 'Meet the Teacher' and 'Curriculum Meetings' to share important information with parents and carers.
- Sharing children's learning through learning journeys and reading comments and observations from parents and carers.

- Having an 'Open door policy' where we are happy to meet with parents to discuss their child's learning and any concerns.
- Making ourselves available before and after school at 'pick up' and 'drop off times' for any queries, arranging of meetings and information sharing when needed.
- Hold Parent/Teacher consultations throughout the year and generating a written report for PS2 and Reception in the summer term.
- Arranging school events that parents and carers are invited to, such as, Christmas performances, Easter service, Sports day.
- Inviting parent helpers on school trips or to help in school.
- In Reception, teachers and parents leave comments regarding their child's reading.

This policy should be read in conjunction with:

Assessment policy
Behaviour policy
Intent, implementation and impact in the early years
Anti-bullying policy
Children protection and safeguarding
Equality and diversity policy
Health and safety policy
Intimate care policy
Home school agreement
Touch and the use of restrictive force policy