



Bishop Bridgeman Church of England Primary School

Early Years Foundation Policy

Bishop Bridgeman C.E. Primary School - EYFS Policy

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"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. A secure, safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years services they want to know that provision will keep their children safe and help them to thrive."

1. Philosophy

Early childhood is the foundation on which children build the rest of their lives. At Bishop Bridgeman C.E. Primary School we greatly value the important role that the

Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development, however we also believe early childhood is valid in itself, as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

2. Aims

- To ensure that the transition between home and school is a happy one. We wish to establish a partnership with the home in order to build a foundation for future learning. We aim to foster relationships based on mutual trust, complete confidence and to promote parental involvement and interaction.
- Provide a safe, secure, caring and stimulating environment. We wish to provide an environment, which inspires further investigation, one where children can make mistakes without fear, to learn from failure as well as success.
- To value each child as an individual. Each child arrives with their own knowledge and experiences and we work to build upon this. We wish to promote a positive self-image and value all children's ideas and feelings.
- To enable children to learn and develop skills and attitudes for future learning. We wish to deliver a curriculum, which is carefully structured to the intellectual, emotional, physical, spiritual, moral, social and cultural development of the children.
- To provide a range of experiences and materials whereby children may learn first hand about the world around them. We recognise and value play as having a fundamental role in early childhood education.
- To observe and respond appropriately to children to ensure continuity and progression throughout all stages in their development and learning.
- To provide sensitive, knowledgeable and informed adult involvement and intervention. Through interaction, we encourage them to explore further. We ask why, how and what next?
- To share in the joy of childhood and discovery. A knowledge and understanding of child development is crucial; early learning and teaching is a highly skilled area. There is a right time; we believe in recognising and responding to this accordingly.
- To promote independence. We expect children to take responsibility for themselves and each other. We wish to inspire them to make further enquiries and provide them with the skills to do so.
- To develop self-discipline. We provide a framework where a child will learn the rules of social behaviour and understand why. By example, we encourage consideration and co-operation.

- To acknowledge achievement and success. We encourage perseverance without fear of failure. Competition is recognised but personal improvement is more important.
- To encourage children to be proud of their school community and beyond. We will, by good example, promote high standards of work and behaviour. We will expect them to take responsibility for care of the school and the environment.
- To teach in accordance with the agreed ethos of the school.
- To ensure learning is meaningful, rewarding and FUN.

3. Children's Development and Learning

All children begin school with a variety of experiences and learning. It is the privilege of the practitioners working in our Foundation Stage unit to take on the task of building upon that prior learning and experience. This is done through a holistic approach to learning, ensuring that Parents/carers, support staff and teachers work effectively together to support children's learning and development.

We recognise that a stable and secure environment is established through routines, careful and thoughtful induction process and sharing practice. The organisation of the unit is designed to let young children move and be spontaneous, or be quiet and take refuge. We recognise that young children need time, patience and support. The staff within the unit are aware that adult intervention or support may sometimes be needed immediately or it may inappropriately interrupt the flow of a young child's concentration; we will seek to respond appropriately.

Teaching in the EYFS is delivered in accordance with the government's statutory document 'The Statutory Framework for the Early Years Foundation Stage' (March 2012). This document is a principled approach to Early Years education, bringing together children's welfare, learning and development requirements through four themes: 'A Unique Child', 'Positive Relationships', 'Enabling Environments' and 'Children Learn in Different Ways and at Different Rates.' The curriculum is centered on 3 prime areas of learning:

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

Providers must also support activities through four specific areas, which strengthen the prime areas. These are:

- Literacy

- Mathematics
- Understanding the World
- Expressive Arts and Design

These Areas of Learning and Development address children's physical, cognitive, linguistic, social and emotional development. No one aspect of development stands in isolation from the others as all Areas of Learning and Development are all closely interlinked. This ensures the delivery of a holistic, child-centered curriculum which allows children to make lots of links between what they are learning. All Areas of Learning and Development are given equal weighting and value.

4. Learning through play

We organise the day to provide a balance between the following:-

- Child initiated Activities - children make choices from within the learning environment to meet his/her outcome for learning.
- Adult Initiated Activities- practitioners provide the resources to stimulate and consolidate learning.
- Adult Directed Activities - Children engage in planned activities to meet specific learning outcomes.

At Bishop Bridgeman CE Primary School we recognise that young children learn best when they are active. We understand that active learning involves other people, objects, ideas and events that engage and involve children for sustained periods. Therefore, we believe that Early Years education should be as practical as possible and our EYFS setting has an ethos of learning through play.

We recognise the importance of children's play. It is an essential and rich part of their learning process, supporting them in all areas of development. Play is a powerful motivator encouraging children to be creative and to develop their ideas, understanding and language. Play is also flexible and able to suit the preferred learning style of the child. It can provide multiple ways for children to learn a variety of different skills and concepts.

In providing these active learning opportunities through play we understand the central position of play within the EYFS framework. This is essentially a play based curriculum and pedagogy as the provision of play opportunities underpins its delivery.

5. The Learning Environment

We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first hand experience. We also aim to make it a place where children feel secure and confident, and are challenged to develop their independence. Activities are planned for both the inside and outside; children have the freedom to move between the indoor and outdoor classroom throughout the school day. The learning environment is divided into a variety of different areas: role play, book corner, writing area, Numeracy area, topic display table, listening centre, computer, creative, malleable, sand, water, outside, construction, small world and puzzles. These areas are carefully arranged to encourage quiet areas and more active areas within the learning environment. Children are encouraged to become independent learners and to take some responsibility for initiating their own lines of enquiry and investigation. Each morning children are involved in a focused carpet time and then offered a period of long uninterrupted play. This is repeated in the afternoon to offer a consistent approach for both morning and afternoon Nursery children.

6. Resources

Children's independence is encouraged through a well-organised environment where resources are easily accessible and suitably stored; a child-friendly environment is provided in order for this to be achieved.

Children are encouraged to work together, negotiating rules for learning areas and care of resources. Children will be given opportunities to make choices; they will be encouraged to consider each other's needs and to start developing empathy with the world around them.

7. Planning

Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can do. Our planning shows how the principles of the EYFS will be put into practice and is always informed by observations we have made of the children, in order to understand and consider their current interests, development and learning. All practitioners who work in the EYFS unit are involved in this process. There are three stages of planning the curriculum:

Long Term Planning

We have identified the key learning experiences we would like the children to have. Themes are planned for each of the 3 terms and the early learning goals and development matters statements will be distributed over the terms, to determine broad and balanced coverage. Some early learning goals will provide a focus for certain terms, particularly those relating to Knowledge and Understanding of the World.

Medium Term Planning

We address particular aspects of the curriculum in more detail for each term. We include links between areas of learning and development and opportunities for computing. Learning objectives, assessment opportunities, and activities and experiences for each area of learning and development are identified. Themes will be shared with parents and children at the beginning of each term. They are used to assess prior knowledge and understanding and to enable the children to have an input into the direction of the theme.

Short Term Planning

We identify specific learning objectives, activities, differentiation, deployment of adults and resources, to meet the learning needs of the children on a weekly and day-to-day basis. It allows for flexibility in response to individual children's needs and interests and for revision and modification, informed by on-going observational assessment.

Organisation

The children have daily opportunities for structured and free-flow play both in the classroom and in the custom built EYFS outdoor area. Adults who act as facilitators to the child's learning support this time. The teachers liaise with teaching assistants, regularly involving them in planning, preparation and assessment. We are always aiming to improve our teaching skills, knowledge and understanding and so all practitioners are encouraged to participate in local authority courses, and in-service and local cluster group training. Practitioners also conduct and attend in-house training and disseminate new initiatives, ideas and teaching methods to colleagues.

8. Assessment, recording and monitoring

The main EYFS assessment method is through practitioners' observations of children in different teaching and learning contexts, including both adult focused activities and child initiated play. Observations take place on a daily basis (both formally and informally). Practitioners make time to carry out planned observations of individuals and groups of children regularly. They also make spontaneous observations in order to capture significant moments of children's learning. All practitioners are involved in observing children. Practitioners use observations to support their developing knowledge of individual children. It informs them of children's abilities, needs, interests play schemas and learning styles. Observations are evaluated, children's learning priorities are identified and relevant learning opportunities are planned to support children to make the next steps and progress.

Learning Journeys record children's progress over the academic year in all Areas of Learning and Development of the EYFS framework. Samples of children's work are gathered, along with photographic evidence and observations.

There is continuous monitoring and assessment of each child's development using the new Early Years Foundation Stage Profile (2012). At the end of the year it provides

a summary of every child's development and learning achievements. Baseline assessment is carried out using the EYFS Profile during the children's first six weeks upon entering the setting. Judgments made on children's development in the Profile are based on practitioners' evidence of children's behaviour observed independently and consistently in their self-initiated activities across all Areas of Learning and Development.

9. The Role of Parents/Carers and Community Involvement

At Bishop Bridgeman C.E. we open our unit each morning to both parents and children. We aim to achieve good communication with our parents and always respond with a professional attitude. We value the role of parents and seek to promote a parent- friendly environment, with Parent notice boards located near entrances to the Unit. We also run "Play and Stay" sessions twice a week as well planned workshops throughout the academic year.

We recognise that Parents/carers are the child's first and most enduring educators. When Parents/carers and practitioners work together in early years settings, the results have a positive impact on the child's development. A successful partnership needs to be a two-way flow of information, knowledge and expertise.

We aim to develop this by:

- Outlining the reception curriculum to Parents/carers during the new parents meeting in July, to enable them to understand the value of supporting their child's learning at home
- Curriculum newsletters are sent home each term to keep parents informed of their child's current curriculum and learning needs, with an outline of activities which could be undertaken at home to support this
- Encouraging Parents/carers to complete the home/school admissions booklet
- Organising a welcome to Nursery/Reception meeting in early September
- Operating an "open door" policy, whereby Parents/carers can come and discuss concerns and developments in an informal manner
- Sharing progress at school through annotated photographs and encouraging parents to comment on children's achievements.
- Encouraging parents to record special moments or achievements at home
- Encouraging Parents/carers to listen to their child read each night and to comment on reading progress in a home/school reading diary
- Discussing individual targets with Parents during parent consultation meetings held once a term.
- Providing an annual written report to Parents/carers in July summarising the child's progress against the early learning goals and characteristics of effective learning.

- Holding child/parent open days and workshops to enable parents to work alongside their children.

10. Links with Other Settings and Partners in Education

We strive to maintain a good relationship with all who enter Bishop Bridgeman C.E. Primary School. We work closely with our feeder Nurseries and encourage pre-entry visits to Reception before children start. We work closely with many outside agencies. We meet other EYFS units at cluster, moderation and training meetings, giving us the opportunity to develop best practice throughout our setting and others.

11. Admission to Nursery and Reception

A thorough induction programme has been set up for those starting the Nursery when they are 3 and for those starting Reception in the academic year in which they are 5. Further details will be found in the EYFS handbook and school admissions policy.

Our Nursery and Reception children work together on a daily basis and this will ensure a smooth transition for Nursery into Reception in September. Time is set aside for a transition meeting where staff will pass Learning Journeys on to the new Key Person with a detailed conversation about each individual child including any barriers to learning.

Class teachers will be offered the opportunity to work with their new class as 'Reception' before the end of the summer term. This offers a smooth transition in September.

Due to the nature of the unit, children will still be able to work with Nursery Staff on a daily basis. This will ensure all children's emotional needs are met and that all children feel safe and secure.

Parents/carers have the opportunity to meet the class teacher and to visit the reception classroom prior to September. In September a meeting is held by the EYFS leader to introduce Parents/carers to the school, reception procedures and curriculum. Parents/carers are given an EYFS Handbook, which outlines the curriculum and school routines, along with a document pack to be completed and returned to school. Uniform and reading folder orders are available for collection at this meeting.

The aims of our strong transition process are to allow:

- Children to feel secure in their new environment and gradually build up to full-time attendance
- The practitioners to get to know the children individually and establish good relationships
- The reception teacher to carry out a baseline assessment

Admission on a full-time basis is introduced at the beginning of week 3, unless it is mutually agreed between parents, the EYFS leader and the head teacher that the child will benefit from a continuation of the part-time arrangement. A child reaches statutory school age at the beginning of the term following his/her fifth birthday.

12. Reception to Year 1 Transition

Reception and the year 1 teacher have worked together to make the transition from the Early Years Foundation Stage to Key Stage 1 as smooth as possible.

- Children are encouraged to develop independence when dressing and undressing and when organising their personal belongings throughout the reception year
- Reception practitioners plan for more structured activities to be undertaken during the summer terms, encouraging less dependence on adult support
- Reception children meet year 1 during the summer term where they move to their new classroom and meet their new teacher and TA.
- Year 1 teachers are offered the opportunity to work in Reception with their new class regularly throughout the summer term to allow for smooth transition into year 1.
- Individual EYFS Learning Journals are passed on to year 1 teachers
- An EYFS Profile end of year class summary is passed on to year 1 teachers
- Reception and year 1 teachers meet to discuss individual needs of children in July
- The 'Letters and Sounds' national approach to phonics and spelling is continued throughout year 1 and 2
- There is a similar structure to the school day during the Autumn Term when the children move into year 1
- There is an overlap in approach and routines, e.g. Fruit time, behaviour systems, timetables, etc.
- Where possible, the year 1 children continue to enjoy practical learning experiences which gradually becomes more formalised towards the end of the academic year

13. Special Educational Needs

Children are offered the opportunity to develop a variety of skills and concepts, and practise these regularly in different contexts. We recognise that children have different starting points, work at different levels and paces, and require different

challenges. These are met through differentiation, our SEN policy and working within the appropriate curriculum. Our Special Educational needs Co-ordinator works closely with the Unit, ensuring early identification and excellent support for those who need it.

14. Safeguarding

Please refer to 'Safeguarding Children' Policy.

15. Health and Safety

Please refer to 'Health and Safety' Policy. Within the Foundation Stage Unit we have 2 qualified Paediatric First Aiders.

16. Equal Opportunities

- We value each child's contribution.
- We will respect and value cultural diversity.
- We will aim to change stereotypes.
- We will not tolerate any form of discrimination.

Further information about the organisation and opportunities for development and learning provided for the children within Early Years may be found in the Early Years Handbook.

This policy will be reviewed and updated when necessary in accordance with the school development plan. We will continue to review our practice and provide adult training and development where possible; each child deserves the very best for their education in the Foundation Stage.

H. Hafeji

Last review November 2014