

BOURNVILLE VILLAGE PRIMARY SCHOOL



Early Years Foundation Stage Policy

Written by: Kate Sims
Review date: Summer 2021
To be reviewed: Summer 2023 (every 2 years)
Statutory

Reviewed by: Curriculum and Standards Committee
Approved by: Curriculum and Standards Committee

Signed:	Chair of Committee:	Date:

Please read in conjunction with the following policies:-

- The Teaching and Learning policy
- The Feedback policy
- The Teaching and Learning at BJS booklet
- SEND Policy
- Data Protection Policy
- Recent DFE documentation

The Early Years Foundation Stage applies to children from birth to the end of their Reception Year. At Bournville Village Primary School, we build on the foundations laid by our nursery providers throughout the Reception year. The curriculum for EYFS underpins all future learning by supporting children's personal, social and emotional wellbeing, as well as positive attitudes and dispositions towards learning.

Our Early Years Vision states that;

At Bournville Village Primary School we believe that our youngest children are resilient, sociable, imaginative and curious learners. They have the right to develop their individuality, be safe, be creative and have their aspirations nurtured. We aim to achieve this by providing an environment where children can be risk takers, be challenged and supported by adults who are experts.

Aims

Our aims at Bournville Village Primary School are:

- To provide a safe, stimulating and inclusive environment in which learning is nurtured and creativity encouraged and valued.
- To provide a broad, balanced and creative curriculum which sets in place firm foundations for future learning and development.
- To assess each child's individual needs to identify their next steps to helping each child to make progress through the curriculum.
- Develop excellent relationships with parents and carers to build a strong partnership in supporting their children
- Provide a caring and inclusive learning environment which is sensitive to the requirements of the individual child including those who have additional needs.
- Support children in becoming competent and confident learners who achieve their full potential academically, socially and emotionally.

Teaching and Learning in the Foundation Stage

We follow the statutory framework of the EYFS and the four guiding principles that shape practice within the Early Years setting:

- 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 with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Children develop and learn in different ways and at different rates.

In the Foundation Stage children learn best when they experience learning first hand, through meaningful interactions with others, through physical activity and through play. Children in the Foundation Stage require:

- Adults who support, encourage and interact with them in meaningful ways individually, in small groups and in large group situations.
- An interesting and safe place in which children encounter acceptable risks as part of a stimulating and challenging controlled environment.
- Opportunities to learn both indoors and outdoors in which time is given for investigation, exploration and enquiry.
- Extended opportunities for well supported experiential play.

- A high level of challenge which fosters children's growing independence.

The EYFS Curriculum

Our curriculum for the Foundation Stage reflects the learning aims and objectives set out in the Early Years Foundation Stage Statutory Framework combined with the Development Matters curriculum guidance.

There are seven areas of 'Learning and Development' that must shape educational provision in all early years' settings. All areas of Learning and Development are important and inter-connected. Our children's learning experiences enable them to develop competency and skill across these areas of learning. They require a balance of activities for children to develop effectively and to give them the best chance of obtaining a Good Level of Development at the end of their Reception Year.

Three 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 three Prime areas are:

- Communication and Language
 - Listening, Attention and Understanding
 - Speaking
- Physical Development
 - Gross Motor Skills
 - Fine Motor Skills
- Personal, Social and Emotional Development
 - Self-Regulation
 - Managing Self
 - Building Relationships

Staff will also focus on teaching the 'essential skills and knowledge' in the four specific areas, which will help children prepare for year 1. Through these, the three prime areas are strengthened and applied.

Specific Areas:

- Literacy
 - Comprehension
 - Word Reading
 - Writing
- Mathematics
 - Number
 - Numerical Patterns
- Understanding the World
 - Past and Present
 - People, Culture and Communities
 - The Natural World
- Expressive Arts and Design
 - Creating with Materials
 - Being Imaginative and Expressive

Each area of learning and development will be implemented through a mix of teaching and learning opportunities. Learning through play underpins our approach in the foundation stage, with time given each day to 'explore and learn'. We embrace the fact that young children learn best from activities and experiences that interest and inspire them to learn. In doing so we can provide children with stimulating, active play experiences in which they can explore and develop their learning and to help them make sense

of the world. Children have opportunities through their play to think creatively and critically alongside other children as well as on their own. They can practice skills, build upon and revisit prior learning and experiences at their own level and pace. Play gives our children the opportunity to pursue their own interests, inspire those around them and consolidate their understanding and skills. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. Our adults take an active role in child-initiated play through observing, modelling, facilitating, teaching and extending play, skills and language.

Activities are planned with reference to the three **Characteristics of Effective 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 a develop their own ideas, make links between ideas, and develop strategies for doing things

Planning

In Reception, teachers plan for a new topic each term through which links are made to all areas of learning set out in the Development Matters statements. Central to this is the use of quality texts, which are carefully selected to link to the topic, deal with important themes, promote reading for pleasure and promote discussion and reflection. ‘Continuous provision’ planning sets out intended learning in each area of provision.

Assessment

The Foundation Stage Profile is the nationally employed assessment tool that enables teachers to record their observations at the end of the pupils’ Foundation Stage and to summarise their progress towards the Early Learning Goals.

During the few weeks the Autumn term, teachers will assess children using the statutory ‘Baseline Assessment tool’. This assessment will be carried out one-one with an adult in the first 6 weeks of the children starting school.

On-going assessment in the Foundation Stage takes the form of both formal and informal observations and teacher knowledge of the pupils. Assessment is completed regularly and involves both the teacher and other adults, as appropriate. Assessment information from each individual child is used to ensure that future planning reflects identified needs.

At the end of the final term of a pupil’s Reception Year each child is assessed against the Early Learning Goals. Teachers will indicate whether children have met expected levels of development, or if they are not yet reaching expected levels (emerging). This is the EYFS profile. A summary of these assessments is submitted to the LA for analysis.

Parents receive an annual written report that offers comments on each child’s progress in each area of learning, including the characteristics of effective learning. It highlights the child’s strengths and developmental needs and gives details of the child’s general progress and celebrates their successes.

The Learning Environment

Classrooms are organised to allow children to explore and learn securely and safely. There are specific areas of learning organised to encourage the children to be active, be quiet, be creative etc. Children have access to both the inside and the outside environment at various points in the day which is known to have a positive effect on the children's development.

Transition

We plan our pupils' transition into school carefully to support them to settle into their new class quickly and happily.

In Reception children are invited to a taster session before their official start date. Staff are on hand to meet and greet parents with their children and answer any questions they might have. Additionally, parents of all children starting in the next academic year will be invited to an Induction Meeting in the Summer Term to meet their child's new teachers and other key staff, as well as familiarise themselves with our school policies and arrangements for starting school in September.

We provide a gradual induction into school in September. Children will attend school for three half days, followed by a half day including lunch, and will be full time from the fifth day. This allows for consistency and will provide children with a more settled and supportive experience.

Safeguarding & Welfare

'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.' (Statutory Framework for EYFS 2021)

At Bournville Village Primary School, we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage.

- To provide a setting that is welcoming, safe and stimulating where children are able to enjoy learning and can grow in confidence;
- To take all necessary steps to keep children safe and well
- Promote good health;
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs;
- To ensure that all adults who look after the children, or who have unsupervised access to them, are suitable to fulfil the requirements of their role;
- Ensure that the setting, furniture and equipment is safe and suitable for the purpose it was intended for;
- Maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children.

Any safeguarding or welfare issues will be dealt with in line with the **Child Protection and Safeguarding Policy**, and all members of staff are trained and supported in applying this policy effectively through their everyday practise.

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards.

Monitoring and Review

This policy is reviewed every 2 years by the Governing Board and the Head Teacher.

Any changes made to this policy will be communicated to all members of staff.

All members of staff directly involved with the EYFS are required to familiarise themselves with all process and procedures outlined in this policy as part of their induction.

The next scheduled review date for this policy is **Summer 2023**.