



Brompton Community Primary School

Early Years Foundation Stage (EYFS) Policy

2020-2021

Approved by:	<i>S. Greer</i>
Position:	<i>Foundation Stage Manager</i>
Date:	<i>October 2020</i>
To be reviewed:	<i>October 2021</i>

'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.'

Statutory Framework for the Early Years Foundation Stage (2017)

Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life.
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind.
- Close partnership working between practitioners and with parents and/or carers.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

Our Mission Statement

At Brompton Community Primary School,

- We will ensure that our school offers warmth and security within a stimulating and safe environment.
- We will encourage our children to develop self-respect and respect and consideration for others regardless of gender, race, culture, language, religion or disability.
- We will provide a creative and skills-based curriculum with a range of teaching strategies to cater for the needs and talents of every child.
- We will build upon each child's existing abilities and successes and encourage the highest possible standards of work and behaviour.
- We will ensure that every child has a good understanding of their mental health and well-being and what makes a healthy lifestyle.
- We will guide our children towards working with independence, using their initiative and showing a sense of responsibility whilst taking pride in their achievements.
- We will ensure that children's rights are learned, understood and lived in this school.
- We will value our partnership with parents and our links within the local and global community.
- We will encourage our children to build a 'Legacy' and be the best that they can be.

Vision

Our School Vision is...*'Happiness Through Learning'*

'That Every Person 'Stands Out' for the right reason and as a result, Brompton Community Primary School is a better place than when we found it! 'Build Your Legacy - This is Your Time'.

This vision is mirrored for the Early Years pupils at Brompton Community Primary School where we provide every child with the skills to become a happy, independent, confident lifelong learner. Our provision aims to provide a rich and engaging environment, promoting active learning where every child is challenged. We plan and provide for a range of skills based open ended learning which stimulates every child's imagination and creativity. We endeavour to provide every child with a vocabulary rich environment, promoting the love of language and providing them with solid foundations for learning.

Structure

At Brompton Community Primary School, the EYFS is set up as a unit, with both F1 and F2 children sharing the same indoor and outdoor environment. The provision is carefully planned around different skills, allowing children of all abilities to access exciting learning opportunities where they can be challenged. A lot of the resources in our unit are 'open-ended' resources, allowing children to be

imaginative, creative and independent to take their learning in their own direction. After separate register sessions first thing on a morning, the children are then able to free-flow amongst each other both in the indoor and outdoor environment. We understand and embrace the importance of outdoor learning, therefore the children have access to the outdoors most of the time - we only stay indoors when the weather is particularly bad and potentially dangerous. As a result, we ask that children come to school prepared with a sensible coat and footwear on a daily basis.

During their part-time attendance in the Foundation Stage the nursery children are known as F1. We currently offer 15 hours of free early years' education per week for F1 children. The sessions on offer are 5 x 3 hour mornings during term time only, however, this is based on there being adequate space and staff allocation regarding the pupil/staff ratio.

In their last year of the Foundation Stage, the Reception children are referred to as F2. This is the year in which a child has their fifth birthday. The Early Years Foundation Stage Profile (EYFSP) will be completed for each child no later than 30th June and reported to parents before the end of the summer term.

Staff understand the importance of working closely with parents when settling children into our unit. Before starting F1, we invite both parents and children to join us for a look around the unit and at least two settling in sessions. Parents of children who are offered a place in F2 are invited to an induction meeting in the summer term. The staff will visit the children at their nursery or at home prior to starting school in September. All prospective F2 children are offered three taster sessions in the summer term, one of these days includes lunch with their parent. More sessions will be made available if it is deemed necessary.

Curriculum

Our early years setting follows the curriculum as outlined in the 2017 statutory framework of the EYFS.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

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

They are essential Early Learning skills and are promoted heavily through our planning and provision. Successful mastery of these skills supports children to achieve well in the Specific Areas of Learning.

The 4 specific areas are:

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

Phonics

In F1, the children focus on Phase 1 of the Letter and Sounds phonics scheme. Children are exposed to lots of listening games and they are encouraged to identify different environmental sounds. They go on listening walks, explore instruments and body percussion and complete focus adult led activities centred around alliteration and rhyme. F1 children are also exposed to blending and segmenting words orally.

In F2, phonics is delivered systematically and consistently. The children take part in a daily phonics session and also have access to other phonic related activities throughout the day. Following Letters and Sounds, the children learn the Phase 2 phonemes and graphemes first, practice letter formations and they build up confidence when segmenting and blending to read and write. When they are confident with Phase 2, children are moved on to work on Phase 3 and 4 respectively. Phonics homework is set weekly allowing children to consolidate their learning at home. Children are assessed regularly to ensure progress and challenge is being identified and addressed.

Individual reading books are sent home weekly for children to practice their early reading skills. To begin with, children take home a picture book, allowing them to discuss the illustrations, share their own storytelling and practise handling books correctly. When children are able to start blending words using the taught phonemes, they will be given a decodable reading book to practise at home.

Mathematics

At Brompton Community Primary School our mathematics is based around the early year's mastery approach. We use the programme 'Numberblocks' as a foundation tool to introduce the concept of a number. The children investigate the number along with broadening their knowledge of shape, space and measure. Mathematics is emphasised in our provision and daily routines.

Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

Reading and storytelling lies at the heart of our EYFS curriculum and we plan our half-termly topics around a focus story or book. Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led, guided and child-initiated activities. Staff use a variety of planning formats such as medium-term plans (Big Picture planning), adult directed session plans and objective led plans to deliver a varied and balanced curriculum. Staff consider the children's interests and so therefore learning is often child initiated and can be taken in a different direction. Staff also reflect on the different ways that children learn and include these in their practice. Children learn by leading their own play, and by taking part in play which is guided by adults. There is an ongoing judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Towards the end of the year in F2 as the children grown older and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for Year 1.

Assessment

At Brompton Community Primary School, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers. Children's progress and attainment is tracked through the school tracking system 'Target Tracker.' Summative assessments are inputted on a half-termly basis against the 17 Early Learning Goals and any future learning or gaps are identified and then addressed.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Exceeding expected levels or,
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

Staff must also reflect and report on the different ways that children learn. The three characteristics of effective learning 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

Working with parents

At Brompton Community Primary School, we recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers. Parents and/or carers are regularly kept up to date with their child's progress and development. Observations are sent home via the 'Evidence Me' app, and parents are strongly encouraged to comment on their child's development or to add observations of their own at home. We hold parent consultation evenings twice a year and parents have the opportunity to discuss their child's EYFSP at the end of the summer term also. At Brompton, we have an 'open door' policy and we take pride in knowing our families and working closely with them. To promote parent partnership we also:

- Send home termly key stage newsletters and monthly whole school newsletters
- Encourage parent volunteers in school
- Hold parent information workshops to support parents and children at home - e.g. Phonics Workshop
- Encourage parents to share their child's interests and home learning through the 'Seesaw' app
- Regularly update the class page to share information and learning with parents
- Provide all children with Home-School reading records where both parents and practitioners can comment on the child's reading
- Hold regular 'showcase' assemblies where parents are invited into school so children can show their work and perform a song or story

Safeguarding and welfare procedures

At Brompton Community Primary School, we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for the Early Years Foundation Stage 2017. Our safeguarding and welfare procedures are outlined in our safeguarding policy.

Monitoring arrangements

This policy will be reviewed by the EYFS Manager annually.

At every review the policy will be shared with the Governing Body.

Legislation

This policy is based on requirements set out in the [2017 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

Statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See Child Protection and Safeguarding Policy
Procedure for responding to illness	See Health and Safety Policy
Administering medicines policy	See School Medical Policy
Emergency evacuation procedure	See Health and Safety Policy
Procedure for checking the identity of visitors	See Child Protection and Safeguarding Policy
Procedures for a parent failing to collect a child and for missing children	See Child Protection and Safeguarding Policy
Procedure for dealing with concerns and complaints	See Complaints Policy
Procedure for delivering intimate care	See Intimate Care Policy